



Villa Real School
together we achieve

WILD Passport Policy 2025

Responsibility: Michelle Rutherford

Date: January 2025

To be reviewed: January 2027

Introduction

WILD Passport is unique in that it is a skill, knowledge and competency based outdoor learning curriculum and progression monitoring system. It is becoming increasingly apparent through research available that time spent in nature can improve student's mental health and wellbeing promoting a deeper connection with nature supporting an inclusive and engaging learning ethos.

When learning outside the classroom, the pupils/ students will be given opportunities to:

- Make decisions and take (dynamically assessed) risks
- Improve levels of knowledge and skills
- Develop resilience, independence, confidence, a good sense of wellbeing and self-esteem
- Improve their physical health and increase their motor abilities
- Socialise and interact in new and different ways with their peers and adults
- Show improved attention and enhanced self-concept, self-esteem, mental health and emotional intelligence
- Develop a love and respect for the environment.

"If students don't grow up knowing about nature and appreciating it, they will not understand it. And if they don't understand it, they won't protect it. And if they don't protect it, who will?"

Sir David Attenborough

The outdoors can provide space and freedom for a type of learning that is difficult to replicate indoors. All pupils/ students have the right to experience the unique and special nature of learning outdoors.

Aims and objectives

WILD Passport has 125 Learning Outcomes split over five separate competencies to take learners from the very foundations of woodland skills right through to higher level competencies.

WILD Passport has been designed as a stand-alone programme or to support existing outdoor learning approaches such as Forest Schools. It provides a framework with learning objectives for evidencing learner progression and achievement, thus providing justification for the provision of outdoor learning opportunities.

Teaching and Learning

The key themes of the WILD Passport programme are delivered and gradually revisits and reintroduces topics at a deeper and more complex level at each stage, whilst rehearsing, embedding and emphasizing the skills and attributes the young people need to support their independence to engage as much as they possibly can.

Varying strategies and approaches will be used to ensure maximum accessibility to WILD Passport programme, and will vary from class to class. These strategies may include small group work, whole class or individual work, using materials and resources that pupils/ students can understand through sight, touch, sound, taste or smell

All pupils/ students are enabled and supported to achieve competencies as:

- Beginners
- Advance beginners
- Intermediate
- Proficient
- Expert

The WILD Passport is flexible in allowing pupils/ students to learn at their own pace, activities can be adapted to offer a multi-sensory approach to achieve skills in:

- Woodcraft
- Shelter building
- Fire
- Nature
- Ropes

At Villa Real School pupils/ students participate in a large number of extra-curricular activities to enrich their learning, in real life situations and within their community. WILD Passport is a programme that can support accessing more of the community and build skills for more opportunities in the future.

Practice

The WILD Passport pathway can be woven within all areas of Villa Real School's curriculum with strong links to the school's sustainability and Eco School responsibilities.

WILD Passport leaders will enable pupils/ students to work both individually and co-operatively outside. They will:

- Enable pupils/ students to appreciate the beauty of nature; encouraging the use a variety of natural resources.
- Encourage pupils/ students to enjoy and have fun outdoors in many contexts.
- Work together (pupils/ students, staff, parents, community) to create a better environment for all.
- Organise and/or provide necessary resources (e.g. wellies/boots, waterproofs).
- Develop a set of rules.
- Enable pupils/ students to use resources safely and to manage and use the space and freedom responsibly.
- Help pupils/ students to take responsibility and care for the outside environment and resources within it.
- Encourage pupils/ students to respect their environment and to care for living things.

WISPA – Quality of Life Model

The WILD Passport programme is supportive of Villa Real School's Quality of life model. The model is based on educational research that identifies metrics of quality of life. The model has been adapted to suit the children and young people of Villa Real School.

- **Wellbeing** – WILD Passport endeavours to support mental, physical and emotional wellbeing of our pupils with an engaging and challenging curriculum.
- **Independence** – The WILD Passport programme includes many activities that require support and supervision. The level of support and supervision is reduced as necessary as independence and skill level grows.
- **Social Participation** – WILD Passport is delivered in small groups and pupils working together to a common goal is a key aspect of the programme.
- **Activity** – The WILD Passport programme has components of physical activity that are readily adapted for all of our learners. The activities are accessible and engaging designed for the best possible pupil outcomes.

Quality of life for our young people is about improving the metrics above and WILD Passport delivers on all of the above. This aligns with our aims of improving pupil access and outcomes.

Monitoring, Assessment and Evaluation

The WILD Passport booklet will be available for each student accessing the activities, pupils/ students will be given appropriate support and guidance to ensure success. Success criteria will be flexible according to each individual learner and opportunities revisited as required.

The role of teachers and leaders is to raise expectations of the quality of pupils' / students' work and ableness to participate in the WILD Passport programme to ensure it is commensurate with expectations of pupils' / students' work in other areas of the school.

Assessment will be gathered based on a variety of evidence, including some of the following:

- self-assessment
- peer assessment
- individual written work
- group work
- discussion
- role play
- observation
- photographic
- Earwig
- BSquared

Health and Safety

We will support pupils/ students in taking risks within a safe and secure environment. It is important to ensure that the outdoor environment offers challenges and teaches the student how to be safe and aware of others. All activities are risk assessed.

Pupils/ students and staff are advised about possible risks before entering the area and before each session where safety rules are shared.

A qualified first aider will be present at all times.

Accessibility and Inclusion

The WILD Passport programme will be inclusive to everyone. The need for a suitable environment is paramount and safe spaces outside have been

identified and are reviewed regularly based on their appropriateness. In the rare occasion that these are unavailable the programme will be delivered in a suitable indoor space. This ensures access to all throughout the programme. We aim to ensure that the needs of all pupils/ students are met and that all understand the importance of equality and respect. School will ensure that our teaching is sensitive and age appropriate in its approach and content. Villa Real School will actively promote and support the respect of differences and similarities (physical, cultural, faith, ethnicity, gender, sexual orientation) of all our pupils/ students and staff.

Resources

Villa Real School hold a wide variety of resources to enable pupils/ students to reach their potential within the WILD Passport criteria. Resources are stored and accounted for in a secure area with access for WILD Passport leaders only. Maintenance - equipment is checked before use and cleaned where appropriate after use.