



**Adventurous Acorns Forest School @ Cippenham Nursery School 3-year Sustainability Plan**  
2021 – 2024

Year	<b>Intent</b> 	<b>Implementation</b> 	<b>Impact</b> 
<b>2021-2022</b>	Renegotiating contract of use for 'Wildlife Garden' in partnership with Cippenham School.	<ul style="list-style-type: none"> <li>- HTs of respective schools to meet for discussions.</li> <li>- Assurance that FS can continue with the current contract in place, whilst new one is being drawn up.</li> <li>- Contract to be drawn up and signed for both parties.</li> </ul>	<ul style="list-style-type: none"> <li>- Working in partnership with neighbouring school to develop outdoor learning provision.</li> <li>- Community cohesion.</li> <li>- Ensuring sustainability of FS approach.</li> <li>- Breadth of curriculum.</li> </ul>
	All Forest School Leaders to be fully qualified to run sessions independently.	<ul style="list-style-type: none"> <li>- HH to gain qualification by April 2022.</li> <li>- Observation visit to be conducted by FSLI tutor.</li> <li>- KLa to mentor HH during process.</li> </ul>	<ul style="list-style-type: none"> <li>- Qualified staff.</li> <li>- Children's knowledge continually developed and supported by knowledgeable practitioners.</li> <li>- High standards of education maintained.</li> </ul>
	Ensure CNS vision is lived through FS provision and practice.	<ul style="list-style-type: none"> <li>- Ask children/ staff what has made them happy to be here today.</li> <li>- Support those to share what would make them happy.</li> <li>- Discussion during reflection sessions.</li> </ul>	<ul style="list-style-type: none"> <li>- Children have autonomy over their learning.</li> <li>- Children understand that their suggestions are respected and will be taken seriously.</li> <li>- Developing S&amp;L skills.</li> </ul>
	Undertake x6 maintenance session per year of the Forest School Site.	<ul style="list-style-type: none"> <li>- Parents to undertake maintenance work as directed.</li> <li>- Book in September maintenance specifically for Forest School</li> </ul>	<ul style="list-style-type: none"> <li>- Community cohesion.</li> <li>- Pride in area.</li> <li>- Site prepared to a high standard for all learners at FS.</li> <li>- Earlier start to Forest School sessions.</li> </ul>

<p>Purchase toilet tent and tool shed in preparation for October 2021 start.  ✓ Completed on 13-09-2021</p>	<ul style="list-style-type: none"> <li>- SH to order items.</li> <li>- Tool shed to be erected.</li> </ul>	<ul style="list-style-type: none"> <li>- Everything on site, so children can get the maximum effect of FS without having to leave the site.</li> <li>- More time for practitioners to focus on learning.</li> </ul>
<p>Prepare Forest School site for October 2021 start.  ✓ Completed w/b 13-09-2021</p>	<ul style="list-style-type: none"> <li>- Cut back brambles.</li> <li>- Create mud kitchen.</li> <li>- Create tool area.</li> <li>- Move base camp to under sheltered area.</li> <li>- Pond maintenance.</li> </ul>	<ul style="list-style-type: none"> <li>- Site safe and ready for learning.</li> <li>- Defined areas to work in for children to develop autonomy in learning.</li> <li>- Children have agency over their learning by developing the site over time.</li> </ul>
<p>Review and update Forest School Handbook, Risk Benefits Assessment and other essential paperwork.</p>	<ul style="list-style-type: none"> <li>- BD/HH/KLa to meet on 23/24-09-2021.</li> <li>- Adapt documentation according to the children's needs (view as a working document.)</li> </ul>	<ul style="list-style-type: none"> <li>- High expectations set through documentation.</li> <li>- Consistency of practice.</li> </ul>
<p>Begin developing 'Little Forest School' directly on CNS premises.  (Located in natural area by Loose Parts.)</p>	<ul style="list-style-type: none"> <li>- Create platform to enable children to climb up into the mid-tree layer.</li> <li>- Replenish digging area.</li> <li>- Create movable living hedging as a boundary line.</li> <li>- Provide natural materials available for investigation and building.</li> <li>- Prepare ground with woodchip covering.</li> <li>- Create book area containing nature books.</li> </ul>	<ul style="list-style-type: none"> <li>- Enables children to rehearse and practice their learning from Forest School sessions.</li> <li>- Additional area to lead Natural Outdoor Learning activities for those children who need additional support to gain confidence working outdoors.</li> <li>- Area is developed in accordance with children's needs, therefore addressing progress in learning and development.</li> <li>- Wellbeing benefits for children and staff.</li> </ul>

<p>Staff to attend Forest School sessions to gain understanding. (To begin on 04-10-2021.)</p>	<ul style="list-style-type: none"> <li>- KLa/HH to create Forest School session timetable.</li> <li>✓ <b>Completed 10-09-2021.</b></li> <li>- Staff to initially observe to build confidence in supporting risk taking behaviours.</li> <li>- FS knowledge to be disseminated into daily practice, where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>- Understanding developed of FS philosophy.</li> <li>- Children develop a sense of agency over their learning.</li> <li>- Children are recognised as confident, creative and capable learners.</li> <li>- Knowledge is continued beyond the FS site, to enable children to internalise and apply skills and information learnt.</li> <li>- Staff able to observe children in a different environment, thus create a holistic and more informed picture of the child.</li> <li>- Wellbeing benefits for staff.</li> </ul>
<p>Encourage CNS Governors to attend Forest School sessions to gain understanding.</p>	<ul style="list-style-type: none"> <li>- Share plan at FGB Meeting on 20-10-2021.</li> <li>- Governor (AH) with L3 in Forest School Leadership to act as critical friend.</li> </ul>	<ul style="list-style-type: none"> <li>- FS is identified as a Governor's priority; therefore all governors can acquire first-hand knowledge of this opportunity to gain an understanding.</li> <li>- Governor with FS qualification supporting to develop and improve practice.</li> <li>- Wellbeing benefits for governors.</li> </ul>
<p>Ensure First Aid qualifications are fully up to date.</p>	<ul style="list-style-type: none"> <li>- SH to identify appropriate courses by December 2021.</li> <li>- Establish First Aid kit specifically for Forest School sessions.</li> </ul>	<ul style="list-style-type: none"> <li>- All FS practitioners first aid qualified to maintain safety of children and staff whilst on site.</li> <li>- First Aid duties are everyone's responsibility, therefore sharing the workload.</li> </ul>
<p>Establish planning format for Forest School Sessions.</p>	<ul style="list-style-type: none"> <li>- Establish planning format to suit group needs.</li> <li>- Investigate planning formats from other Forest School provisions and adapt where appropriate.</li> <li>- <b>Create an ecological approach by planning using technology devices.</b></li> <li>- Follow a PITM approach.</li> </ul>	<ul style="list-style-type: none"> <li>- Consistency in planning, enabling any FS practitioner to lead a group, should the need arise.</li> <li>- Planning can be shared with Key Group practitioners, enabling them to develop their own PITM approaches to support children's learning and development.</li> </ul>

	<p>Establish Forest School webpage on CNS website.</p> <p>✓ Completed 11-10-2021. The webpage will be updated half-terminly and/or as an when necessary.</p>	<ul style="list-style-type: none"> <li>- BD to work with SH to establish an introductory page.</li> <li>- Weekly updates with photographs to be developed for each group.</li> <li>- Information to be made available for all stakeholders to access.</li> </ul>	<ul style="list-style-type: none"> <li>- Parents can make an informed choice about the most suitable nursery for their child based on information provided.</li> <li>- Learning is made visible across all areas of the curriculum.</li> <li>- A better understanding is developed about the FS philosophy.</li> </ul>
	Engage with the Forest School Association.	<ul style="list-style-type: none"> <li>- Continue to attend Oxon, Bucks &amp; Berks Forest Schools Association (OBBFSA) Meetings.</li> <li>- Attend meetings as and when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>- Community cohesion – members of a wider network.</li> <li>- Sharing of good practice.</li> <li>- Keeping up-to-date with current developments.</li> <li>- Engaging in contemporary research.</li> </ul>
	<p>Make contact with other Forest Schools in the locality.</p> <p>✓ Completed 15-09-2021 (with the view to make this an ongoing arrangement with other Forest School provision.)</p>	<ul style="list-style-type: none"> <li>- Identify good practice and visit setting.</li> <li>- 15-09-2021 Visit to Little Muddy Me Forest School Nursery, Bray.</li> <li>- Arrange a further visit for all staff to attend and identify good outdoor learning practice.</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing good practice and ideas.</li> <li>- Making connections for CPD purposes.</li> <li>- Engaging in professional discussions.</li> <li>- Developing an engaging learning environment for the children.</li> <li>- Enhancing own outdoor learning and FS provision.</li> </ul>
2022-2023	Continue to update knowledge of Forest School practice.	<ul style="list-style-type: none"> <li>- Book annual update for all FS practitioners.</li> <li>- BD to distribute FSA Weekly Roundup Newsletter.</li> <li>- FS practitioners are encouraged to share reading related to Forest School and apply this to their practice.</li> </ul>	<ul style="list-style-type: none"> <li>- Practice is research informed.</li> <li>- Practitioner knowledge continually developing.</li> <li>- CoEL development support children to build a foundation for lifelong learning.</li> </ul>
	Engage with the Forest School Association.	<ul style="list-style-type: none"> <li>- Continue to attend Oxon, Bucks &amp; Berks Forest Schools Association (OBBFSA) Meetings.</li> <li>- Attend meetings as and when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>- Community cohesion – members of a wider network.</li> <li>- Sharing of good practice.</li> <li>- Keeping up-to-date with current developments.</li> <li>- Engaging in contemporary research.</li> </ul>
	Ensure CNS vision is lived through FS provision and practice.	<ul style="list-style-type: none"> <li>- Ask children/ staff what has made them happy to be here today.</li> <li>- Support those to share what would make them happy.</li> <li>- Discussion during reflection sessions.</li> </ul>	<ul style="list-style-type: none"> <li>- Children have autonomy over their learning.</li> <li>- Children understand that their suggestions are respected and will be taken seriously.</li> <li>- Developing S&amp;L skills.</li> </ul>

Identify UNSDG in practice.	<ul style="list-style-type: none"> <li>- Identify on planning.</li> <li>- Introduce to children and staff during FS session.</li> <li>- Encourage children to talk about how they fulfil SDGs in their lives.</li> </ul>	<ul style="list-style-type: none"> <li>- Promoting understanding of global environmental/ climate issues.</li> <li>- Enabling children to become agents of change within their community.</li> <li>- Developing children as lifelong learners.</li> </ul>
Work in partnership with Cippenham School to initially offer Forest School sessions to identified groups.	<ul style="list-style-type: none"> <li>- HTs to discuss which children would most benefit from FS provision initially.</li> <li>- Invite interested staff to observe and participate in FS sessions.</li> <li>- Look to supporting staff should the wish to train as FSLs.</li> <li>- Identify how FS provision can be shared between the two schools.</li> </ul>	<ul style="list-style-type: none"> <li>- Sharing of professional expertise.</li> <li>- Working in partnership with other educational settings.</li> <li>- Building breadth and depth of curriculum.</li> <li>- Community cohesion.</li> <li>- Wellbeing benefits for children and staff.</li> </ul>
Develop introductory sessions for parents and toddlers.	<ul style="list-style-type: none"> <li>- Offer twice monthly paid sessions.</li> <li>- <a href="#">Invite childminders and stay and play families to participate.</a></li> </ul>	<ul style="list-style-type: none"> <li>- Ensuring longevity of CNS if parents sign their children up to attend.</li> <li>- Encourages families to take their children outdoors.</li> <li>- Builds relationships.</li> <li>- Wellbeing benefits for families.</li> <li>- Vital financial contribution.</li> </ul>
Complete application process to become a FSA Recognised Forest School Provider.	<ul style="list-style-type: none"> <li>- Collating of evidence as required.</li> <li>- <a href="#">07-02-2021 9.30am – Zoom Meeting booked with Nell Seal &amp; BD.</a></li> </ul>	<ul style="list-style-type: none"> <li>- Acknowledgement of good FS practice and that a satisfactory standard has been set.</li> <li>- Identifying the importance outdoor learning plays in children's education.</li> </ul>
Create an outdoor staff wellbeing area based on Forest School philosophy.	<ul style="list-style-type: none"> <li>- Liaise with staff as to what they would want out of an outdoor area.</li> <li>- Identify an area outdoors where staff can go and 'be.'</li> <li>- Locate and/or build furniture.</li> </ul>	<ul style="list-style-type: none"> <li>- Wellbeing benefits for staff, through reflection and mindfulness.</li> <li>- Health benefits for staff – lower blood pressure, good mental health practices.</li> </ul>

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	Continue to develop FS site.	<ul style="list-style-type: none"> <li>- TBC.</li> <li>- Plan developments and improvements alongside the children.</li> <li>- Follow a PITM approach.</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum is tailored to children's current needs, thus enabling them to make progress in their learning and development.</li> <li>- CoEL development support children to build a foundation for lifelong learning.</li> </ul>
2023-2024	Ensure CNS vision is lived through FS provision and practice.	<ul style="list-style-type: none"> <li>- Ask children/ staff what has made them happy to be here today.</li> <li>- Support those to share what would make them happy.</li> <li>- Discussion during reflection sessions.</li> </ul>	<ul style="list-style-type: none"> <li>- Children have autonomy over their learning.</li> <li>- Children understand that their suggestions are respected and will be taken seriously.</li> <li>- Developing S&amp;L skills.</li> </ul>
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	Investigate Forest School Trainer opportunities.	<ul style="list-style-type: none"> <li>- BD/KLa to identify suitable courses.</li> <li>- SH to allocate training budget.</li> </ul>	<ul style="list-style-type: none"> <li>- Vital financial contribution for CNS.</li> <li>- Development of FS practitioner knowledge.</li> <li>- Ability to support practice and promote the FS philosophy/ ethos/ approach.</li> </ul>

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	Upgrade toileting provision	<ul style="list-style-type: none"> <li>- Install compostable toilet.</li> </ul>	<ul style="list-style-type: none"> <li>- Supporting Eco-School approach.</li> <li>- Children and staff gain understanding of sustainability and recycling</li> <li>- Personal hygiene understanding being developed.</li> </ul>
	Investigate purchase of woodland	<ul style="list-style-type: none"> <li>- Sign up to woodland purchasing mailing lists.</li> <li>- Identify and organise fundraising opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>- Greater diversity of FS provision.</li> <li>- Protected space to lead Forest School Training sessions.</li> <li>- Additional space to develop financial opportunities for CNS.</li> <li>- Protection and management of biodiverse environment.</li> </ul>

<https://sdgs.un.org/goals>

