



FOREST SCHOOL QUALITY IMPROVEMENT FRAMEWORK



**A Framework to ensure,
improve and promote the
quality of Forest School**



HOW TO USE THE FRAMEWORK CHECKLISTS

The basis of the Self Evaluation Framework

For each of the four Quality Indicator areas, there is a Self Evaluation Checklist as a separate section document:

FSQuIF 3 A The Learning Environment	FSQuIF 3 B Health, Safety and Well-being	FSQuIF 3 C Delivery and Communication	FSQuIF 3 D Learners
<i>Statements</i>			
<p><i>How well the environment is used to provide opportunities for learners to understand appreciate and care for the natural world.</i></p>	<p><i>To care for the health, safety, and well-being of all participants at Forest School.</i></p>	<p><i>To provide a well thought out and inspirational process for all learners to fulfil their potential which is communicated and understood by all involved.</i></p>	<p><i>To foster learners' motivation and positive attitude to learning: offering opportunities to take risks and to make and initiate choice.</i></p>

For each Quality Indicator areas, A to D, the checklists contain:

- Overall questions that relate to the Indicator Statements
- More specific questions to aid reflection of your own provision
- Suggested evidence prompts which demonstrate quality provision for FS
- A blank Action Planning form.

2 How to use the Framework Checklists



2.1 Format for the Self Evaluation Framework Checklists

Within each quality indicator document, the format of the checklists is as set out in the **example** below:

Quality Indicator – B: Health, Safety and Well-being

To care for the health, safety and well-being of all participants at Forest School

1) What Policy and Procedures are in place that ensure for the Health, Safety and well-being for your participants?

Indicator/ Question Ref.	Question	Suggested Evidence	Own evidence and action points
B 1.7	Are appropriate public liability insurances in place and are all relevant parties aware of them?	Employers and public liability depending on authority/school	Check copy is still relevant and up to date. If not, make note in action plan form to check...

The task in self evaluation is to reflect upon each of the areas outlined by the QUALITY INDICATOR statements within the context of your own Forest School by:

1. Using the EVALUATION AND EVIDENCE CHECKLISTS given in section documents.
2. Identifying areas where you have supporting evidence and also areas for improvement through an ACTION PLAN process and putting in place new measures where required.
3. Revisiting steps 1 and 2 above to confirm progress and amend paperwork.



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The approach you take for undertaking the evaluation may vary depending on what works in your situation and how you are using the Framework (e.g. Continual Professional Development, Mentoring, Peer Review). The format has been developed in a way that you can work through sections at a time, perhaps in team meetings or by looking at all sections in readiness for a more formal base/ progression evaluation or review.

FSQuIF Section 5: Supporting the process gives more information on this.

2.2 The sort of evidence that demonstrates good quality provision

Many of the evidence prompts for the checklist are straightforward in that it refers to demonstration that relevant paperwork or recorded processes are in place. This may be readily available for example in the form of:



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Data	Specific data from records (numbers); monitoring and analysis of for example evaluation forms.
Written documentation and records	For policy, procedure and guidance e.g. FS handbook; training log; Professional development records; Site maintenance log; Risk assessments; Agreements.

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However some questions, in particular for **FSQuIF Section 3D - Learners**, require a 'qualitative' approach to demonstrate more subjective areas of success and may be gained through evidence based on:

Formal and Informal Evaluation	Observations; Interviews; Questionnaires; Feedback forms/activities with learners, leaders, parents (e.g. open days, post its and/or index cards, circle time); Informal chats; Photographs; Learner drawings and artefacts as prompts; Tape recordings; Video footage; Notes, diaries and notebooks; Child Tracking; EEL Engagement.
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FSQuIF Section 4: Supporting Information gives more information on how to conduct qualitative evaluation and gives examples of Observation and Interview Questions.

Notes on the approach to 'collecting' evidence

Much of the evidence you will be able to cross reference against a number of additional questions for a specific checklist (at times across indicator areas). Not all questions need an individual specific piece of evidence.

- In some cases evidence may lie with others and it will be their responsibility to provide or demonstrate this evidence is present e.g. a School, relevant Authority, Organisation or Landowner. This should be noted where relevant.
- Collect evidence based on your strengths and weaknesses and make an action plan for the areas that you want to improve.

Evidence: we do not recommend that you produce a separate folder of documentation, but reference on the checklists where the information is located. Be confident you can produce this on request!

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2.3 Action Planning for Quality Provision

All areas of the Framework must contain evidence but there will be parts that are currently under review and therefore evidence of action points needs to be in place. The Action Plan will clearly show your plans over time, aiming always to achieve improvement. An action plan should be an ongoing part of the Forest School with:



- Clear aims
- Plan of action with timescale
- Dedicated responsibilities
- Resources
- Planned evaluation of outcome.

The blank **Action Plan form** can be found at the end of each checklist.

FSQuIF Section 4.1: Supporting Information, Action Planning gives more information on this.

Now go to the CHECKLISTS:

FSQuIF 3A	The Learning Environment
FSQuIF 3B	Health, Safety and Well-being
FSQuIF 3C	Delivery and Communication
FSQuIF 3D	Learners