



Rhwydwaith Maes Dysgu Iechyd a Lles
Health and Well-being AoLE Network

Arweinydd Addysgeg Derbyn i flwyddyn 4
Reception to year 4
Pedagogy Lead

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Ysgol Trefonnen

Church in Wales Community Primary



- **Background-** We teach in a diverse population of children....
- 216 pupils on role
- Dual Stream School
- 27% of learners are FSM and 26% of our learners have additional learning needs.
- **GLD** - Including those diagnosed with Speech and Language difficulties, ASD, ADHD, Dyslexia (Persistent and Significant Literacy Difficulties).
- **BESD-** Emotional Regulation and Anxiety
- Unidentified Pupils - Suffering trauma and loss through the impact of ACE's.

Cefindir We teach in a diverse population of children...

- 216 o ddisgyblion ar rôl
- Ysgol Dwy Ffrwd
- Mae 27% o ddysgwyr yn gymwys i gael prydau ysgol am ddim ac mae gan 26% o'n dysgwyr anghenion dysgu ychwanegol.
- **ADC** - Gan gynnwys y rhai sydd wedi cael diagnosis o anawsterau Lleferydd ac Iaith, ASD, ADHD, Dyslecsia (Anawsterau Llythrennedd Parhaus a Sylweddol).
- **Anawsterau emosiynol ac ymddygiad-** Rheoleiddio Emosiynol a Pryder
- Disgyblion Anhysbys - Dioddef trwma a cholled drwy effaith 'ACE's'.



Cwestiwn Ymholiad: Enquiry Question:

Sut mae defnyddio dull addysgeg ysgol goedwig yn cefnogi lles ac ymgysylltiad dysgwyr gydag anawsterau ymddygiad, emosiynol a chymdeithasol ym mlwyddyn 3 a 4?

How does using a forest school pedagogical approach support the wellbeing and engagement of BESD learners in year 3 and 4?





Pam Ysgol y Goedwig?

Why Forest School?



- **Develops confidence**- they become familiar with Forest School they can take their new-found confidence into school and into other areas of their lives.
- **Biophilia** hypothesis - our innate need to spend time in nature with living animals supported by our TIS approach
- Children learn to **solve problems** and be **creative and imaginative** at Forest School.
- It allows learners to access to **'awe and wonder'** being able to **connect** with nature, providing them with the opportunity to **play freely** in an **enriched environment**- the opportunity to **connect and develop** a 'can do' attitude.
- Being outdoors for just **20minutes** allows the chemicals in the brain **to re-set**.

- **Datblygu hyder** - maent yn dod yn gyfarwydd ag Ysgol y Goedwig gallant fynd â'u hyder newydd i'r ysgol ac i rannau eraill o'u bywydau.
- **Damcaniaeth bioffilia** -Ein hangen cynhenid i dreulio amser mewn natur gydag anifeiliaid byw sydd wedi cefnogi gan ein dull 'TIS'
- Mae plant yn dysgu i **ddatrys problemau** a bod yn **greadigol ac yn ddychmygus** yn Ysgol y Goedwig.
- Mae'n caniatáu i ddysgwyr gael mynediad at '**awch a rhyfeddod**' gallu cysylltu â natur, gan roi cyfle iddynt chwarae'n rhydd mewn amgylchedd **wedi'i gyfoethogi** - y cyfle i **gysylltu a datblygu** agwedd 'gallu gwneud'.
- Mae bod yn yr awyr agored ar gyfer dim ond **20 munud** yn caniatáu i'r cemegau yn yr ymennydd i **ail-osod**.

learning outdoors allows for experiential learning, enables opportunities to be creative, to move around, to be noisy and to take risks. (WG,2009)

‘Being outdoors enhances all aspects of children’s development: social, physical, creative, cultural and personal. Children with these skills well-developed are better able to learn and to retain that learning’ (WG, 2009).



Forest School offers a variety of different activities and opportunities for learners to build self-esteem and develop their emotional-intelligence. You often find that forest school offers those with low self-esteem an opportunity to shine. (Rowntree 2001)

FS ethos is one in which all members of the session are equals and all should be valued as individuals.



Methodoleg Methodology

- Forest school pedagogical approach- building fires, den building, wood work, exploring natural resources, habitats, pond dipping, tool use and free play.
- Allow for further opportunities to establish if there is a link between higher levels of engagement and good levels of Wellbeing?
- Motional Assessment tool- Baseline data (Whole-brain picture of students mental health and wellbeing.
- Focus group of 4 BESD learners
- Leuven Scales of well-being and engagement and observation
- Field Notes
- Pupil voice- Check-ins and check-outs

The Leuven Scale for Well-being

level	Well being	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He /she is open and accessible to the environment. The child expresses self-confidence and self-assurance.

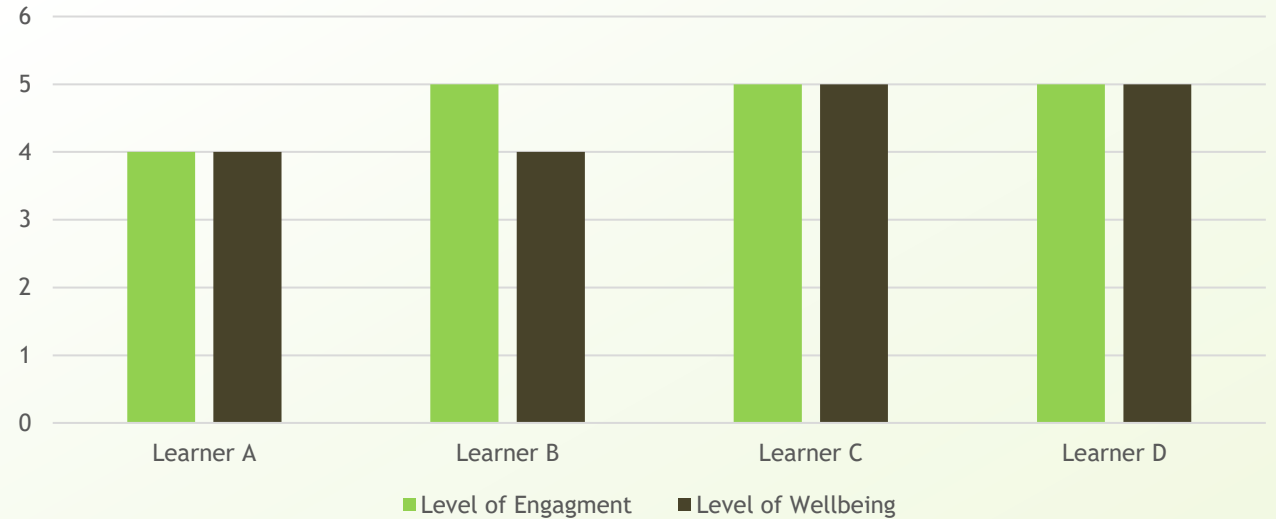
- Dull addysgeg ysgolion coedwig - adeiladu tanau, adeiladu denau, gwaith coed, archwilio adnoddau naturiol, cynefinoedd, dipio pyllau, defnyddio offer a chwarae rhydd.
- Caniatáu cyfleoedd pellach i sefydlu a oes cysylltiad rhwng lefelau uwch o ymgysylltu a lefelau da o les?
- Offeryn Asesu Cynnigol - Data sylfaenol (Darlun ymennydd cyfan o iechyd meddwl a lles myfyrwyr.
- Grŵp ffocws o 4 dysgwr - BESD
- Leuven Scales o lesiant ac ymgysylltu ac arsylwi
- Nodiadau Maes
- Llais y disgybl



Canfyddiadau Findings

- Focus group enjoyed check ins and out.
 - Nearly all sessions ended with the focused group learners selecting the green happy face.
 - 8 Forest school sessions thus far have shown similar results to the graph.
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- Mwynhaodd y grŵp ffocws mynegi barn
 - Daeth bron pob sesiwn i ben gyda dysgwyr y grŵp ffocws yn dewis yr wyneb hapus gwyrdd.
 - Mae'r 8 sesiynau ysgol goedwig hyd yma wedi dangos canlyniadau tebyg i'r graff

A graph to show the link between levels of engagement and wellbeing for a forest school sessions



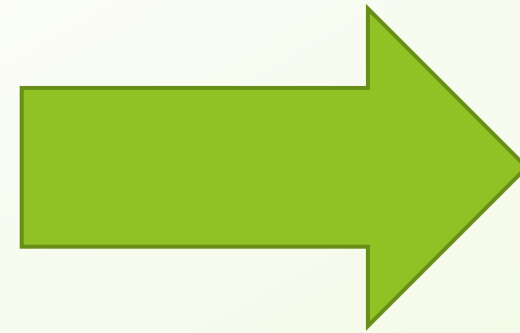
Cyfyngiadau / Limitations

- Covid a chau dosbarthiadau
 - Absenoldebau a chymarebau staff
 - Tywydd
- Covid and class closures
 - Staff absences and ratios
 - Weather conditions

Camau Nesaf.....

Next Steps....

- ▶ Continue staff training in forest school
- ▶ Introduce Forest school sessions with older learners
- ▶ Continue Wellbeing projects outdoors- pop up farm
- ▶ Plan for more opportunities to connect with nature



- Parhau i hyfforddi staff yn addysgeg ysgol goedwig
- Cyflwyno sesiynau ysgol Goedwig gyda dysgwyr hŷn
- Parhau â phrosiectau Lles yn yr awyr agored- fferm dros dro
- Cynllunio ar gyfer mwy o gyfleoedd i gysylltu â natur