

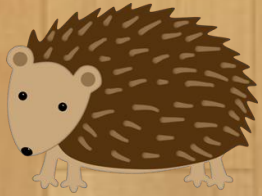
Does all day Forest School have a significant impact on the progress from baseline to the end of year data in Understanding the World?

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Purpose of the research

Last year, Harnham Infant School had an hour of Forest School each week for reception children. This year we have a whole day of forest school each week. This study therefore aims to answer the question “Does all day Forest School have a significant impact on the progress from baseline to the end of year data in Understanding the world?” Thus it sought to establish whether this approach has correlations with the quality of Forest School.



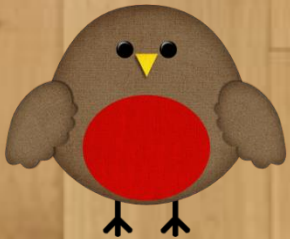
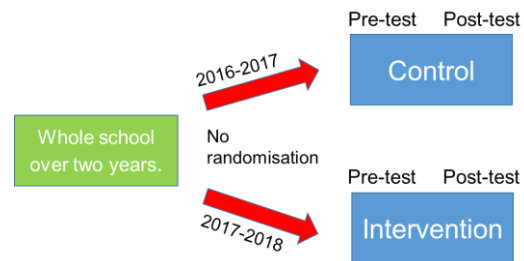
Research design

A quasi-experimental design was used in order to assess the effect of two different treatments that were used at whole school level in two different years (2016-2017 : 2017-2018). The independent variable (amount of additional support was operational in the following way).

IV Level 1 (Control condition) 1 hour of Forest School each week in 2016-2017

IV Level 2 (Intervention) Whole day of Forest School each Week 2017-2018

Figure 1: Research design



Methods

Participants, sample size

Six classes from a city school participated in this study. Three classes were in Reception during 2016-2017 and the other three class were in Reception during 2017-2018. The pupils were assigned to a control or intervention group. In total 154 pupils took part in the research (64 children in the control group and 90 children in the intervention group)

Procedures

The children who took part in the in the control group took part in an hour a week of Forest school in their own classes with a teacher and Teaching Assistant. The children in the Intervention group took part in a whole day of Forest School as a whole year group with 3 teachers and 3 Teaching Assistants

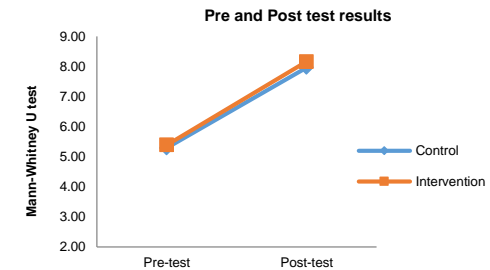
Materials (and apparatus)

A scale was corrected from 1-9 to convert the Early year goals descriptors.



Results

Gain scores were first calculated from pre and post test schools. A two-tailed Mann-Whitney U test indicated that the intervention had a non-significant ($p=0.505$) very small positive effect ($r=0.045$) compared to the controlled condition on pupils end of year data.



Limitations

The trial was limited by the fact there were different children who took part in the controlled and intervention groups.

Conclusions and recommendations for future research

The progress of learners in Understanding the World did not appear to be significantly affected by the additional support. However the children in the intervention group appear more resourceful when exploring an outside environment. Therefore we suggest that this research is continued for progress to be seen.