

Grass Roots Muddy Boots

— forest school —



The Way We Work





This handbook is for you if you are interested in the way we work at Grass Roots Muddy Boots.

It's not perfect.

It is a working document that is evolving. The purpose is to ensure children have the best experience possible

Edited 2024

Visit The Website



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Our Mission

Look After...

Ourselves
Each Other
The Planet



Who Are We



Sally Wolff

Founder of Grass Roots Muddy Boots

I am a trained Forest School leader and teacher. I used to be a deputy head teacher and SENCo.

I believe in the power of play.
It works!

I have seen with my own eyes how Forest School can transform children.

I work with primary schools because together we can change children's life chances.

Hayley Smith

Co - runner of Grass Roots Muddy Boots

Hayley is a teacher and trained Forest School leader who wanted a change.

Hayley took the brave step of leaving her teaching job to teach children outside through play because she believes in it.

Hayley is a great example of following your heart and doing what you know works for children.

Hayley is also great at campfire cooking!

Forest School Principles



The Long-Term Principle

Forest School is a long-term process of frequent and regular sessions in this woodland environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.



The Nature Principle

Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.



The Risk Principle

Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.



The Holistic Learning Principle

Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.



The Leadership Principle

Forest School is run by qualified Practitioners who continuously maintain and develop their professional Practice.



The Community Principle

At Forest School we develop a community of learning and development. Play, choice, observation and reflection are integral in scaffolding children's learning.

3 Ways Forest School Helps Children

1

Happy
Children



2

Better Problem
Solving Skills



3

Resilient
Learners



What To Expect

I have created a model that is a good fit for schools, it's easy for schools to embed in school life

2 x 2 hour sessions

15 Children per session

Run on the school site in a pre-arranged risk assessed area.

All resources to teach fire, tools and shelter are provided.

2 Members of staff to ensure safety when teaching fire and tools.

All verification checks, qualifications and insurance in place.

Free play opportunities: hammocks, loose parts, nature detectives, rope swing and den building.

Adult focused activity: Fire or Tools

WILD curriculum used to plan, teach and assess.

After School Club add-on available - contact 07904214006



Example Timetable

Adult Focused Activity - Tools

	Session 1 10:00 - 12:00 am	Session 2 13:00 - 15:00 pm
28/02/2024	15 Children Year 6 Craft A Mallet	15 Children Year 6 Craft A Mallet
08/03/2024	15 Children Year 5 Craft A Butter Knife	15 Children Year 5 Craft A Butter Knife
12/03/2024	15 Children Year 4 Make A Spear	15 Children Year 4 Make A Spear
19/03/2024	15 Children Year 3 Make An Elder Pencil	15 Children Year 3 Make An Elder Pencil
09/05/2024	15 Children Year 2 Make A Boat	15 Children Year 2 Make A Boat
16/05/2024	15 Children Year 1 Woodland Medal	15 Children Year 1 Woodland Medal
23/05/2024	15 Children EYFS Leaf Print	15 Children EYFS Leaf Print

This can help towards curriculum evidence.

What is Expected From Schools

The first port of call for any communication over and above the delivery of the session should be with Sally and not the Forest School staff on site.

School will appoint a link member of staff for me to communicate with.

Provide GRMB workers with any visitor policy documents.

Explain how we access the toilets and what we do in the event of a fire.

Confirm any staff that will be joining in the sessions.

Confirm any children's additional needs that are relevant: this includes medical (including allergies), behavioural, educational and emotional.

We expect schools to have an appreciation of our belief in the benefit of children taking risks and while a thorough risk assessment has taken place to ensure the balance of risk and benefit, children's natural play engages them in risk and sometimes minor injuries.

If an injury occurs, GRMB workers will record the details and pass them to the child's teacher who can then pass this onto their parents. We will record the injury in our records but not in the school record book.

Schools should be responsible for passing on information to parents about what to expect at Forest School. This includes what to wear.

[View Kit List](#)

The Process

1

Contact between us is made and ways of working document is sent to you.

2

I will send you my offer and cost.

3

Visit school to risk assess the school site and decide the location of the sessions.

4

Email consisting of:

- Risk Assessment
- Quote
- Information the class teacher will need such as the timetable and kit list for parents.
- Letter of Assurance (DBS, Insurance etc)



What Schools Think



Sally and her team are exceptional - not only are they friendly and approachable but the sessions also incorporate a wonderful blend of creativity and personalisation. Having been a satisfied customer for many years, I highly recommend Sally and her team for their impressive commitment to progressive and effective learning.

Hannah Cuddy
Head Teacher
Kirk Smeaton Primary School
February 2024



The sessions have provided the children with such valuable experiences and life skills. The lessons have been thoroughly enjoyed and the children relished taking elements of the curriculum outdoors.

Iam Shuttleworth
Head Teacher
Half Penny Lane Pontefract Academy
November 2023

The Way We Do Things

We think it is important that people who work with us are really clear about the way we do things. It is also important for parents, schools and other partners to know this.

This sections of our ways of working is dedicated to the more specific ways we like things done to keep everyone safe.

[Download Personal Protective Equipment Document](#)

[Download Behaviour Document](#)

[Download Health & Safety Document](#)

[Download Sustainability Statement Document](#)

[Download Food Handling Document](#)

[Download Equal Oppurtunities Document](#)

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Thank you for reading

The contents are by no means exhaustive, it is added to and changed in the belief that unless it contains information that is useful to schools and parents it has no purpose.

With this in mind I welcome you to give any feedback good or not so good so we can get better at delivering the right information to you.

Get In Touch

07904124006

sally@grassrootsmuddyboots.com

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