MODULE 10 · PRINTABLE TOOLKIT

Field Trip *Planning Kit* & Risk Assessment

A practical, teacher-facing toolkit for planning purposeful off-campus learning, from choosing the right experience to reflecting on it afterwards. Print the forms, fill them in, and keep every child safe, included and connected to the learning.

HOW TO USE THIS KIT

Work through the step-by-step guide first, then print and complete the forms you need: the risk assessment, the permission slip, the parent volunteer letter and the post-trip reflection. A field trip should never be only a nice day out; every experience should link directly to the learning, and every child should be able to take part.

1 **Step-by-step field trip guide** · from learning intention to reflection

2 **Risk assessment tool** · printable, with worked examples

3 **Permission slip** · printable, for families to complete and sign

4 **Parent volunteer letter** · printable, with a reply slip

5 **Post-trip reflection** · printable, to review and connect back

SECTION 1 · PLANNING THE TRIP

A step-by-step field trip guide

From a clear learning intention to a reflective review, with every child included

1. **Start with the learning.** Identify the concept, central idea or line of inquiry the trip will serve, and decide where it fits in the inquiry cycle: a provocation that opens the unit, or part of the research phase that deepens it.

2. **Identify the right experience.** Choose an experience that offers something the classroom cannot. Ask: what will children see, do, touch or ask here that will move their thinking forward? If you cannot name the learning in one sentence, rethink the trip.

3. **Find the venue.** Research options, from a nearby local place to a larger venue. Check for educational offers or school discounts, and confirm availability, cost, group size, accessibility and facilities. Arrange a pre-visit to assess the real environment first-hand.

4. **Plan the transportation.** Decide how you will travel: walking, public transport or a booked coach. Confirm the route, timings, and pick-up and drop-off points, check adult-to-child ratios, and plan the walk to and from any bus stop as carefully as the journey itself.

5. **Complete the risk assessment.** Use the tool on the next page. Walk through each stage of the day, identify the hazards, judge the likelihood, and record the control measures. Brief every adult before you go (see Section 2).

6. **Gather permissions and funding.** Send the permission slip home, and collect consent, medical, dietary and emergency details. Follow up any that are not returned, and quietly ensure funding is in place so no child is excluded by cost (see Section 3).

7. **Arrange your adults.** Confirm staffing and invite parent volunteers where helpful, especially for children who need one-to-one support. Brief volunteers on their group, the plan and safeguarding (see Section 4).

8. **Run the trip safely.** Count the children at every transition, and at least three times: before leaving the venue, once everyone is on the bus, and again back at school. Keep the learning visible, and capture photographs and the children's own words.

9. **Reflect and connect back.** Afterwards, review the experience against the learning, note what worked and what you would change, and bring the trip back into the ongoing inquiry (see Section 5).

SECTION 2 · PRINTABLE TOOL

Field trip risk assessment

Think through what could go wrong at each stage, and what you will do about it

TRIP / VENUE _____ DATE _____

CLASS / GROUP _____ LEAD EDUCATOR _____ ADULT : CHILD RATIO _____

HAZARD / STAGE	WHO IS AT RISK	LIKELIHOOD	CONTROL MEASURES
Leaving the campus and walking to the bus stop	All children	L / M / H	Line up and count before leaving; adults at front and rear; walk away from the kerb; cross at designated points.
Boarding and the journey	All children	L / M / H	Count on and off the bus every time; seatbelts where fitted; named adult per group; agreed seating.
The venue / location	All; lost child	L / M / H	Pre-visit completed; meeting point and toilets identified; high-visibility vests; emergency contact card for each adult.
The natural world (weather, water, terrain, animals)	All children	L / M / H	Check forecast; suitable clothing; supervise near water; agree boundaries; hand-washing after animal contact.
The unexpected (tyre puncture, child near a road, child leaving the group)	Individual; all	L / M / H	Hold hands or buddy up near roads; constant head counts; agreed "what if we get separated" plan; back-up transport contact.
Illness or injury on the trip	Individual	L / M / H	First-aider named; first-aid kit carried; medical and allergy info to hand; medication carried; nearest hospital noted.
Individual needs (behaviour, medical, additional support)	Named children	L / M / H	One-to-one assistance or a parent assigned; known triggers and calming strategies planned; quiet option available.

ASSESSED BY _____ SIGNATURE _____ DATE _____

SECTION 3 · PRINTABLE FORM

Field trip permission slip

Please complete, sign and return to your child's teacher by the date below

THE TRIP

VENUE / DESTINATION

DATE OF TRIP | DEPART SCHOOL | RETURN TO SCHOOL

TRANSPORT | COST (IF ANY) | RETURN THIS SLIP BY

YOUR CHILD

CHILD'S FULL NAME | CLASS

ANY MEDICAL CONDITIONS, ALLERGIES OR DIETARY NEEDS WE SHOULD KNOW ABOUT

MEDICATION TO BE CARRIED / ADMINISTERED (IF ANY)

EMERGENCY CONTACT NAME | CONTACT NUMBER

CONSENT

- [ ] I give permission for my child to take part in this off-campus trip and to travel by the transport described above.
- [ ] I consent to photographs of my child being taken during the trip for use in classroom documentation of their learning.
- [ ] I would like to speak to the teacher about the cost of this trip. *(No child will be excluded for reasons of cost.)*

PARENT / CARER NAME | SIGNATURE | DATE

SECTION 4 · PRINTABLE LETTER

An invitation to join us

We would love your help on our upcoming field trip

Dear Parents and Carers,

Our class is preparing for a field trip to _____ on _____, as part of our current learning. Trips like this come alive with the help of parent volunteers, and we would warmly welcome your support.

As a volunteer, you would be asked to help supervise a small group of children, to follow the lead educator's plan and safety instructions, and to help us ensure every child is safe, included and engaged. No special experience is needed, only care, attention and enthusiasm. Volunteers are especially valued when a child needs a little extra one-to-one support. All volunteers are briefed before the trip and are asked to respect the privacy and safeguarding of every child.

If you are able to join us, please complete the slip below and return it to your child's teacher. Thank you for being part of our learning community.

With gratitude,

TEACHER _____

✂ please tear off and return ✂

VOLUNTEER REPLY SLIP

☐ Yes, I would like to volunteer on the field trip described above.

PARENT / CARER NAME _____ CHILD'S NAME & CLASS _____

CONTACT NUMBER _____ LANGUAGES I CAN HELP IN _____

ANYTHING WE SHOULD KNOW (AVAILABILITY, A CHILD YOU CAN BEST SUPPORT, ETC.)

SIGNATURE _____ DATE _____

SECTION 5 · PRINTABLE REFLECTION

Reviewing the field trip

Always review the experience, so the next one is even better connected to the learning

TRIP / VENUE

DATE

Did the trip connect to the learning as intended? What did the children gain?

What went well, and what would you do differently next time?

Were there any incidents or near-misses? What will you change in the risk assessment?

How will you bring this experience back into the ongoing inquiry? What are the next steps?

REMEMBER

A field trip is not the end of the learning, it is part of it. Capture the children's own words and photographs, add them to the learning journey, and let the experience open the next question.