

Learning Environment Policy

This policy acts as a guide to developing the learning environment, to ensure a shared understanding and consistency of approach throughout the whole school. Children and adults are expected to value and respect the whole school learning environment.

Rationale

The school environment can both support and enrich the learning of all children. As well as being rich, vibrant and welcoming, the environment can be a learning tool, a way of engaging children and building the class and school community. It can create a sense of ownership and be used to support and promote learning, as well as celebrating children's learning achievements.

Children learn well in uncluttered, well-organised and organisationally flexible learning environments. The learning environment should challenge, celebrate and facilitate learning, encouraging independence across the entire primary age range.

Aims

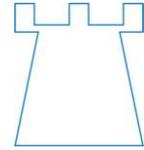
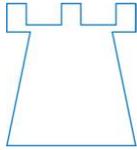
- To ensure that all learning environments are bright, stimulating and welcoming for children, staff and visitors.
- To celebrate children's achievements in all areas of the curriculum in order to boost their self-confidence.
- To develop learning environments so that they are used as an interactive resource to support teaching, learning and assessment effectively.
- To support children's learning by providing prompts, models, good examples and information which they can use within their learning on a daily basis.
- To ensure that the prompts and examples provided are referred and added to regularly so that they don't become 'wallpaper'.
- To develop children's ownership of their classroom by involving them in the development and relevance of their working environment.
- To enable children, staff and visitors to gain an insight into the learning taking place in classrooms.
- To reflect the learning that is taking place showing work in progress, as well as finished pieces.
- To support children's understanding of where they are in their learning and what they need to do next.

Expectations

All learning environments will be of an appropriate level for the age of the children working in the classroom. The following will also be used within lessons to support teaching and learning.

- Objectives, success criteria and key questions are displayed and referred to in lessons.
- Prompts, ideas and good examples that are generated during lessons are displayed and referred to, to support future learning – working walls.
- Prompts to support learning about learning are available to support children's talking and thinking about learning.
- Key questions/grids are displayed and used to trigger prior knowledge.
- Curriculum displays include objectives and questions to highlight key learning points.
- Key words and technical vocabulary are displayed and discussed for a variety of curriculum areas.

Some displays should be interactive, contributed to by the children, and changed frequently.



Materials and methods

Staple guns and staples should be used sparingly and only on display boards. These will need to be removed when taking down old displays. PVA glue or Blu-tac is better for fixing lettering or small items. Only Blu-tac should be used on walls/doors as they may be damaged by pins or staples. Where appropriate, 3D materials and textiles can be used to add interest and help to enhance classrooms and display areas.

Mounting

Work should be displayed in a variety of ways. This depends on the nature of the work to be displayed, and should enhance its appearance. Careful consideration should be given to how the work is mounted, the choice of background colour and texture and the use of text for providing information. Backgrounds and borders need to be chosen carefully to blend or contrast but not distract the viewer from the work. Mounts should be evenly spaced and trimmed straight.

Titles and headings

Lettering must be clear and easy to read. Ideally, the lettering style should match the subject matter: i.e. computer printed, cut-out letters or individually hand produced.

All pieces of pupils' work should have their names clearly printed, along with high quality headings and labels giving explanations and (where appropriate) asking questions. These must be grammatically correct and accurately spelt – it is important to provide a good role model.

Expectations for each classroom

Literacy area – all rooms should be a 'language-rich environment'

- There will be a permanent literacy working wall displayed in each classroom.
- Books and resources should be well organised, clearly labelled and accessible to children.
- Displays should reflect independent writing in each classroom. Resources and display should reflect that we write for a range of purposes and audiences.
- Displays and resources must reflect the diverse community the school serves as well as the wider community. (e.g. Stories from a range of cultures)
- Reading-related display, for example
 - posters
 - author / illustrator focus
 - book reviews

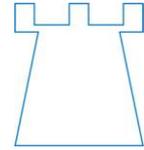
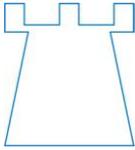
A phonics / spelling display to support children will also be available.

Mathematics area

- There will be a working wall dedicated to Mathematics.
- Books and resources should be well organised, clearly labelled and accessible to children. As well as copies of current KIRFs and agreed calculation methods.

In addition to this there may be a number reference area

- Will include an age-relevant number line and a 100 square
- Will include a word bank relevant to the current focus.
- At KS2 will include a multiplication square.
- May include 3d and 2d display.



- Must reflect the diverse community the school serves as well as the wider community. (e.g. Number systems from a range of cultures)

Other aspects will include:

- The school's presentation promise.
- Our marking and feedback 'Marking means' guidelines.
- Sample of handwriting style and high quality written work.

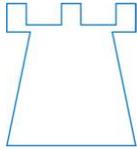
The learning environment – Working Walls

- The classroom learning environment for literacy and numeracy is based on the 'working wall approach' where teachers' modelling and prompts are displayed as part of ongoing learning in each classroom. E.g. modelled writing, example pupil writing, comprehension questions/ideas, mental jottings, word problems, visual models, prompts etc...
- Children's work is used to affirm features of work that are desired.
- Vocabulary relevant to the focus of the learning is evident in all both core subject areas
- There is an interactive element in displays using this approach, where children have the chance to interact with the display either during the main teaching input or as part of their lesson or informally to extend their learning beyond the lesson. Interactive aspects of the display should enable children to use a range of learning styles e.g. adding photographs, writing on speech bubbles, recordable postcards or talking tins.
- Work on the working wall reflects the current curriculum requirements.
- Work is not necessarily mounted, as it is expected to develop rapidly and change frequently e.g. in literacy in line with the teaching blocks.
- Teachers and pupils may write captions and posters by hand as part of the lesson, which are then put on the wall for reference. Handwriting should not contradict the school cursive style.

The learning environment – Display as Celebration

- The current class theme should also be evident in interactive displays, artefacts and books on display in each classroom.
- Work that is a finished piece and the end result of the teaching and learning process in an aspect of study should be mounted on separate paper. Paintings and photographs should be mounted, as well as written work.
- Captions to explain the learning process, pose questions or provide contextual information should be part of the celebration display.
- Captions and titles should also be mounted.
- The use of artefacts, drapes or plants enhances the display. Using boxes, stands and other devices to make parts of the display three-dimensional are recommended.
- The entrance hall represents the schools ethos and values and photographs should be changed at least termly. All year groups are expected to contribute to this.
- Displays as celebration of pupils' work should change at least termly. Writing should take priority so that children can see good examples and know that this is valued.

EYFS

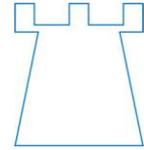


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The areas of learning should be clearly and consistently evident in both the inside and outside learning environments and provide opportunities for children to independently develop their learning and to make progress. The environment should immerse the children in their current topic and displays should act as 'back-drops' to the learning which could take place in these areas, in addition to celebrating the children's learning.

Therefore we will provide:

- ★ **A Positive Psychological environment** in which: children are able to relax and feel secure, confident and at ease; children's successes and achievements are celebrated and shared, and the processes of learning valued in addition to the product.
- ★ **An Enabling environment** in which children can access resources easily.
- ★ **Stimulating Resourcing** which is interesting and attractive; relates to the learning; is flexible; reflects diversity; relates to children's interests and current school theme; enables children to engage in open ended activities.
- ★ **Efficient Organisation of resources:** Outdoor resources are stored safely and are easily accessible to children and adults. Children's resources (including trays) are labelled with pictures and words to aid self-help.

Displays should always belong to the children and not be window dressing. They provide one of the best ways of demonstrating that a child is valued and a range of abilities should be evident, not just selections made from the highest attainers. Work that reflects process does not always have to be the finished product.

A good display will stimulate discussion and curiosity and should be changed regularly (at least termly) to maintain this level of interest. Above all keep it accessible and think of the target audience.

Monitoring

The subject leaders with the headteacher will monitor and evaluate the implementation of this policy. Learning Walks will be carried out at least termly to monitor the implementation of this policy. It will also form part of the lesson observation process.

This policy will be reviewed annually by the headteacher in line with National Curriculum developments and school priorities.

Implemented: September 2013

To be reviewed: September 2014