

# Learning Environment Policy



## Learning Environment Policy

### PURPOSE

*The purpose of this policy is to:-*

**Support** children's learning

Establish **clear expectations** for teachers and support staff

Promote **continuity and coherence** across the school

Give **purpose and value** to children's work – every child's work matters

**Promote** reading and develop vocabulary

Provide a **visually stimulating** learning environment for all pupils

Ensure a **safe** learning environment for the children

### RATIONALE

We believe that the learning environment should be supportive, stimulating, enriching and a celebration of the children's achievements

The environment, both inside and out, will encourage and promote independence and support high quality learning outcomes. We acknowledge that the Learning Environment is very important to children and that it should be both accessible and inclusive

### AIMS

*It is our aim that the learning environment will:-*

Be of a high standard, both indoors and outdoors

Develop oracy and subject specific vocabulary

Reflect the learning that is taking place, with a focus on showcasing work in progress( including redrafting ) as well as finished work ( showcasing the process not just the product )

Scaffold the children's learning and independent work

Support children's understanding of their stage of learning and what they need to do next

Celebrate and support the children's achievements in all areas of the curriculum

Contribute positively to the attitudes, motivation and learning behaviours

Develop the children's ownership of the classroom by involving them in the development of their learning environment (inside and out)

Be accessible, inclusive and nurture children's confidence and self -esteem

Be safe at all times

### AGREED ACTIONS

All classroom environments will provide the following, at an appropriate level, for the age of the children working in the classroom.

- Be an excellent support for learning, e.g. writing checklists, key words, **target vocabulary**, contain teaching points, key questions, number-lines , 100 squares etc and should be referred to frequently during learning time. Prompts to support learning about learning should be displayed / available to support children's talking and thinking about learning
- Over the Smartboard, display **Growth Mind Set / Metacognition**( including an aspirational GM quote )
- Incorporate Reading / phonics ( KS1 ), Writing and Mathematics 'Working Walls'
- Writing areas in both Key Stages to have provision for resources which will stimulate independent writing ( including writing models )
- A designated Maths display area with 'tool kits' or concrete resources for the children to use
- Black Tray / Small World to be in classrooms and changed fortnightly ( linked to topic ). To be set up in classes where there is need ( including Key Stage 2 )

- Ensure displays and curriculum areas have prompts and visual resources to support the children's achievement of their curricular targets. Key words and technical vocabulary to be displayed in English, maths and topic areas e.g. evacuee, Mayan, tomb, pyramid etc
- Have inviting and exciting reading areas, which include a display of reading targets, reading prompts and author of the month, which promote reading and which have an author focus
- Display evidence of mastery approaches to learning (CVA approach in pupil outcomes)
- Prominent science display with specific scientific vocabulary and children's work linked to the class current science topic
- Key Stage 1 – EYFS provision where appropriate
- Have high quality examples of good cursive handwriting around the room. Staff handwriting should ALWAYS be an excellent example to the children
- All areas to be well resourced and organised with established routines to ensure the systems can be easily maintained. All resources to be clearly labelled, well presented (e.g. pencils sharpened etc.) and accessible to all pupils
- Sensory Phonics areas to be accessible to children
- Written displays to be placed low down, in the child's view. Written displays, sets of key words or information not to be placed too high up or in places that can't be seen from the furthest side of the classroom. If the display is not at the child's level then they probably will not use it
- Displays should reflect the current areas of study of the National Curriculum, **including English, Mathematics and science and current topic work**
- The school's mission statement and aims to be displayed in every classroom
- Role plays and Creative Zones ( KS2 ) to be changed at least termly to reflect current topics. The Role play areas/ Creative Zones to have WALTs clearly displayed
- Pink topic **books and exemplar manilla** wallets are displayed in class at all times for children and staff to revisit
- Displays should provide excellent role models of good presentation. Exemplar pieces of work to be displayed and **referred to frequently by the class teacher**
- Working Walls to reflect a 'common' colour to ensure consistency
- A designated area / notice board for weekly class timetable, current topics, support timetable and any other information pertaining to the class
- Displays of children's work and learning needs to be of a consistent high quality to reflect high value and standards. **Displays should be 'fresh' and changed regularly so they do not become 'wallpaper', tatty, faded or ripped.** It is important to remember that they are showcasing the learning and children's efforts
- No 'dumping grounds' e.g. clear window sills and shelves. There is a difference between 'work in progress' and a mess! Particularly monitor shared areas for tidiness and high quality.

## **MONITORING AND REVIEW**

We are aware of the need to review the school learning environment policy regularly so that we can take account of new initiatives, changes in the curriculum, research, developments in technology or changes to the physical environment of the school.

The school environment is monitored by the Headteacher on a daily basis as part of his / her duties.

## **HEALTH AND SAFETY**

All adults have responsibility for maintaining a well ordered, tidy and safe learning area for the children.

Children are to be supervised at all times, whether indoors or outdoors.

The necessary equipment is checked and repaired / replaced in line with Health and Safety Regulations.

*Policy Written by Eatock Staff December 2012*

*Last reviewed July 2018*

## **Optional suggestions**

- Photographs of the children with their full names and small biographies
- Reflection areas.
- Children's notice board, their own pictures from home, swap shop, football leagues.....
- Focus for awe and wonder – conch shell, "How does the sound of the sea get into the shell?"
- Have something challenging on display – new (difficult!) vocabulary, we have learned...

## **Guidance**

- Displays should always belong to the children and not be window dressing or 'wall paper'.

Reviewed July 2018 ( Agreed by all staff )