

Learning Environment Policy



EATOCK PRIMARY SCHOOL
Learning Environment Policy

PURPOSE

The purpose of this policy is to:-

Ensure the learning environment reflects the **school's vision, aims and curriculum intent**

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 and support reading, spelling, oracy and vocabulary development

Provide a **visually stimulating and accessible** learning environment

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

RATIONALE

We believe that the learning environment should reflect the school's vision, curriculum intent, 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

Reflect the school's vision, aims and curriculum intent

Develop oracy and subject specific vocabulary

Have a focus on reading development

Reflect current learning, with a focus on show casing work in progress (including redrafting) as well as finished work (showcasing the process not just the product)

Scaffold the children's learning

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

Promote GRIT (Growth Mindset)

Promote Fundamental British Values

Celebrate and support the children's achievements across the curriculum

Contribute positively to positive 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 calm and safe at all times

AGREED ACTIONS

All classroom environments will provide the following, at an age appropriate level:

- An excellent support for learning, e.g. writing checklists, key words, **target subject specific vocabulary**, contain teaching points, key questions, number-lines, 100 squares etc and a point of reference during learning time. Prompts to support learning about learning should be displayed / available to support children's talking and thinking about learning.
- **Purposeful Writing, Reading and Maths working walls** (backed in neutral or pastel colours to support a calm working environment).
- **A Science Display** reflecting the current area of learning, key questions and key vocabulary e.g. Forces / Living Things etc.

- **Writing Areas** (EYFS and KS1).
- **Maths Resource Area**, with 'tool kits' or concrete resources for the children to use.
- **Black Tray / Small World** provision in EYFS, KS1 and where appropriate in KS2.
- Prompts and visual resources to support the children's learning.
- **Keywords** and **technical / subject-specific vocabulary** linked to children's learning across the curriculum, e.g. evacuee, Mayan, tomb, pyramid, settlements, equator, photosynthesis etc. Historical and Geographical vocabulary will be displayed.
- Support for phonics learning as appropriate, including phonics displays, spelling mats and 'Len's Den' from Nursery – Year 2.
- Inviting, well-organised and exciting **reading areas**, which include reading prompts and a celebration of authors and quality texts (photos of authors to be included).
- Continuous provision (EYFS, Year 1 and as appropriate).
- **High quality examples of handwriting** around the room. Staff handwriting should ALWAYS be an excellent example to the children.
- A visual timetable, which will be referred to as appropriate.

To ensure the Learning Environment is purposeful and effective:

- The Learning Environment will be well-resourced, accessible and well-organised, with established routines to ensure the systems can be easily maintained. All resources will be clearly labelled, well-presented (e.g. pencils sharpened etc.) and accessible to all pupils.
- Written displays should be **placed low down, in the child's view**. Written displays, sets of key words or information should not 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. Where support for learning has to be displayed higher up, ensure it is of a **readable size** from where the children are sitting. **Consider colour (background and pen colour) to ensure accessibility to all.**
- Displays should reflect the current areas of study of the National Curriculum, **including English, Mathematics, Science and a balance of Foundation Subjects.**
- The school's **vision, mission statement, curriculum intent** and **classroom rules** will be displayed in every classroom.
- Role plays and Black Tray activities (EYFS / KS1) will be changed regularly to reflect current learning.
- Displays should provide excellent role models of presentation and support for learning. Exemplar pieces of work to be displayed and **referred to frequently by the class teacher.**
- **Working Walls to have a 'common' colour** to ensure consistency: sky blue for writing working walls and peppermint for maths working walls (KS1/KS2).
- **Displays should be 'fresh' and changed regularly so they do not become 'wallpaper', tatty, faded or ripped.** It is important to remember that displays are supporting and showcasing the learning in addition to the children's efforts.
- A designated area / notice board will display the weekly class timetable (overview), current MTP and any other information appropriate to the class.
- The classroom and corridors will be tidy and well organised. **No 'dumping grounds'** e.g. clear window sills, teacher desks and shelves. There is a difference between 'work in progress' and a mess! Particularly monitor shared areas for tidiness and high quality.

Considerations:

- Reflection areas/Calm Zones (behaviour management strategy).
- Focus for awe and wonder – conch shell, "How does the sound of the sea get into the shell?"
- Aspirations
- Birthday display

At Eatock, all members of staff take a shared responsibility to ensure the corridors and classrooms are tidy and safe, e.g. packed lunches are neatly stored after lunch. Staff will also encourage children to take responsibility in ensuring the corridors and classrooms are safe and free from slip and trip hazards.

MONITORING AND REVIEW

We are aware of the need to review the school's 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 SLT will carry out a termly Learning Environment monitoring exercise and staff will be given written feedback.

The school environment is monitored by the Headteacher on a daily basis as part of 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 reviewed by SLT September 2025.

Reviewed annually.

Learning Environment Checklist

Year Group:

Area of focus	Achieved
English, Reading and Maths working walls are established.	
Support for learning e.g. visual prompts, learning resources, key words, target subject specific vocabulary.	
Maths Resource Area	
Black Tray / Small World (EYFS/KS1/KS2 where applicable) linked to current learning.	
Subject specific vocabulary displays.	
Display of the Supersonic Phonics Friends prompts that are appropriate to the level of the learning of the children using that particular space.	
The classroom (N-Y2) feature a 'Len's Den' (an application station) that is resourced with differentiated phonics activities that are directly linked to the children's learning.	
Well-organised and inviting reading area , which includes a display of reading targets, reading prompts and a celebration of authors.	
Science display with specific scientific vocabulary, key questions and key scientist.	
High quality examples of handwriting around the room, ensuring it is of a readable size .	
All areas are accessible and well-organised. All resources are clearly labelled and well presented.	
Written displays are placed low down , in the child's view. Where support for learning is displayed higher up, it is of a readable size from where the children are sitting.	
The school's vision, mission statement, curriculum intent and classroom rules are displayed.	
Pink books are displayed: Jigsaw/Wider Curriculum.	
Working Walls backed in agreed 'common' colour .	
Displays of children's work and learning are of a consistent high quality and reflect high value and standards .	
A designated area / notice board has been established for weekly class timetable any other information appropriate to the class.	
No 'dumping grounds .	

Additional Comments:

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