



ST. ANNE'S C.E.(VC) PRIMARY SCHOOL



LEARNING ENVIRONMENTS POLICY

'Together With god, Making Learning a Life Long Friend'

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| Approved: | 29.4.2024 |
| Review Date: | 31.08.2027 |

Purpose

This policy acts as a guide to developing our school 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 environment which contributes to our ethos, climate for learning and in raising standards.

Rationale

Our classrooms and learning areas support and enrich the learning of all children. As well as being rich, vibrant and welcoming, the environment is a learning tool, a way of engaging children, promoting and building the climate for learning. Our environment creates a sense of ownership and is used to support and promote learning, as well as celebrating children's learning achievements. An effective classroom environment is used as an interactive resource, supporting teaching, learning and assessment.

The term 'Learning Environment' includes:

- a) The visual displayed environment
- b) The class or learning area organisation and management (e.g. book & equipment storage, teacher & children's resources, the whole environment).
- c) The lighting, especially natural light where possible- clean, well lit & uncluttered window areas.

Classroom organisation, display quality, storage - the whole learning environment of your classroom evidence your qualities as a teacher. The organisation and aesthetics of shared areas reflect on the school and create worthwhile learning environments.

Aims

1. To ensure that all learning environments are bright, stimulating and welcoming for children, staff and visitors (n.b. the classroom environment needs to be tailored to the specific class taking account of children's Special Educational Needs - children on the autistic spectrum for example, benefit from a well ordered, calming environment).

2. To celebrate children's achievements in all areas of the curriculum in order to boost their self-confidence, show clear examples to aspire to and to assist in raising standards.
3. To develop learning environments so that they are used as an interactive resource to support teaching, learning and assessment effectively.
4. To support children's learning by providing prompts, models, good examples and information which they can use within their learning on a daily basis.
5. To ensure that the prompts and examples provided are referred to and adapted regularly so that they are relevant.
6. To develop children's ownership of their classroom by involving them in the development and relevance of their working environment.
7. To enable children, staff and visitors to gain an insight into the learning taking place in classrooms.
8. To support children's understanding of where they are in their learning and what their next steps are.

Expectations

All learning environments will provide the following at 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:

1. Learning objectives, success criteria learning mats are displayed and referred to in lessons
2. Prompts, ideas and good examples that are generated during lessons are displayed and referred to, to support future learning - see working walls
3. Prompts to support learning are available to support children's talking and thinking about learning.
4. Key questions/grids are displayed and used to trigger prior knowledge.
5. Curriculum displays are stimulating and celebrate achievements
6. Key words and technical vocabulary are displayed and discussed for a variety of curriculum areas.
7. Foundation subjects are given a representation on walls in terms of key vocabulary as we teach it.
- 8 Vocabulary and definitions of words are referred to, discussed and used within teaching as appropriate.

9. Good examples of work are displayed and referred to during lessons.
10. Visual timetables are displayed in each classroom to support organisation and ownership.
11. Sentence strips are used and relevant for the English text being studied with worked examples on. These form a large part of the working wall element of English.

Strategy for implementation

Expectations for every classroom:

- Literacy and Numeracy working walls - see below
- Science-related display
- Reflection area
- Reading area where reading is valued
- Displays are reflective of the topic being covered in class and in place before the topic starts and added to as appropriate within the teaching
- Class developed values and expectations ('rules') - established at the start of the year and frequently referred back to & reinforced.
- Phonics displays where appropriate
- Children's books are kept neatly and are easily accessible.
- Sink areas are kept well- ordered and clean
- Surfaces are minimal and do not contain clutter
- British Values are promoted within the classroom
- Easy access to ICT where relevant
- All rooms will be left in a tidy manner. The children are proactively managed, so that they take a full part in caring for their learning environment (which includes corridors and shared learning areas).
- Handwriting Policy to be displayed.
- Values cross and display should be evident

The learning environment - Working Walls

Corridors must show labelled children's work from a range of subjects throughout the area. This must be evident and consistent across the whole school. Displays in corridors should be appropriate for some traffic but should be more creative than simply work stapled onto walls. They title should be in stencilled letters and each display board should have the year group on and an explanation of the work. All boards should have backing paper and borders and work should be backed as appropriate. Each board will support a specific subject area.

The classroom learning environment particularly for literacy and numeracy has a '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....working walls are short term, dynamic and well planned.

Vocabulary relevant to the focus of the learning is evident. 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 independent learning beyond the lesson. Interactive aspects of the display should enable children to be independent in their learning and resources should be clearly available to support this independence.

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 from Year 1 upwards should be cursive.

The Outside Environment

The school has a rich outside learning environment that can be used to enhance the children's experiences and opportunities. We aim to together provide a positive, engaging environment in which children are able to relax and feel secure, confident and at ease.

Monitoring

Learning Walks will be carried out to monitor the implementation of this policy. It will also form part of the lesson observation process. This policy will be reviewed annually.