

Learning Environment Policy

Our Motto: Aim High, Learn Together, Feel Proud!

Classroom organisation has a direct impact on the quality of teaching and learning. This policy outlines the implementation of good practice and ensures a shared understanding and consistency of approach throughout the whole school.

Classroom environments can both support and enrich the learning of all children. As well as being rich, vibrant and welcoming, the classroom environment can be a learning tool, a way of engaging children and building the class community

AIMS

- Encouraging children to become independent learners and able to choose resources according to the subject matter and their needs
- Ensuring consistency across the school
- Providing support while challenging learning
- Supporting children's learning by providing prompts, models, good examples and information which they can use in their lessons on a daily basis.
- Ensuring that prompts and examples provided are referred and added to regularly so that they don't become 'wallpaper'.
- Developing children's ownership of their classroom by involving them in the development and relevance of their learning environment.
- Enabling children, staff and visitors to gain an insight into the learning going on in classrooms.
- Supporting children's understanding of where they are in their learning and what they need to do next.

Implementation

- Furniture is organised so that children and adults can move around the room without disturbing others at work.
- Only resources currently in use are stored in classrooms and are returned to the Resources Area when no longer required.
- The teachers' base is minimal and kept tidy so as to act as a model for pupils.
- Working walls are situated so they are easily accessible to children and adults.
- Classroom resources are maintained in good order, are clearly labelled and are actively used by pupils on a daily basis.
- All FS and KS1 classes should have a role play area.
- Every classroom must have the Golden Rules and ISP targets clearly displayed.
- The class library should be tidy, organised, attractive, inviting and valued. This area should be clearly dedicated to reading and be appealing to children.
- The VCOP display is next to the IWB and should be constantly updated by the pupils.
- Literacy and Maths working walls are constantly updated related to current learning and reflect prior learning.
- Displays include interactive elements and examples of pupils' work.
- Any writing, including that of adults, is in school handwriting style.

- The largest display board in each classroom will be devoted to the current main topic(s) being studied.
- Displays will include the children's Knowledge Harvest.
- Curriculum displays include statements and questions to highlight key learning points
- Key words and technical vocabulary are displayed and discussed for a variety of curriculum areas.
- Visual timetables are clearly displayed (for identified children).

Classroom environments should create a sense of ownership and be used to support and promote learning as well as celebrating children's work.

Monitoring and review

We are aware of the need to monitor and update the school's environment policy on a regular basis, so that we can take account of improvements made in our practice. We will therefore review this policy in two years, or earlier if necessary.

Agreed: July 2011

Reviewed: July 2021

Review Due: July 2024

Checklist for Classroom Environment

	In Place	Action Required
Is it welcoming and inviting?		
Have children had an input into classroom layout?		
Are display boards intact and changed regularly?		
Are displays purposeful, interactive, relevant and celebrate children's achievements?		
Are water bottles accessible?		
Can pupils and adults move around the room safely and easily?		
Are work surfaces clutter free?		
Are resources clearly labelled and reachable?		
Is the atmosphere calm?		
Is use made of visual timetables?		
Is equipment on children's tables in the correct containers?		
Are the learning walls useful or part of the 'wallpaper'?		
Is the focal point of the classroom (where the IWB is) clean, simple and aesthetic?		
Are there clear learning zones - role play area, book corner...?		
Is furniture arranged to best effect for different activities?		
Do children have adequate personal workspace? This includes left handed children sitting beside right handed children.		
Are targets, behaviour charts and relevant class notices clearly displayed?		