


# Learning Environment Policy

Oak Hill CE Primary School



*'Jesus said, 'I have come that you may have life in all its fullness'  
(John 10:10)*

**FAITH – VALUES – ACTION**

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<b>Signed by:</b>		Victoria Leather, Chair of Governors

## **At our school....**

- We value the core foundations of faith and community
- We nurture and support each other as curious, brave and kind individuals
- We inspire a lifelong love of varied learning and experience

## **School Aims:**

- Provide an environment where everyone feels safe to be curious and brave in their learning and experiences
- Ensure excellent progress for every child to prepare them for a full life through a challenging and exciting curriculum
- Empower our community to flourish spiritually, make independent choices and to develop understanding of the meaning and relevance of faith in a full life

## **Introduction**

We seek to provide a learning environment that is safe and offers opportunities for learners to be curious and brave, and 'have a go' at answering questions and talking in the classroom without fear of ridicule. We work hard to provide a settled environment where rules and routines are firmly embedded, allowing the children to develop as confident learners. We aim to establish a climate where all pupils feel valued and respected as individuals, which allows pupils to nurture and support each other as curious, brave and kind individuals. As a consequence, pupils have a sense of belonging within the school where they recognise themselves as a member of the community with the same rights and responsibilities as everyone else. We work hard to create a learning environment, which challenges, celebrates and facilitates learning.

## **Aims and Objectives**

- To ensure that all learning environments are safe, warm, 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 act 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 develop children's ownership of their classroom by involving them in the development and relevance of their learning environment to ensure they feel valued and respected.
- 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.

## **The Physical Environment – see Appendix A**

The physical environment has a significant influence on developing and supporting independent learners. It not only gives children very clear messages about how we value them, but how we value learning. Several areas contribute to creating a classroom environment that supports learning:

### **1, Displays**

Effective classroom displays create an inviting, pleasant and stimulating learning environment and reflect a range of teaching and learning activities. There are different types of display; informative, interactive and role-play usage of classroom walls to enhance the learning environment. Displays are always purposeful, attractively arranged, labelled effectively, and are relevant to the current teaching and learning being undertaken by the pupils. The work by pupils always reflects high expectations from adults. If the class teacher decided to have a birthday display, it will only be for children in EYFS and KS1.

The classroom displays will be structured in the following way;

- Values/RE display
- Maths Learning Wall
- English / Phonics Learning Wall
- Topic Display – topic previously covered and topic currently covered.

## **2, Learning Walls**

These displays include key words and statement, open-ended questions, prompts and scaffolds to highlight key learning points and reflect the learning process (building up the list of success criteria for that unit of work). These displays should be changed regularly (max time should be the length of a unit of work).

## **3, Classroom Organisation**

Children learn well in uncluttered, well-organised, yet flexible learning environments. The learning environment should challenge, celebrate and facilitate learning, encouraging independence across the entire primary age range. It is essential that each classroom is clean, tidy and well ordered, as the physical environment will directly impact upon the children's perceptions of themselves and their own work.

## **4, Classroom Layout – The physical layout of the classroom supports inclusive, interactive teaching**

The arrangement of seating and tables provides pupils with as much workspace as possible and allows for flexibility to support learning in different contexts, such as individual work, paired work, small group work and whole class teaching. This layout allows for both independence and co-operation between the children, whilst also reflecting the speaking and listening ethos that permeates the curriculum. There are many hidden messages in the way children are grouped and seated. An inclusive classroom will celebrate joint endeavour, promote cooperative, interactive learning.

## **5, Classroom Resources (including IT)**

Resources are readily available to support collaborative learning. They are well organised, classified, clearly labelled and accessible for both adult and child. Resources are diverse, so that children can learn through visual, aural and kinaesthetic experiences. There are also appropriate models and artefacts displayed to support the children's learning in relation to a particular topic or curriculum area. There is a wide range of reading material attractively displayed, well organised and accessible to the children. These resources are differentiated according to the needs of individual children.

## **6, Role Play**

Role Play allows children especially in KS1 and Foundation Stage to learn in a fun, stimulating environment that also challenges them. Role play is always linked to the current learning topic and the children are encouraged to plan, resource and make things towards this area. Many curriculum areas are linked to the role play area and opportunities are given to explore these.

## **7, Outdoor Classroom/Environment**

The school has areas that can be used for outside learning and these will be develop further over the year. These include the EYFS Outdoor area, playground, grass area and the school field. Like the indoor classroom, the children are given the opportunities to take pride in their space and contribute to keeping the area exciting and safe for all.

## **8, Early Years / Foundation Stage**

The Foundation stage class continues its learning and exploration of the seven areas in its outdoor environment. The outdoor space is systematically incorporated into the teacher's planning of learning intentions for all pupils. The outside space is for children to run about or ride bikes to work on their physical development, but children also have the opportunities to construct, share books or be creative without being interrupted. A suitably selected range of resources is set up or taken outside to stimulate children's learning.

## **9, Health and Safety**

The class teacher has responsibility for maintaining a well-ordered tidy and safe learning area for the children. Children are supervised at all times, whether indoors or outdoors. Equipment is checked, repaired and or replaced in line with Health and Safety regulations. Broken equipment is reported to the office and removed from the classroom inventory. A classroom risk assessment must be in place for your classroom.

## **10, Monitoring**

This policy will be monitored through learning walks carried out termly. It will also form part of the lesson observation process. All display boards will be ready for the new school year by the end of the second week of Term 1.

## **Appendix 1 – The Physical Environment**

All classrooms must exhibit clear or well-organised windowsills, shelves, desks and tables.

### **Learning Walls**

The classroom learning environment for English and Maths is based on the learning wall approach where teachers' models and prompts are displayed as part of ongoing learning in each classroom. E.g. model writing, example pupil writing, comprehension questions/ideas, mental jottings, word problems, visual models, prompts etc.

Support for learning, e.g. written checklists, key words, teaching points, key questions, number lines and should be referred to frequently during learning time.

Children's work is used to affirm features of work that is desired.

Key words and technical vocabulary relevant to the focus of learning is evident in all 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 pupils to use a range of learning styles, e.g. adding photos, writing on speech bubbles, recordable post its etc.

Work is not necessarily mounted, as it is expected to develop rapidly and change frequently e.g. in English in line with the units.

Teachers and pupils may write captions and posters by hand as part of the lesson, which are then put on the walls for reference. Handwriting should support the school's agreed handwriting style.

Prompts and visual resources can be accessible to the children to help support their learning.

### **Displays**

It is essential that the main topic the class is studying is evident within the classroom. This involves display of pupil's work across foundation subjects.

The current theme must also be evident in interactive displays, artefacts and books on display in each classroom.

Completed work illustrating the teaching and learning process in an aspect of study, should be mounted in the agreed school style that enhances the presentation of the pupil's work. Paintings and photographs should be similarly mounted, as well as written work.

Captions to explain the learning process, pose questions or provide contextual information must be part of all displays and should be mounted in the agreed style.

The use of artefacts, drapes or plants to enhance the display may include the use of boxes, stands and other devices to make parts of the display three-dimensional.

Displays must provide excellent role models of good presentation i.e. exemplar pieces of work to be displayed and referred to frequently by the class teacher.

Displays should be 'fresh', changed regularly so that they do not become wallpaper.

Displays should contain an element of high quality, stimulating and interactive visual aids to encourage children to solve problems for themselves.

All classrooms must have examples of good handwriting in the agreed style around the room. Staff handwriting should ALWAYS be an excellent example to the children.

All areas are to be well resourced and organised with established routines to ensure the systems can be easily maintained. All resources are to be clearly labelled, well presented (e.g. pencils sharpened etc.) and accessible to all pupils.