

Appendix 1

LEARNING ENVIRONMENT POLICY

'An appropriate environment is key to both safety and effective learning and development.' [DfES 2006]

Learning environments are a fundamental part of the everyday life of the school, enriching the children's learning experiences and encouraging an imaginative and enthusiastic approach to learning and teaching.

We believe that learning environments reflect the ethos of the school and set a high standard for all to see and to aspire to. Learning environments are a powerful and effective way to both stimulate and sustain children's interest in their learning.

Aims

- ✓ To raise achievement and attainment.
- ✓ To involve learners in designing and creating their learning environment.
- ✓ To create a multi-sensory learning environment that supports all styles of learning - kinaesthetic, auditory and visual.
- ✓ To provide a range of experiences and regularly update resources to ensure that the learning environment remains stimulating and fresh.
- ✓ To promote independent learning, as well as confidence and initiative-taking.
- ✓ To celebrate and represent learners' achievements in a visual and interactive way.
- ✓ To promote learning and share expertise by holding regular 'learning walks' around the school for children, staff, parents and the community.

As a community of learners, we believe there should be a rich and diverse range of learning environments and displays.

We believe that the essential key features of an inspiring and stimulating learning environment are:

- Displayed models of good work across different subjects
- AFL: clearly displayed explanation of 2 stars and a wish concept.
- Key vocabulary, displayed in context.
- Photographs of learners learning and engaged in activities both in and out of class.
- Accessibility to information i.e. books, computer, posters etc...
- ECM at work - learning environments should reflect all aspects of the ECM agenda.

- 'Class award' area. A concrete celebration of work and achievement should be a permanent and regularly updated area of children's achievements both in and out of school hours.
- Clearly display our 'Golden Rules' and individual class-agreed rules and sanctions.
- Role play area - this should be across all year groups and changed regularly. The middle rooms are an ideal area for this.
- Learner's targets - whole class and individual targets should be on display if appropriate.
- AfL -
- Welcoming area - beginning at the classroom door. Doors should be 'dressed' to mark the class individuality.
- Furniture and resources should be organised in a way that supports learning.
- English and maths areas - learning environment should have features that promote both as discreet subjects as well as part cross curricular themes
- Mission statement should be **boldly** displayed.
- Learning environment should reflect the aspects of the curriculum being covered in each classroom.
- There should be temporary areas which reflect a current topic of high general interest.
- Photographs to reflect recent visits or events.
- Children's 'job responsibility' board

ALL LEARNING ENVIRONMENTS MUST:

- **Contain the above elements.**
- Be changed regularly to reflect curriculum areas being covered.
- Have the learning intention displayed where appropriate
- Have individual work clearly labelled with dual language labels being used.
- Have a variety of print i.e. teachers' and children's writing, computer fonts, stencils.
- Be colourful and interactive.

It is the responsibility of every class teacher to organise and maintain a high quality learning environment in their class.

EQUAL OPPORTUNITIES

At Plaistow Primary School, we ensure that our learning environments and displays reflect the rich diversity, cultures and abilities of our pupils.

In each class, there will be children with a range of differing abilities and special needs and learning environments should explicitly cater to these to promote and facilitate learning.

Throughout the year, teachers will ensure that all children will have had the opportunity to contribute to work on display in the learning environment in the classroom or around the school.

Learning environments and displays will promote equal opportunities to learn and take account of stereotypes, disabilities and gender balance.

The monitoring and implementation of this policy is the responsibility of the Headteacher.

This policy will be reviewed in July 2011

Classroom environment checklist for effective learning

Date of check:

Carried out by:

Class:

| Focus Area | Desirable elements | Comments |
|-----------------------------|---|----------|
| Displays | <ul style="list-style-type: none"> • Celebrate pupil achievement • Celebrate pupil cultures • Reflect topic • Heading / title • Questions • Dual language • Backed well • In good condition • Photographs of pupils engaged in learning • Interactive • 3D | |
| Vocabulary | <ul style="list-style-type: none"> • Key words/technical vocabulary displayed for a variety of curriculum areas & topic | |
| Equipment | <ul style="list-style-type: none"> • Stored well • Labelled • Accessible to pupils • Fit for purpose | |
| Working Walls | <ul style="list-style-type: none"> • Working walls are in progress to scaffold learning | |
| Classroom Management | <ul style="list-style-type: none"> • Literacy groups displayed • Numeracy groups displayed • Class timetable displayed • Planning file available • Classroom monitors displayed • Class awards area - including house points • Exercise books stored appropriately, accessible to pupils • Pen & pencil stored appropriately • Teachers table / work space tidy • Pupils desks / work areas tidy • Coat areas tidy • Classroom entrance welcoming • Fire exit accessible | |
| Furniture | <ul style="list-style-type: none"> • Pupils desks organised to support learning | |

School environment checklist for effective learning

Date of check:

Carried out by:

| Focus area | Desirable elements | Comments / notes |
|---------------------------------|---|------------------|
| Reception Area of School | <ul style="list-style-type: none"> • Clean, tidy and welcoming area • ECM display • Staff • Mission Statement/ School objectives on display/History of School • Kitemarks on display • A range of curriculum areas are on display | |
| School Hall | <ul style="list-style-type: none"> • Successes are celebrated on displays. Pupil work is evident • Positive affirmations are displayed in the hall • Photographs of learning experiences | |
| Dining Area | <ul style="list-style-type: none"> • Area is attractive and reflects Healthy School's agenda • Menu on display • Rules/Routines | |
| Corridors | <ul style="list-style-type: none"> • Displays reflect the ECM agenda • Displays are attractive, interesting and well maintained • 3D • Range of materials used • Reflect pupil cultures • Links to community | |
| EYFS | <ul style="list-style-type: none"> • Do displays provide evidence of learning across all areas of the curriculum? • Indoor/outdoor resources should meet the needs of all children • Is there a designated outdoor area for children to engage in meaningful play experiences? | |