ULEY C OF E PRIMARY SCHOOL
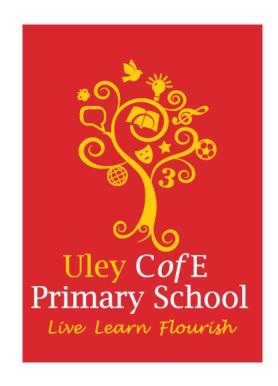
LEARNING ENVIRONMENT POLICY

Uley C of E Primary School

Learning Environment Policy

At Uley C of E Primary School, we have a philosophy of inclusion that is reflected in every aspect of our school life and we work hard to ensure that everyone feels valued and important. We are all learners, children and adults alike and our school is a community that values everything to do with the learning process.

Does the classroom offer a safe environment, is it safe to take risks and 'have a go' at answering questions and talking in the classroom without fear of ridicule?
Is the classroom conducive to a settled environment whereby rules and routines are firmly embedded, allowing the children to develop as confident learners?
Do all the children feel valued and respected as individuals?
Do the children have a sense of belonging within the class; do they all recognise themselves as a member of the class with the same rights and responsibilities as everyone else?
Does the learning environment challenge, celebrate and facilitate learning?

Aims
- To ensure that all learning environments are safe, bright, 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 are used 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 working 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 Safe Environment
Behaviour
Good to be Green chart is displayed. Clear guidelines about how this is managed may be displayed and is included in the staff handbook and supply/students information booklet.
Each class develops their own set of class rules. These are written using positive language. No don'ts or won'ts!
These rules are established each September and used to reinforce behaviour, rights and responsibilities. Each class is free to develop their own set that reflects the particular class.

Values
The school values are displayed and used to support the school ethos, and behaviour and spiritual development.
The school values are linked to the current termly assembly value.
Christian Values are displayed.

The Physical Environment – see appendix 1
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 which supports learning:

Displays
Effective classroom displays create an inviting, pleasant and stimulate learning environment and reflect a range of teaching and learning activities. There are different types of display; informative displays, interactive displays and role play displays.
Displays are purposeful, attractively arranged, labelled effectively, and are relevant to the current teaching and learning. The work should reflect high expectations.

Working walls (These should be clearly labelled as working walls)
These displays include key words and statements, 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)
These displayed should be changed frequently (max. time should be the length of a unit of work)

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

Classroom Layout
The physical layout of the classroom supports inclusive, interactive teaching.

Seating and tables give children as much work space as possible, and allows for flexibility to support working 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 which 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.

Classroom Resources (including ICT)
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 particular topic or curriculum area.
There is a wide range of reading material attractively displayed, well organised and accessible to the children. These materials are differentiated according to the needs of individual children.

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 linked to the school topic and the children are encouraged to plan, resource and make things towards the area. Many curriculum areas are linked to the Role play area and opportunities are given to explore these. For example: one week the Role Play area may take on PRSN/Maths focus and resources like shapes, money, timers, scales etc maybe included for the children to practise their focus maths learning objectives in a Role Play environment.

Outdoor Classroom/Environment
The school has areas for outdoor learning- an outdoor decking area, back garden, seating area, and main playground. 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.

Foundation Stage Class: The Foundation Stage class continues its learning and exploration of the six areas in its outdoor environment. The outdoor space is carefully planned into the teacher's planning. The outside space is for children to run about or ride around on bikes to work on their Physical Development but children also have opportunities to construct, share books or to be creative without being interrupted. A range of resources are taken outside to stimulate children's learning.

HEALTH AND SAFETY
The class teacher has responsibility for maintaining and well ordered tidy and safe learning area for the children. Children are supervised at all times, whether indoors or outdoors. Equipment is checked and repaired / replaced in line with Health and Safety Regulations. Broken equipment is reported to the Head Teacher and removed from the inventory.

Monitoring
This policy will be monitored through learning walks carried out at least half-termly. It will also form part of the lesson observation process.

Appendix 1

The Physical Environment

Avoid dumping grounds e.g. clear window sills, shelves, desks and tables.

Working Walls

- The classroom learning environment for literacy and numeracy is based on the '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…
- Support for learning, e.g. writing checklists, key words, contain 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 are desired.
- Key words and technical vocabulary relevant to the focus of the learning is evident in all both 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 children to use a range of learning styles e.g. adding photographs, 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 literacy 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 wall for reference. Handwriting should support the school's cursive style.

Targets

- An interactive layered target display to be updated regularly with the children.
- Prompts and visual resources can be accessible to the children to help support their learning of the curricular targets.

Displays

- It is expected that the central topic the class is studying is evident within classrooms. This involves display of pupils' work in foundation subjects and, as a church school, an RE display whenever possible plus a worship area.
- The current theme should also be evident in interactive displays, artefacts and books on display in each classroom.
- Work that is a finished piece and the end result of the teaching and learning process in an aspect of study, should be mounted on paper. Paintings and photographs should be mounted, as well as written work.
- Captions to explain the learning process, pose questions or provide contextual information should be part of any display.
- Captions and titles should also be mounted.
- The use of artefacts, drapes or plants enhances the display. Using boxes, stands and other devices to make parts of the display three-dimensional are recommended.
- The entrance hall represents the schools ethos and values. On the worship display cloth and backing paper is linked to the church colours of the season e.g. white/gold after Easter.
- Displays to provide excellent role models of good presentation. Exemplar pieces of work to be displayed and referred to frequently by the class teacher.
- Displays should be 'fresh', changed regularly so 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.
- Have examples of good cursive handwriting around the room. Staff handwriting should ALWAYS be an excellent example to the children.
- All areas to be well resourced and organised with established routines to ensure the systems can be easily maintained. All resources to be clearly labelled, well presented (e.g. pencils sharpened etc) and accessible to all pupils.

Displays

Visual stimuli

Pictures,
Photographs
Diagrams
Multi-sensory objects
Posters

Interactive challenges

Lift the flaps
Tabletop displays
Can you spot?
How many?
Key questions linked to the unit of work e.g. coordinates, measurement

Checklists

Have you…?
Rules
Time lines
Presentation
Genres
Timetables

Word lists

Wow words
Cross-curricular
Technical vocabulary
The four operations
Days of the week/month

Books

Fiction/non-fiction
Favourites
Reviews
Cross-curricular
Characters
Recommendations

Prompt

Labels
Captions
Planning formats
Number lines
Units of measurement

Success criteria

For the lesson objective
For curricular targets

Useful processes

Look, cover, say…
Reading skills e.g. skimming, scanning…
Steps to solving problems e.g.
RUCESACK

Good examples

Teachers'
Previous year's pupils
Example text
Sentence of the week/day
Artists' work
Use of models and images