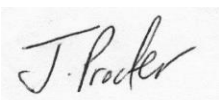


Learning Environment Policy

Review cycle	1 / 2 / 3 years	Date: September 2021
Approved by	Full Governing Body / Executive Headteacher	
Changes made in this review cycle	September 2020 Maths and Literacy Working Walls to have squared/lined whiteboard card backing. September 2021 Phonics and GPS displays updated. September 2022 R.E. and reflection displays updated.	
Linked policies	Book and Marking Policy Behaviour Policy	
Signed		Date: September 2021
Position	Executive Headteacher	
Date of next Review	September 2024	

What is the Learning Environment?

The Learning Environment is the physical environment around the school; any area that children are going to use or learn. This includes the physical classroom, corridors, cloakrooms, shared areas and outside learning spaces.

What impact does the Learning Environment have on teaching and learning?

Learning Environment sets the tone for the standard of engagement, care taken and behaviours of the children and staff alike. Children know that all their answers will be valued and celebrated. Ideas, thoughts and questions are recognised on learning walls and interactive displays. Thinking is on display as much as final products. An engaging, inspiring and uncluttered Learning Environment can lead to learners feeling supported, interested and connected with their curriculum. Our Learning Environment Policy is closely linked to our Behaviour and Book policies, all of which reinforce the core values of our school.

What are the non-negotiable expectations for the Learning Environment?

All staff are expected to work together to create engaging environments in all areas of the school. These should reflect the recent past, current and future learning in the school and, where relevant, should include input from the children.

What should the displays look like?


Display boards must be backed in dark coloured card and have a border. Key questions, vocabulary and labels should be hand written, modelling cursive script, on card using chalk pens. Titles for boards can either be hand written, modelling cursive script, using chalk pens, or printed.

All children's work on display should be modelling and demonstrating high standards, both of content and presentation. Written work should be done in pen and show cursive script. Work should be backed when on display. Long-standing displays should be creative in their design and, where possible, incorporate 3D elements, art and images. Children of all abilities should have their work displayed – this should be of the highest level of content and presentation possible for that child.




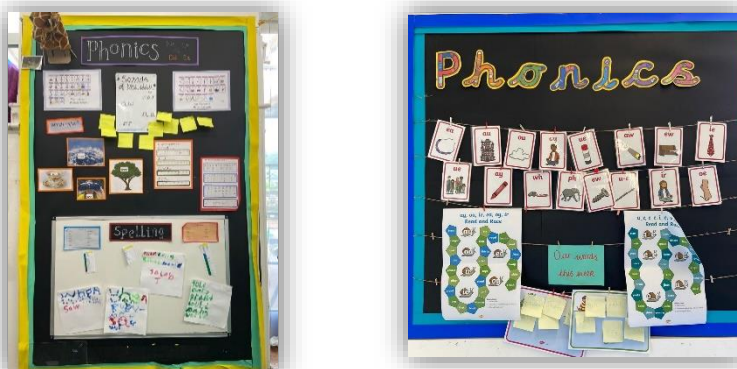
Which displays are needed in classrooms?


Literacy and Maths working walls are **essential**. These either can be used to display learning prompt, questions and resources for the coming and current unit of work, or can display the journey of learning that is occurring during the week.

 **English working walls** should have space for creating shared writing (using lined whiteboard-backing card), as well as a display for sharing What A Good One Looks Like (WAGOLL).

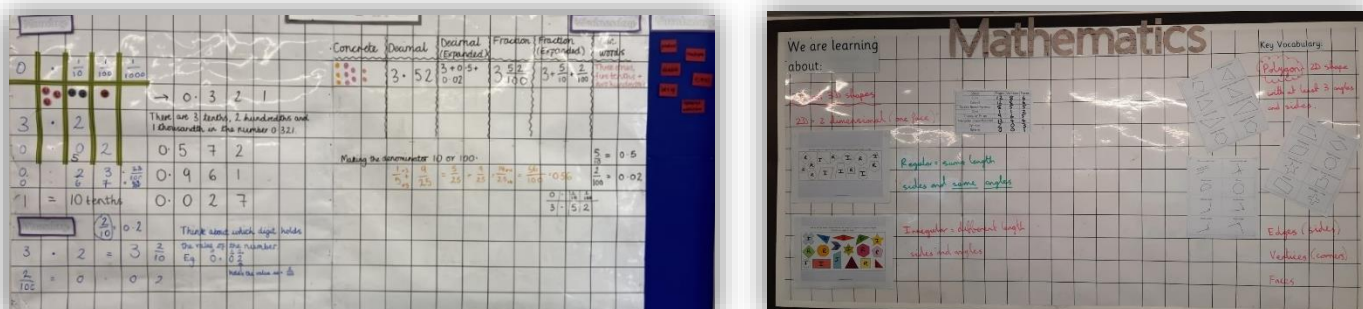



 **Phonics (KS1) and GPS (KS2) displays** should show learning prompts, current learning (i.e. sound of the week) and contextual information, i.e. Expanded Noun Phrases in use and highlighted within a text.



 **Maths working walls** should be backed using the squared whiteboard-backing card. These walls should include:


- key vocabulary
- CPA (concrete, pictorial, abstract)
- Stem sentences
- Daily journey and progression of the learning
- An area for access to concrete resources should always be available.

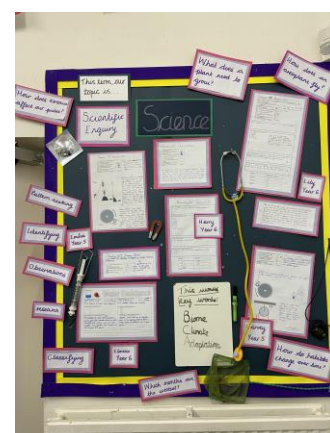
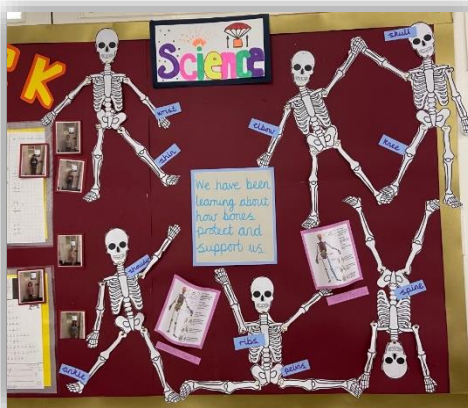



 **Current topic display** should show the current learning journey. This can either be a complete display showing high standards of work from across the topic, or can be a journey of learning throughout the term. These should include:

- Key words for the topic
- Photographs of learning experiences
- Backed examples of children's work.
- A copy of the learning map for the topic



 **Current Science learning** should be displayed. This could be a complete display showing high standards of work from across the topic, or can be a journey of learning throughout the term.



 At East Hoathly and St Mary's, an **RE Working Wall and reflection area** must be incorporated into the environment showing high standards of work from across the topic. This could include a class book with a collection of prayers, the class Spiritual Journal activities, evidence of current RE learning, key vocabulary and questions and the class' decorative cross.



Additional elements of the Learning Environment

In addition to these displays, classrooms must have:

Class information displayed clearly.

This must include the school rules and behaviour charts, including class agreed classroom rules



Book Corners should be included in classrooms where space allows. This should be an inviting and exciting place to be, and could incorporate draping material and cushions or beanbags. Topic themed books and reading recommendations should also be available here.



6Bs

The strategies for independent learning must be included within each learning area (classroom and shared spaces) so that it can be regularly referred to:

1 Be Still Stop and have a think.	2 Be Brave Use your Growth Mindset to have a go!	3 Backtrack Have a look at your success criteria or previous work to help you.
4 Bits & Bobs Use the resources or displays in your classroom to help you.	5 Buddy Ask a partner to help you.	6 Boss It's time to ask your teacher.

Reading Strategies

These strategies aim to teach children a variety of ways to decode unfamiliar words. They are used across the school and are referred to by all adults who read with the children. They are displayed in every room of the school.



Bubble time

This allows individuals to have the opportunity to tell their teacher that they have worries that they need to share.

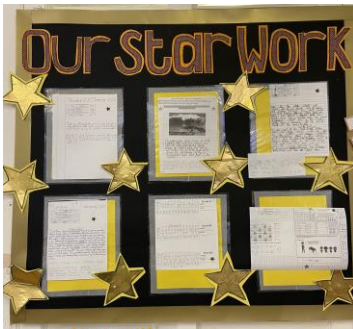
Visual Timetable

This will be a horizontal display of the lessons and events occurring during the day, with sections being removed once they are complete.



Organisation for Learning

The manner in which we organise our spaces for learning have a direct impact on the way in which learners use them: the space has a direct impact on the quality of engagement and learning. The way we organise space also communicates the principles that underpin our philosophy for learning and should therefore promote children's independence and autonomy in the learning process. Environments should promote curiosity and questioning and celebrate achievements.



An organised learning space will:

- support and promote independent learning.
- be organised, clean and tidy.
- have clear surfaces.
- have no piles of paper and clutter.
- have tables arranged in a way that is conducive to learning styles of the children and teaching styles of the teacher.
- have appropriately stored equipment and books.
- have trays accessible and clearly labelled.
- have art equipment stored away.
- have clear pathways so that children can move freely around the room.

All staff must:

- ensure that Learning Environments are tidied during transition periods and at the end of the morning and lunchtime sessions.
- ensure the children in the classroom take responsibility for keeping their classroom tidy (give children roles and areas of responsibility).
- check and repair damaged or tatty displays.
- make sure that all windows in your learning areas are closed; external doors are locked and lights are turned off at the end of the day.