



# Summerseat Methodist Primary School

## Policy for the Learning Environment

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### **Purpose**

**There are six main purposes to this policy:**

- To provide a visually stimulating learning environment for all pupils;
- To establish expectations for teachers and support staff;
- To promote continuity and coherence across the school;
- To give purpose and value to children's work - every child's work matters
- To give children positive affirmation and parents feedback that the work has been appreciated and celebrated
- To develop children's aesthetic awareness

### **Rationale**

We believe that the learning environment should be supportive, stimulating, enriching and a celebration of the children's achievements.

The environment both inside and out, will encourage and promote independence and support high quality learning outcomes. We acknowledge that the Learning Environment is very important to children and that it should be accessible and inclusive. At Summerseat Methodist Primary School, we aim to provide a safe and stimulating learning environment, maximising the use of the opportunities provided by the grounds and school building.

### **Introduction**

#### **The importance of this policy to the curriculum**

- Effective displays that take account of and help to support the learning needs of all pupils;
- effective displays for celebration of achievement that motivate and inspire all pupils to achieve their best work;
- relevant opportunities for pupils to interact with displays to further their learning
- demonstrate continuity and progression in the achievement of all pupils
- To encourage high standards

#### **Displays:**

- enable pupils to develop their ideas through independent enquiry;
- enable pupils to take appropriate responsibility for the aesthetic appearance of their classroom and school
- enable pupils to make the best use of wall space for learning teachers to give positive feedback;
- are organised so that pupils have role models of good presentation;
- reflect the current areas of study of the National Curriculum, including literacy and numeracy;
- contain high quality, stimulating and interactive visual aids which celebrate

pupils' achievements and which help them with the work in hand so that they attempt to solve problems for themselves;

- engage and encourage pupils' learning by promoting a sense of pride in their own achievements and the achievements of others;
- enable pupils to use ICT to enhance their learning across all areas of the curriculum.

## **Strategy for implementation**

### **The learning environment - Working Walls**

- The classroom learning environment for literacy, numeracy and science is based on the 'working wall approach' where teachers' modelling and prompts are displayed as part of ongoing learning in each classroom.
- Children's work is used to affirm features of work that are desired.
- Vocabulary relevant to the focus of the learning is evident in all three subjects.
- 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
- Work is not necessarily mounted as it is expected to develop rapidly and change frequently e.g. in literacy in line with the teaching blocks.
- 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 not contradict the school handwriting policy.

### **The learning environment - display as celebration**

- Celebration of work is displayed in shared areas and is not the focus of the classroom learning environment, although it is expected that the central topic the class is studying will be clear and in evidence within classrooms and this does involve display of pupils' work in foundation subjects and ICT, RE and PSHE.
- Captions to explain the learning process, pose questions or provide contextual information should be part of the celebration display.
- The use of artefacts, drapes or plants enhances the display. Using boxes and other devices to make parts of the display three dimensional are recommended.
- Displays as celebration of pupils' work should change at least termly.

### **The classroom environment**

All areas should be kept tidy and free from rubbish, piles of paper, random pieces of equipment, confiscated toys etc. Surfaces should only ever be covered with labeled resources or 3D display.

- All resources have a place that is known by all the children and adults
- Writing resources should be available for use at all times and be accessible.
- Book corners should be comfortable and attractive

- Areas for imaginative play will change regularly in order to give opportunities for a range of play and role-play which should contribute to learning in a purposeful manner.
- Teachers' desks should reflect the expectations being made of the children
- Furniture use should fit the purpose (e.g. for whole class shared writing all pupils should have an unobstructed view of the whiteboard) and furniture should be arranged flexibly, with pupils trained on how to safely and efficiently reorganise furniture as required.
- All people using the classroom need to be able to move comfortably around the space.
- Any teacher or pupil resources and equipment should be clearly labeled (ICT produced).
- Resources should be stored either centrally in the resource room and brought into class as required each ½ term.

## **Exercise books and Folders**

Books and work should be stored centrally. Pupils do not need an individual tray, and should be able to access resources independently from labelled and accessible central classroom storage.

Children's books will be labelled with a sticker showing their name, class and subject. The same labels for each subject should be used across school.

Children should take great care with their books and not deface them.

Books and folders should be easily accessible and placed in boxes according to subject so that children can be responsible for putting their own books away.

Mr S Ollis/Mrs A Walsh  
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