

Learning Environment Policy



Policy updated by Mr Grogan (Headteacher) in consultation with all staff: September 2022

Policy to be received by Governors: September 2022

A handwritten signature in black ink that reads "Fiona Taylor".

Chair of Governors

A handwritten signature in black ink that reads "M. Grogan".

Headteacher

Policy shared with staff and shared on the school website: September 2022

'Never settle for less than your best'

LEARNING ENVIRONMENT POLICY

Our school motto

Never settle for less than your best.

Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission Statement

St. George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral, and educational needs of the community of which it is part.

Rationale

At George's Central CE Primary School and Nursery we believe that children learn in a variety of ways, the main one being through first hand experience. Therefore we aim to create a rich learning environment that stimulates children's thinking and encourages hands-on exploration of resources. We ensure that the items on display celebrate all achievements, aid the learning process and are well matched to age and ability.

This is possible by making the displays interactive and eye catching whilst encouraging the children to explore, to engage and to discuss. If we want children to have high personal standards and produce work to a high standard, then they will firstly look to us as the staff of St. George's Central CE Primary School and Nursery and then their learning environment for what is deemed acceptable for the room they are in and the adults they are with. Although one of our aims is to ensure that we accept that everyone is different, there are some elements that are consistently applied across school and in all classrooms.

Roles and responsibilities

The Governing Body is responsible for:

- Ensuring that the Headteacher has the adequate resources in order to ensure that all learning environments meet the rationale of the policy.
- Visiting school to increase knowledge of classroom environments, expectations and approaches across school.

The Senior Leadership Team is responsible for:

- Ensuring that teaching and support staff have the adequate resources in order to ensure that all learning environments meet the rationale of the policy.
- Liaising with staff to ensure needs are being met.
- Working in classrooms, auditing the learning environment, ensuring that it meets the required standard.
- Providing regular feedback to staff on their learning environments.
- Ensuring that there is coverage of all curriculum areas on display across school.
- Displays around school are 'managed' taking into account staff 'work-life' balance.

Subject leaders are responsible for:

- Ensuring staff are aware of the requirements for displays within their subject area.
- Liaising with staff to ensure needs are being met.
- Undertaking 'Improving Learning' activities linked to learning environments linked to their subject area.
- Providing regular feedback to staff on displays within their subject area.
- Ensuring that any areas around school, linked to their area of leadership, is tidied, well maintained and 'ready for learning' at all times:

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Area around school	Person responsible
Computing suite	Mr Simmons
Green Room	Mr Simmons
KS1 Continuous Provision areas (indoor and outdoor)	Miss Taylor/Mrs Leech
KS1 Well-being room	Miss Taylor
KS2 Well-being room	Miss Peaty
Library and Reading areas	Mrs Malley
Music Room	Miss Gray
Outdoor areas for EYFS at the front of school	Mrs Davies/Miss Beswick /Mr Hadjigeorgiou
Outdoor areas for EYFS at the rear of school	Miss Killian
Forest School	Miss Killian
Playground and PE areas	Mr Cooke
Worship table in hall	Mrs Jeffries

Cleaning and site staff are responsible for:

- Ensuring the learning environment is clean and surfaces are free of marks.
- Bins are emptied regularly (including recycling).

Children are responsible for:

- Storing coats and bags appropriately in class cloakroom cupboards.
- Taking ownership of their working area and resources provided (labelled pencils etc).
- Ensuring they value and look after resources/artefacts on display.
- Make regular use of displays to support spelling and use of key topic vocabulary.
- Contribute to high quality pieces of work displayed in classrooms and around school.

Teaching and support staff are responsible for ensuring they follow, the agreed principles, set out below, with regards to their **classroom environment** and the **school environment**:

Classroom Environments (Early Years):

- Ensure resources in provision are clean and not broken or damaged.
- Ensure resources in provision are in the right place and well presented.
- Ensure within the learning environment there is a good balance of natural resources and open ended resources.
- Ensure there are items within provision to spark curiosity.
- Ensure the outdoor areas in Early Years are safe, inviting and clean.
- Ensure the indoor and outdoor environment supports children to make progress in all areas of the curriculum.
- Ensure the opportunities in Continuous Provision provide challenge and are adapted accordingly throughout the year.
- Ensure the learning environment in Early Years encourages independence.

Classroom Environments (Year 1 – Year 6):

- Ensure that any personal areas in classrooms (desk etc) are kept tidy: how personal possessions/resources are treated gives children an indication of our expectation level.
- Ensure class lists/pupil information being displayed are kept to a minimum.
- Ensure that the classroom Smartboard and whiteboard areas are accessible at all times for themselves and for children (for interaction during lessons).
- Have a personal area/cupboard to store their own things which do not aid or support learning.
- Include some work around your Smartboard/whiteboard – this is where children look the most.
- Have an English and Maths working wall display, a worship display (School Vision, School Values and School Prayer to be included), a topic display and a reading area in their classroom.
- Regularly update vocabulary on English and Maths working wall displays in classrooms to reflect current learning topics/areas.
- Provide positives examples of work on English and Maths working wall displays – these can be teacher examples or examples from children's completed work.
- Display and regularly update The Frayer Model on English and Maths working walls to promote vocabulary development.

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- Have a range of resources available to support children in lessons, such as manipulatives in maths.
- Have areas in classrooms where children are able to post questions/thoughts or 'I wish my teacher knew'.
- Ensure all display boards in classrooms are ready for the start of the school year.
- Make use of both 2D and 3D elements in displays where possible to include the use of resource tables to display a variety of artefacts.
- Have 'Reading.....it's a Kind of Magic' logo on display in reading area.
- Regularly update classroom displays, to keep in line with current learning.
- Use the majority of classroom displays to show the process of learning and to promote and support learning. Any 'completed' work should be in the minority (display boards around school will be used for this).

School Environment:

- Use display boards around school for 'finished' products to celebrate learning and to inspire and to enthuse children, staff and visitors.
- Use display boards around school to promote events, trips and visits.
- Use display boards around school to promote individual subjects and linked awards (Super Writer, Super Artists etc.).
- Ensure all reading areas around school are kept tidy so as to promote a respectful attitude to reading
- Work with children to ensure that all cloakroom areas are tidy and treated with respect, setting the correct example and high expectations.
- Work with children to ensure our school is litter free, setting the correct example.

Classroom Environments and School Environments:

- Ensure all display boards (in classrooms and around school) are ready for the start of the school year.
- Use ironed hessian or coloured fabric as backing for all display boards, stapled tight to the wall.
- Make use of plastic display materials to showcase teacher modelled examples to support learning.
- Use coloured paper borders if needed.
- Use innovative and creative ways to enhance learning environment.
- Ensure that within each display, interactive elements are included and their use promoted via planned and unplanned activities.
- Ensure that key vocabulary is handwritten (in the agreed handwriting style) and included on all displays where appropriate.
- Keep computer generated titles to a minimum.
- Display items of awe and wonder and those that spark the curious nature of children.
- Ensure any damaged pieces of backing paper/borders are replaced immediately.
- Include Bible quotes linked to subject areas where relevant.
- Avoid sticking things on glass in all areas of school.
- Immediately remove any displays that have errors or are out of date (club posters from children).
- Update display boards around school in line with the agreed time table in place for each area of school:

Worship based displays		
Display	Staff member	Timing
Worship	Mrs Jeffries	Half termly
Composer	Miss Gray	Monthly
British Values	Mrs Leech	Termly
Pupil Voice based displays		
Display	Staff member	Timing
Picture News	Mrs Leech	Weekly
Eco Council	Miss Killian	*Annual and ongoing
Ethos Council	Mrs Jeffries	*Annual and ongoing
School Council	Miss Billington	*Annual and ongoing

**Photographs of new members to be in place by the end of September each year.*

Updates from meetings/work in school and the community to be updated as it takes place.

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Key Stage 1		
Timing	Reflective question	KS1 corridor
Start of year	Y1	
October half term	Y1/2	Y2
Christmas	Y2	
February half term	Y1	Y1/2
Easter	Y1/2	
May half term	Y2	Y1

Key Stage 2				
Timing	Reflective question	KS2 corridor (LKS2)	KS2 corridor (UKS2)	KS2 toilets (Miss Gray)
Start of year	Y6			Spanish
October half term	Y4	Y3/4	Y5/6	
Christmas	Y3			Music
February half term	Y5/6	Y3	Y5	
Easter	Y5			School performances
May half term	Y3/4	Y4	Y6	

- Ensure work is of high quality and clearly demonstrates how both staff and children do not ***'settle for less than their best'***.

Monitoring and reporting

This policy will be reviewed every two years unless there are reasons to review any earlier, for example: staffing changes. Any changes or amendments to this policy will be communicated to all staff members by the Headteacher.

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