

Cavendish View School Learning Environment Policy

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1. Purpose

The purpose of this policy is to:-

Ensure a **safe** learning environment for the children

Ensure the learning environment reflects the school's vision, aims and curriculum intent

Support children's learning

Establish **clear expectations** for teachers and teaching assistants

Promote **continuity and coherence** across the school in order to meet the sensory needs of all children

Give **purpose and value** to children's work – every child's work matters

Promote and support mathematical skills, reading, oracy and vocabulary development

Provide a **visually stimulating and accessible** learning environment

EQUALITY AND DIVERSITY STATEMENT

The Saludem Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any such factors and all will be treated with dignity and respect.

2. Rationale

We believe that the learning environment should reflect the school's vision, ethos and curriculum intent. It 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 both accessible and inclusive.

3. Aims

It is our aim that the learning environment will:-

- be safe at all times
- be of a high standard, both indoors and outdoors

- reflect the school's vision, ethos, aims and curriculum intent
- develop oracy and subject-specific vocabulary
- have a focus on reading development
- reflect current learning, with a focus on show-casing work in progress (including redrafting) as well as finished work (show-casing the process not just the product)
- scaffold the children's learning and independent work
- support children's understanding of their stage of learning and what they need to do next
- celebrate and support the children's achievements across the curriculum
- contribute to positive attitudes, motivation and learning behaviours
- develop the children's ownership of the classroom by involving them in the development of their learning environment (inside and out)
- be accessible, inclusive and nurture children's confidence and self-esteem
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4. Expectations

At *Cavendish View School* we will ensure that all classroom environments will provide the following, at an age-appropriate level:

- Each class should have a Maths Working Wall, an English/Writing Working Wall, a 'topic' display, a reading area, and a carpet area for small group teaching (such as phonics). Displays should reflect current learning and include learning objectives, steps to success, WAGOLL/WABOLLS and key vocabulary. Each class must also display a RWI sound chart and refer to it when appropriate
- Every class must have a number line which is added to and referred to throughout the lesson/unit as appropriate
- Each class should have a 'maths station' with practical resources that ALL children should be encouraged to use. Prompts to support learning should be displayed / available to support children's talking and thinking about learning, focusing on the concrete, pictorial, abstract (CPA) approach to learning that is fundamental to developing mastery in number
- English/writing Working Walls should include a quote about growth mindset or metacognition strategies to support learning
- Each class should have a 'writing station' stocked with resources to encourage and promote independent writing skills
- Black Tray / Small World to be in classrooms and changed fortnightly (linked to topic) to be set up in classes where there is need (including Key Stage 2)
- Ensure displays and curriculum areas have prompts and visual resources to support the children's achievement of their curricular targets. Key words and technical vocabulary to be displayed in English, Maths and topic areas e.g. explorers, centimetre, clause etc.
- Have inviting and exciting reading areas, which include a display of reading targets and reading prompts

- Have high quality examples of handwriting around the room where possible. 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
- Role plays areas to be changed half-termly to reflect current topics
- The role-play areas to have planning clearly displayed which reflects current learning objectives
- Displays should provide excellent role models of presentation. Exemplar pieces of work to be displayed and referred to frequently by the class teacher
- Displays should be neutral and natural as far as possible, in line with research on Communication Friendly Spaces (see <https://elizabethjarman.com/wp-content/uploads/2018/04/the-cfs-approach-and-targeted-use-of-colour.pdf> for info)
- A designated area / notice board for weekly class timetable, current topics, support timetable and any other information pertaining to the class
- Displays of children's work and learning needs to be of a consistently high quality to reflect high value and standards. Displays should be 'fresh' and changed regularly so they do not become 'wallpaper', tatty, faded or ripped. It is important to remember that displays are showcasing the learning and children's efforts
- No 'dumping grounds' e.g. clear window sills and shelves. There is a difference between 'work in progress' and a mess! Particularly monitor shared areas for tidiness and high quality

5. Monitoring and review

We are aware of the need to review the school learning environment policy regularly so that we can take account of new initiatives, changes in the curriculum, research, developments in technology or changes to the physical environment of the school. The SLT will carry out a termly Learning Environment monitoring exercise using the pro-forma in Appendix 1. Staff will be given written feedback of strengths and EBI (Even Better If). The school environment is monitored by the Headteacher on a daily basis as part of her duties.

6. Health and safety

All adults have responsibility for maintaining a well ordered, tidy and safe learning area for the children.

Children are to be supervised at all times, whether indoors or outdoors.

All necessary equipment is checked and repaired/replaced in line with Health and Safety Regulations.

Appendix 1 – Learning Environment Monitoring Form

Date	Class	Teacher	Completed by
Safety points to address:			
Is the classroom well-organised and tidy? YES / NO			
<p>Is there a role play area? YES / NO</p> <p>Does it reflect topic? YES / NO</p> <p>Are LOs clearly displayed? YES / NO</p> <p>Is it well-resources? YES / NO</p>			
<p>Are examples of pupils' work evident? YES / NO</p> <p>Are displays natural / neutral? YES / NO</p> <p>Is there a class noticeboard? YES / NO</p> <p>Is it up to date with current planning/targets? YES / NO</p>			

MATHS	Y	N
Is there a Maths Working Wall?		
Is it up to date?		
Is LO clearly displayed?		
Is there a number line?		
Is key vocab displayed?		
Are there examples/success criteria displayed?		
Is there a maths station (resource area)?		
Comments/actions:		
ENGLISH/WRITING	Y	N
Is there an English Working Wall?		
Is it up to date?		
Is LO clearly displayed?		
Is there a growth mindset/metacognition quote?		
Is key vocab displayed?		
Are there examples/success criteria/WAGOLLS displayed?		
Is there a writing station?		
Is it well resourced?		
Is it clearly labelled?		
Comments/actions:		
TOPIC WORK	Y	N
Is there an Topic Working Wall?		
Is it up to date?		
Is LO clearly displayed?		
Is key vocab displayed?		
Are there examples/success criteria/WAGOLLS displayed?		
Is there a topic tray/small world area?		
Is it well-resourced?		
Is the focus of learning clear?		
Comments/actions:		

READING	Y	N
Is there a reading area?		
Is it tidy and inviting? Is it well resourced?		
Are reading targets and prompts displayed?		
Is there a R, W Inc. chart on display?		
Is it annotated (where appropriate)?		
Is there a carpeted teaching space?		