Learning Environment Policy 2023

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Aims of Display & Classroom Organisation

At St Augustine of Canterbury RC Primary School, we aim to:

- Encourage pupils to have pride and confidence in their work and achievements by demonstrating that we value their work and learning.
- Create a learning environment that stimulates interest and discussion to challenge children's knowledge and understanding of the world.
- Encourage respect for the school environment and actively work to ensure it is an enriched place to work and learn.
- Influence children in best presentation, personal organisation and general tidiness.
- Celebrate achievement and raise self-esteem for all.
- Use display and resources to positively impact on learning; through consolidation / reminder of previous learning and introducing new information & knowledge.
- Represent all children in our displays including that of children's outcomes and learning.
- Ensure children are supported to become independent, confident and resilient learners

Expectations on Classroom & Common Areas Display

A high quality learning environment has a direct impact on the standards and attitudes of the pupils in our schools. Initial stimulus displays should be in place before the children return to school in the new academic year. Classroom displays to be fully in place by the end of the first week after each half-term. The deadline will be identified on the half termly staff briefing.

Displays should contain:

- Hessian backing. This will show the pupils' work to best effect without detracting from it or appearing cluttered.
- Thoughtfully and tastefully selected colours. No luminous yellow / orange / pink card for labels etc which detract from pupils work.
- Borders made of purchased border rolls. Work on display should not overlap the border, unless as an intentional design element, as children's work should be thoughtfully positioned and spaced.
- Use of 3D elements or fabric to add interest to displays and to ensure quality presentation (use expertise of other staff to support, where necessary).
- A high percentage of display in classroom should be pupils' work. Pupils' work should significantly outweigh other display resources (although these can be very effective in consolidating / extending learning).
- At a practical level, refer to displays when teaching to make meaningful links with previous learning / new learning. Display is not intended as decoration – it celebrates achievement, gives a wider audience to learning, reminds pupils of what they have learned / achieved, encourages higher standards through accessing the work of others and can enrich learning.
- Classroom displays should include
  - A learning journey display (this should be a focus for the half term to show and celebrate all children are learning).
  - Maths working wall
  - English working wall (detailing the learning sequence and I-Model GPS)
  - In EYFS/KS1, there should be a dedicated display for Essential Letters and Sounds including these use of their specific friezes which have been provided. *NB, Please do not use other phonics resources as prompts as this detracts from our fidelity to the scheme.*

- o Religious Education display which includes vocabulary unit lesson sequence, prior learning and any big questions.
- o Prayer area to include school prayers displayed, class scripture quote, pictures of Pope Francis, Bishop John and Father Swift, bibles, children's prayers and reflections, candles and artefacts and class prayer and liturgy box provided by the Chaplaincy Team.
- o Dedicated 'Made in the image of God' display linked to the whole school project in September; this will include children's self-portraits, hopes/aspirations, achievements, character strengths. This may also be the area dedicated to emoji check-ins, worry boxes, welcome to our class information.
  Please do not use a display board for your personal organisational papers. These should be at close hand in a file. We want to maximise display space for children's work.
- Work should be attached with staples or blu tack. Drawing pins must not be used to display work as they are a health & safety hazard and detract from pupils' work. Please do not staple into wood (doors and furniture) or walls.

All displays must have:

- A title (computer generated or created using handwriting compliant with the handwriting programme being used, and coloured paper / card - the use of metallic foil / wrapping paper can make a display look very effective and high quality).
- Open, age appropriate questions related both to prior and current learning.
- Reinforcement of key vocabulary (use the curriculum overviews to ensure pitched vocabulary).
- Quality labelling e.g process of what the children did / children's names.
- Pupil voice (voice notes, speech bubbles, reflections).

Written Work

- Written work on display (final draft work) should be acknowledgement marked (neatly) and the learning intention should be clear to the audience reading it. Emergent writing of younger pupils and those with SEN should be annotated.
- As work is generated from the children this should be used to replace the majority of adult generated displays and resources and reflect the learning journey over time.
- All work must be mounted on black or muted colours. Art work should be mounted using appropriate colours which complement the end result. Written work should also be mounted, Please ensure that work is trimmed and mounted evenly and intended straight edges are straight. Please use paper cutters provided. A border of 1cm is advised.

Table-top Displays

- Table top displays should contain a fabric base, artefacts, books and resources linked to the curriculum. Key questions and key vocabulary should be present.

Book corners / Inspiration Stations

Book corners and inspiration stations should have:

- An engaging theme with a range of resourcing to create curiosity and inspire imagination.
- A variety of books including topic books, fiction books and non-fiction books.
- Key questions and vocabulary displayed (print rich).
- Soft seating (cushions etc).

- A variety of writing and recording implements.
- Information about current class read and children's reflections
- Reference texts including atlases, dictionaries, thesauruses and relevant reference books.
- A display board with titles to organise and display children's own ideas e.g. Inventions, Discovery, Can you Believe it? What if? I wonder? I have discovered or inspirational quotes to encourage learning e.g. 'It is ok to make mistakes, as long as are learning from them.'

Curriculum Boards

- Curriculum boards are an expectation for every subject and the corridor displays are allocated for this.
- Subject leaders should gather evidence at the end of each half term to show progression in learning for that half term; this evidence can be used for monitoring and evaluating standards and also to display work for children, staff and visitors.
- Pupils can write their reflections on learning and this can be displayed next to their photograph to create a sense of belonging and ownership.

Classrooms Organisation Expectations

- High quality writing displayed across the curriculum.
- Support resources e.g. a maths 100 square, number lines, place value charts, speaking & listening prompts, high frequency words.
- Evidence of ICT through displays (not only word-processed work).
- Key information displayed e.g. timetable, literacy, numeracy and reading groups / home diary tracker.
- PE days and expectations of kit must be displayed.
- Fire evacuation procedures (Health & Safety requirement).
- Book corners / inspiration stations should be themed and inviting. Book areas should be tidied daily and regularly sorted, either by your TA or pupils.
- Teachers are encouraged to delegate responsibility to pupils for the upkeep and maintenance of the classroom and general learning environment. Good routines for tidying away are crucial and labour saving. Everyone has both strengths and development needs as a teacher.

   If display is your strength share it. If display is not your strength ask for support.

Expectations on Classroom Organisation

- The overall effect of the classroom environment should be one of space and organisation. This sets a high standard which will support the further raising of educational standards and create a working environment which is attractive and stimulating underpinning pride and care. Please keep your classrooms neat and tidy. Use cupboard space to store teacher resources not window sills, teacher desks or sides. Surfaces should be clear, other than for interactive displays for children. This supports our Attachment and Trauma Sensitive work.
- Piles of junk / books / teaching resources / pupils' work should not be left in disorganised piles, it is the teacher's responsibility to manage this.
- Do not hoard resources. When you have finished using them they should be promptly returned to the SDLR so other staff can access them easily (please support colleagues by putting resources away properly in the correct place. If you are unsure, ask).
- Be selective in what you keep. Do not hoard junk and clutter.

- Cupboards should be sorted out each term to maintain high levels of organisation and effectiveness.
- Teachers' desks should not be piled high with resources / paper or folders. Develop organisation systems within your room and maintain them. Desks should be tidied and cleared at the end of each day to allow for cleaning. Desks should not be used during lessons as this reduces opportunity for staff to provide children with live feedback.
- Storage mechanisms (files / plastic boxes etc) need to be in good condition, if you need new storage resources, speak to the reprographics lead.
- Chairs and tables should be kept straight and tidy and chairs tucked under.
- Pupil table-top resources such as stationary should be replenished regularly and pupils should be expected to use with care and respect. Learning aids such as handwriting scripts should be kept in good condition and replaced if they begin to peel or become unstuck.

Clear routines and expectations should be established rapidly

- Greeting the children and monitoring emoji-check ins.
- Early work relating to basic skills teaching (maximising learning time).
- Class learning plans displayed for week.
- Packing away / tidying up.
- Lining up outside classroom to ensure controlled entry.
- Classroom monitors / Responsibility systems.
- Working in a calm, purposeful and settled manner.
- Use of Positive Regard strategies and ATSSA prompts (Appendix 1)

Classroom setup

- Classrooms should be fully set up for first lesson before the first lesson. If you are not in school and leaving work for a supply teacher/HLTA, the first lesson should be set up the evening before and a file of notes left for the supply teacher clearly labelled on the teacher's desk.
- Chairs under / tables straight before children leave the classroom (and throughout the day) as an established routine. Please actively encourage and train children to take care of the learning environment and equipment. Train children to tidy up the classroom at the end of the morning sessions and at the end of each day.
- Labelling on trays, cupboards and equipment should be consistent in terms of the font used. Pupils' trays (if used) must be labelled with both the child's Christian name and surname. For most labelling we should use a font compatible with our handwriting policy.

Top 10 Non-negotiables for Attachment and Trauma Sensitive Practice

1. Visual timetables must be in place and used throughout each day; where children have specific needs, these should be individual and may include 'Now, Next, Then'.
2. Visual behaviour prompts – linked to Positive Regard.
3. Use of music, timers, lights to warn children about time until end of activity.
4. Classroom organisation – reduce clutter and ensure all resources are labelled and accessible
5. 'Safe spaces' or dens in place in every classroom and are accessible.
6. Meet and Greet with emotional check-ins; more often for pupils identified with A and T; strategies to monitor this throughout the day, including worry box/worry monster.
7. Work alone spaces available in every classroom which children can opt to use (mustn't be used as punishment/consequence).
8. Recovery Curriculum approach evident throughout the day (play-based, compassionate, relational and therapeutic) and evident on planning.

9. Consistent evidence of attuned and regulated adults; no or decreasing evidence of punitive language, threats, and increasing evidence of staff using 'connection before correction' with restorative strategies.
10. Displays developed to incorporate and support executive function (language, working memory, time concepts, checklists/writing frames)

Links to other policies

- Curriculum Policy
- Relationship and Behaviour Policy
- Marking and response Policy
- Handwriting policy
- Religious Education policy
- Collective Worship policy