

School Learning Environment

Purpose

This policy acts as a guide to developing the learning environment, to ensure a shared understanding and consistency of approach throughout the whole school. Children and adults are expected to value and respect the whole school learning environment.

Rationale:

Learning environments can both support and enrich the learning of all children. As well as being rich, vibrant and welcoming, the environment can be a learning tool, a way of engaging children and building the class and school community. It can create a sense of ownership and be used to support and promote learning, as well as celebrating children's learning achievements. With thought and planning, an effective learning environment is used as an interactive resource supporting teaching, learning and assessment.

Professional discussions

Learning Walks will be carried out at least half-termly to discuss the implementation of this policy. It will also form part of the coaching process. This policy will be reviewed annually in line with National Curriculum developments and school priorities.

Presentation of displays:

- Displays should have a clear title and should always be accompanied by labels, which either ask questions or reinforce learning. All labelling must be handwritten in black sugar paper.
- All displays must show an overview of the completed by the children. It must be handwritten in black sugar paper.
- All labelling must be typed using Century Gothic.
- Finished work displayed should always be the best that an individual can achieve and it should be largely free from errors.
- Displays should be interactive and there should be opportunities for pupils to lead and contribute to display content, organisation and themes.
- Displays should provide a wide range of sensory experiences and support pupils who will have a varied range of learning styles.
- Display visible signs using QR codes as an assessment tool to record children's learning. E.g. video, photographs, books.