Bengeworth ce academy

Learning Environment Policy 2022-2023

September 2022

Bengeworth
Multi Academy Trust

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Rationale

'Aesthetically pleasing surroundings influence both learning and social behaviour. Displays are focal points for learning. They show to a wider audience what the children have achieved while reaffirming the value of their work. Displays help children and teachers to see things in different ways and to make connections between ideas.'

Art, Craft and Design in the Primary School – Editor John Lancaster

The learning environment is important as a means of adding greater depth and breadth to children's learning. It also raises self-esteem and encourages pride in the classroom and school. The learning environment at Bengeworth CE Academy reinforces the school's commitment to high standards and the drive to continually raise achievement.

Statement of intent

Intent

At Bengeworth CE Academy, we provide a broad and balanced curriculum which is underpinned by our values and core beliefs and aims. Our intent and vision is to provide inspirational learning experiences that will ignite sparks within the children and enable them to develop as confident, articulate and happy individuals who achieve academic excellence, prepared for the wider world ahead of them.

The school's aims for the learning environment are:

- To value and enhance children's work
- To reflect the vision and aims of the school towards excellence
- To celebrate achievement
- To display the learning journey undertaken by children
- To display progress and allow children to visually see this and articulate their progress over time
- To increase children's self-esteem and pride in their work
- To motivate children by setting high standards to which they can aspire
- To create a stimulating teaching and learning environment
- To encourage aesthetic awareness and a positive attitude to our school environment
- To encourage independence and utilising the displays/environment to support learning
- To arouse curiosity, pose questions and stimulate enquiry
- To reflect and value different levels of achievement and cultural backgrounds
- To inform and inspire parents, carers, governors, teachers and visitors to the school.

Individual teachers are responsible for the learning environment within their own classroom and designated areas, including the corridor displays.

The learning environments of successful classrooms are calm, welcoming, stimulating environments where high value is placed on learning, progress and increased self-esteem.

The visual environment is very important and should display work which is representative of all children and all ability levels. Showcase displays should include children of all abilities, displaying the best work to their individual ability and again, further encouraging self-esteem for all.

Displays should reflect the taught curriculum and be changed regularly to sustain interest and discussion.

There is a calm environment when:

- Children are on task
- Children are aware of acceptable noise levels for classwork and teachers help to maintain this by
- example
- Children are taught to tidy up after themselves
- Children know the teachers' rules and boundaries
- Children have appropriate amount of room for the activity.

There is a stimulating and effective environment when:

- Children are inspired by the learning environment and this arouses curiosity
- Displays are visually interesting (corridor displays utilise 3D and mixed media)
- Key questions and enquiry are used to engage learners
- Displays are referred back to daily and are utilised to enhance learning
- Learning journeys are evident in all classrooms.

The room is well organised when:

- Teaching walls and book corners areas are labelled so that pupils can be independent and know what goes where
- Children's resources are readily available and accessible to all
- There is a clear furniture layout that enhances the environment e/g/ reading corners, table layout
- The room is kept tidy and clutter-free.

All classrooms adhere to the school's checklist for classroom content and organisation – see Appendix A.

IMPLEMENTATION

The Classroom Environment Including Working Walls

The classroom learning environment for English, Mathematics, Science and the wider curriculum are based on the 'working wall approach' where teachers' modelling and prompts are displayed as part of ongoing learning in each classroom and progress is visible and built upon. Learning journeys serve as a focal point for cross-curricular topic displays.

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 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 on the working wall reflects the National Curriculum for each year group.

Work is not necessarily mounted as it is expected to develop rapidly and change frequently, however high quality of display should be adhered to.

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 agreed printed/pre-cursive or cursive handwriting style applicable to each year group.

All boards are backed in hessian and teachers should use push pins to put up work. Blu-tac must not be used on the fabric to avoid stain marks. This should also be avoided on painted walls where it also leaves stain marks and removes paint from surfaces.

The Whole School Environment, Including Corridors

A display should always have one or more of these specific purposes in mind:
- To stimulate interest in a theme
- To introduce, summarise or reinforce knowledge and skills
- To celebrate children's work
- To inspire other children to want to achieve similar outcomes.

Displays should include:
- Information (pictures, reference materials, word banks, etc to encourage interaction and enquiry)
- Process (stimulus material, evidence of the work's evolution) displayed as high quality learning process
- Outcomes (final results).

All displays need to reflect the professional and innovative nature of the work that is carried out in the school:
- Main display areas in the communal areas of the school will be changed on rotation.
- There will be a showcase of events that have occurred during the term between all year groups in the corridors of the school.
- Work on display will reflect the current learning in the school.

Content of Displays
- Clear labels and headings to indicate the title of the work and which subject or topics it is related to
- Information about the process involved
- Work from the current year group of the children

Style
- A consistency of written texts styles should be used (e.g. handwritten by student/adults, calligraphy, etc). We encourage on whole school displays the use of cursive handwriting as labels and headings.
- All written work on display from Year 3 upwards should be in pen
- Display work should be accessible to children and be easy to read ('not too busy').
- Pins should be completely removed when changing a display
- Children's work should be double backed on coloured paper (including the use of black). Dates and Learning Objectives should also be visible.
- The display area should have a border that will surround the work. This border can also be created by using mixed media and 3D elements

- Blu tack should not be used on walls as it leaves a greasy mark on painted surfaces and can peel paint
- Work/items of display should be clear and not overlap unless it is an integral part of the display's design (not done because of running out of space)
- All displays and notices should have correct spelling, syntax and punctuation (there are exceptions on working walls where work in process by pupils may be displayed).

Appendix C: Inspiration ideas for in Whole School Area displays, including corridors

IMPACT

Monitoring and review

- This policy will be reviewed annually by the subject leader and the Headteacher
- Any changes made to this policy will be communicated to all members of staff.
- To ensure high standards for all areas of the learning environment. The Art and DT Subject Leader will complete learning walks each half term. Feedback will be given to individual members of staff if requested and this feedback will also be shared with SLT.
- All members of staff directly involved with the learning environments and displays are required to familiarise themselves with this policy.

The scheduled review date for this policy is **September 2023.**

APPENDICES

Appendix A - Monitoring in Classrooms – Learning Environment and Displays

Date:
Classroom/ Area:
Teacher:

Learning Environment Checklist	Developed	To be done/ comments
Classroom Displays		
Teaching walls to be tidy and resources labelled clearly		
All resources should be kept within the teaching wall and relevant resources nearby specific wall		
Clear and tidy teacher areas		
Stimulating and inviting book corner with effective use of blackboard		
Vocabulary on display for year group (relevant to that Year group, subject and NC objectives)		
Displays are being used as working walls and therefore are developed over time and support learning		
High quality expectations adhered to, even on working walls		
In class learning environment is visually engaging, stimulates curiosity and encourages children to learn		
Learning journeys are used on working walls (topic primarily) and children are able to articulate this and is referred back to regularly		

SEND/Inclusion		
Visual timetables		
Areas for resources for individual children		
Pictorial supports		
Confident displays that reflect all members of the school community		
Whole School Areas including Corridors		
Corridor displays serve as showcase for best work and display inspirational outcomes		
Work is of high quality for children on an individual level		
There is a range of subject areas displayed		
Labels and headings are handwritten (calligraphy, paint, cursive etc.)		
Fonts are consistent across the display		
Use of missed media and 3D elements to arouse curiosity and invite the observer on a visually pleasing journey		
Work should be double backed		
Work being showcased should be current and relevant		
Expectations of spelling, punctuation, grammar and handwriting are met and are of high quality		
Displays are not too crowded or cluttered and are to read and aesthetically beautiful		
Monitored by:		
Feedback to teacher/s:		
Follow up date:		

Appendix B – Corridor Display Requirements

Corridor Display Requirements

- All work to be double backed
- High quality work displayed across the curriculum
- Years 3, 4, 5 written work to be completed in pen
- 3D elements
- QR codes can be used to make them interactive
- Global theme clearly displayed
- Key Question/Title clearly displayed
- Explicit Vocabulary linked to topic

Appendix C: Classroom Display Ideas

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