

**Millfields Community School
Learning Environment Policy**

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Rationale: We know that each teacher is an individual and will offer the children something unique. We all have different talents but if consistency, continuity, progression and balance are to remain meaningful a range of classroom practise that is in every classroom is necessary

Aims

- To provide a safe , secure and structured learning environment
- To promote challenging and equal opportunities for all children within a positive and ordered environment

The classroom environment should:

- Reflect, support and challenge the current learning
- Empower the children to be active learners with a sense of responsibility, ownership and independence
- Convey high expectations about standards, progress and achievements

The Classroom Environment

Classroom management should reflect our aim to encourage children to be independent, well organised and to develop good learning behaviours. This will require flexibility in the organisation of furniture.

- All resources have a place that is known by all the children
- The classroom should be tidy and uncluttered - ensuring that the children take a large share of the responsibility. Teachers have one lockable cupboard for their own possessions/resources
- All classrooms have a carpeted area in front of the IWB where there is space for the whole class to sit
- All classrooms in key stages 1 and 2 have Learning Walls for Literacy and Maths
- Writing resources (pens, pencils, rulers, green pens, rubbers) should be available for use at all times and be accessible
- Book corners should be comfortable and attractive
- All EY and KS1 classrooms have an imaginative play area that is changed at least every half term
- Labels and posters should wherever possible reflect the language and diversity in the school
- Each classroom should have a visual timetable that is updated daily
- Pupils should be involved in the maintenance and care of all resources and equipment
- Furniture should be organised to enable ease of movement around the room

Resources

Each classroom is equipped with a basic set of resources and books appropriate to the age range. Specialist equipment is stored in the appropriate curriculum resource cupboard / area and labelled clearly. These are audited regularly by the subject leaders, who make sure all equipment is of a high standard and is inviting to use.

- All classrooms have an Interactive Whiteboard and staff and children need to be aware of care and safety with this equipment and its resources
- From reception onwards children will be expected to take an active role in helping to maintain a well - organised classroom
- Drawers, cupboards and boxes to be labelled clearly using the word processor and pictures where appropriate to compliment the label
- Resources to be checked regularly and repaired or discarded making sure all equipment is high quality and inviting to use
- Teacher cupboards to be kept tidy and well organised so that files, resources etc are easily accessible
- Items borrowed from the central storage should be returned as soon as possible and not be kept in rooms
- The individual needs of children with physical and sensory difficulties should be recognised and resources positioned appropriately
- A supply or support teacher should have no difficulty in locating basic materials and the daily routine should be well understood by the children

Exercise Books

Maths	Blue
Literacy	Green
Writing journal	Red A5 in KS1 and lower KS2 Red A4 in upper key stage 2
Spelling	
Science	Yellow
Topic and RE	Orange
Art and Design Technology (sketch book)	Red A4 books
Homework	Purple

Book labels

Maths, Literacy and writing books are labelled at the top of the spine using coloured stickers. The colours relate to the attainment of the child in that subject

	Working well above expected national curriculum level of attainment
	Working just above expected national curriculum level of attainment
	Working at expected national curriculum level of attainment
	Working just below expected national curriculum level of attainment
	Working well below expected national curriculum level of attainment

Children should take great care with their books and **not deface them**.

All Maths, Literacy and Science books are covered with a plastic wallet and have the presentation expectations outlined on the front cover on a sticker.

The name, class and subject are stuck onto the top right hand corner of books.

Books are kept in magazine files and should be easily accessible and organised according to subject so that children can be responsible for putting their own books away

Teacher folders

Red planning folders should be available in class at all times

Maths Trays

The Staff Handbook outlines the maths resources that are available in each classroom. The tray labels in all rooms are the same.

Health and Safety

- Pupils will be taught how to use all resources correctly and safely, with care and respect; and with regard for Health and Safety and waste
- Each classroom has a prominent Behaviour Management display
- Craft knives and other potentially dangerous items will be kept in a secure place and particular care will be taken to put them away at the end of the morning and afternoon sessions
- Classrooms should be planned to create as much space as possible. A cluttered environment is neither educationally desirable nor safe
- All classrooms should be well - ventilated

Classroom Organisation Checklist

There is a checklist for classroom organisation on the Staff Handbook. The SMT will look closely at learning environments during their weekly learning walks and will give colleagues support with ensuring that they meet the required standards

Display

Learning Walls

The purpose of good display is to create an atmosphere where children feel welcome and secure where they feel a sense of belonging to the environment and of the environment belonging to them. Good displays create a rich learning environment that should stimulate and sustain interest through sensual experience. Displays in classrooms and around the school should provide a balance of children's work celebrating their achievement and informative displays that stimulate curiosity and learning.

Backing

- Backing paper and boards should compliment and enhance the children's work

Mounting

- All work should be mounted but it is not necessary to triple mount
- Work should be labelled with the child's name either written carefully on the bottom right hand side or a word-processed name card underneath their work. (Name cards should be consistent in size and font.)

Displaying

- Displays should be simple, clear and uncluttered
- Displays celebrating children's work should show the process that the children went through. The learning objective should be clear and the display should show examples from all ability levels within the class
- Work should be checked to make sure it is straight before stapling or pinning
- Lettering for labels and captions should be exemplary. It should be level, even in size and clear
- Computer print, stencils or cut out letters may be used
- Models and 3-D work should be displayed carefully. Blocks and boxes can be used to enhance the display
- There should be a variety of display in each classroom and around the school to reflect current learning, children's work and topical themes
- In each classroom there should be a Literacy and a Maths learning wall
- Display is not confined to the classrooms. The school should have high quality displays in all areas including a selection of plants, natural objects, artefacts and framed examples of children's paintings

Displays should be used to develop aesthetic awareness and provide an opportunity to look at the work of others, encourage higher standards of work, develop a sense of pride, give confidence and promote a sense of achievement.

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