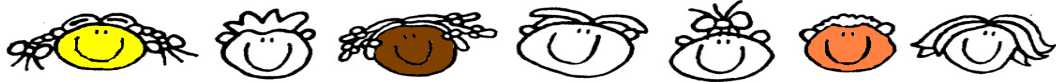


Canonbury Primary School



Learning Environment Policy June 2010

A consistently high standard approach to the organisation of the learning environment is a key element in our progress towards our vision of being a high quality learning community where expectations are high and children make good progress.

Children learn well in uncluttered, well-organised and organisationally flexible learning environments. The learning environment should challenge, celebrate and facilitate learning, encouraging independence across the entire primary age range.

This policy gives clear expectations for the organisation of learning environments at Canonbury Primary School. Consistency in the principles of the learning environment we provide is essential for ensuring our pupils both develop effectively as independent learners and experience a smooth and progressive learning journey throughout their time in school.

Each classroom should have a:

Literacy area – all rooms should be a 'language-rich environment'

- There will be a permanent literacy working wall displayed in each classroom. This will reflect, and support learning in the context of the current unit of study, modelling success criteria for pupils and ensuring that pupils have a visual working resource to support and extend learning. .
- Books and resources should be well organised, clearly labelled, using ICT, and accessible to children.
- Displays should reflect independent writing in each classroom. Resources and display should reflect that we write for a range of purposes and audiences.
- An interactive spelling display and/or 'Thesaurus' of some sort e.g. 10 ways of saying "nice" or "went" or "said"
- Displays and resources must reflect the diverse community the school serves as well as the wider community. (e.g. Stories from a range of cultures)

These displays should be interactive, contributed to by the children, and changed frequently.

Reading Areas

- All books should be sorted by genre and labelled. Books should be selected from the core library stock and renewed at least half-termly. The number of books stored in class is dependent on the space available in the room. In the biggest rooms a stock of 100-150 books is possible, in the smallest room it may be preferable to keep only 40 books and rotate them more frequently. There should be a book of the week.
- Reading-related display, for example
 - posters
 - author / illustrator focus
 - book reviews

- advice on choosing books
- books on a theme or subject
- The book corner should be comfortable and inspiring, preferably carpeted and with cushions.

Mathematics area

- There will be a permanent area or board in every classroom dedicated to Mathematics.
- Books and resources should be well organised, clearly labelled, using ICT, and accessible to children.
- Displays should reflect the objective for the focus of learning reflected or stimulated.

In addition to this there will be:

The number reference area

- Will include an age-relevant number line and a 100 square
- Will include a word bank relevant to the current focus. (See DfE guidance on vocabulary lists from Numeracy Co-ordinator)
- At KS2 will include a multiplication square.
- May include 3d and 2d display.
- Must reflect the diverse community the school serves as well as the wider community. (e.g. Number systems from a range of cultures)

Science area

Resources and books relevant to the current focus should be labelled and displayed. The area could also include

- Vocabulary lists
- Concept maps eg 'what I know now' etc
- Posters
- Must reflect the diverse community the school serves as well as the wider community. (e.g. famous female or black and minority ethnic scientists)

ICT

- Computers should always be switched on.
- Some evidence of explicit ICT work needs to be displayed, as well as possible support for learning.
- Resources and display must reflect the diverse community the school serves as well as the wider community.

On Display in each classroom:

- Clear written fire procedures.
- Each class should have class rules displayed or an agreed 'Code of Conduct'. These should be worded positively, and where possible linked to good 'learning behaviour'.
- One display explaining a process, e.g. how we conduct a science investigation, planning a story, or using partitioning to multiply, etc. should be clearly displayed.
- Classroom monitor lists, e.g. coat monitors, art area monitor, etc.
- There should be an obvious positive behaviour system in each class – a star chart/marble jar or similar.
- A labelled worry box and a school council contact book.

- Displays and resources should always reflect the diversity of our school community as well as the wider world.
- Information about timetables, routines etc should be displayed in place that is accessible to children and other members of staff.

Presentation of Display:

Displays should have a clear double mounted title. Displays should always be accompanied by labels, which either ask questions, reinforce learning or explain a process. Displays should always be accompanied by the objective for learning. Finished work displayed should always be the best that an individual can achieve and it should be largely free from errors. Emergent writing and work in progress are also valuable for display and need to be labelled as such so the context is understood. Work should always be mounted with a straight edged border and only displayed at an angle if the content of the display would benefit from this. The pupil's name should be labelled (ICT) on or near the work.

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. Drapes and hangings should be appropriate to and enhance the display and should not impede view lines within the classrooms. 2d Displays should be kept within the borders of a display board except in exceptional circumstances and should not be "created" on inappropriate spaces e.g. doors. We will work to remove display boards that are at heights inaccessible for pupils.

Classroom Organisation

- All areas should be kept tidy and free from rubbish, piles of paper, random pieces of equipment, confiscated toys etc. Surfaces should only ever be covered with labelled resources or 3d display.
- Furniture use should fit the purpose (e.g. for whole class shared writing all pupils should have an unobstructed view of the whiteboard) and furniture should be arranged flexibly, with pupils trained on how to safely and efficiently reorganise furniture as required.
- All people using the classroom need to be able to move comfortably around the space. All people using the classroom should have their own place for resources and filing.
- Any teacher or pupil resources and equipment should be clearly labelled (ICT produced).
- Resources should be stored either centrally in the resource room, or in the phase group storage areas, and brought into class as required each ½ term.
- Windows and window ledges should be kept clear of resources, and display, to allow maximum natural light into rooms.
- Books and work should be stored centrally. Pupils do not need an individual tray, and should be able to access resources independently from labelled and accessible central classroom storage.

At the beginning of the year

Obviously it is difficult to display children's work right at the beginning of term.

Photographs are a simple way of producing displays at this time— for example, photos exemplifying good behaviour, perhaps with speech bubbles.

Foundation Stage

Some of the core principles in this policy should be found in all foundation stage learning environments. There will however, be some adaptations that will be supported with reference to the Early Years Foundation Stage policy.

Target Setting

Displays covering pupil targets should be evident and accompanied by guidance as to what success in these areas would look like and how it might be achieved.