



Why Do We Need a Learning Environment Policy?

At Leedon we realise how important the learning environment is for our children and we strive to ensure that through all environments the children feel valued and are immersed in their learning.

We believe that every learning environment should make every child and adult feel:

- | | |
|------------------------|----------------------|
| ▪ Comfortable | ▪ Excited |
| ▪ Valued | ▪ Safe |
| ▪ Curious | ▪ Special |
| ▪ Interested | ▪ Equipped |
| ▪ Wanting to have a go | ▪ Able to take risks |
| ▪ Engaged | ▪ Supported |

Aims of Our Learning Environment Policy

Our learning environment policy aims to:

- Establish a clear set of expectations for learning environments which children, parents, governors, and all staff understand and to which they are committed.
- Ensure that all children are immersed in their learning through their immediate environments.

Purpose of Our Learning Environment Policy

We have a learning environment policy to:

- Clarify what we mean by an appropriate and well-organised learning environment.
- Give children, staff, governors, and parents a common understanding of the school's policy.
- Encourage a positive learning environment where children feel confident, valued and where self-esteem is high.
- Encourage independence through an organised, tidy, and clearly labelled learning environment.

Key Principles of Our Approach to Learning Environment

We aim to create immersive learning environments in which children can learn and develop ways of co-operating with each other. We strive to ensure that through our attention to detail we provide our children with learning environments that make them feel valued and special.

We believe that in every classroom there should be:

- A **Working Wall** used for supporting learning not as a display board.
- A clear and well organised **reading area** containing reading material suitable to the age of the children.
- A clearly focused **topic display**, created with key texts, artefacts, key questions, and other relevant stimuli.
- A clear and well organised **writing area** containing high quality writing materials, suitable to the age of the children.
- **Talk for Writing** 'washing line'.
- A **reflection tent** to fully support positive behaviour within the classroom.

There also may be:

- A clear and well organised **design and make area** containing high quality resources for design and make activities, such as scissors, glue, and a range of good quality materials.
- A clear and well-organised **mathematics area** containing high quality mathematical resources suitable to the age and development of the children.
- A clear **role-play** and **miniature world area** that enhances the theme within the classroom and helps to develop the speaking and listening skills of the children. These should be used and not just for show.

Above all we believe that the children should be immersed in their learning from the very first day in school until after the school breaks. The learning environments will therefore be ready for the children to arrive on the first day back and although the children may add to the environment, the basic outline will be fully in place.

At Leedon we expect that:

- Learning environments will be carefully planned to immerse the children within the learning and provide a range of stimuli.
- All classrooms will be well-organised, tidy, clutter free and clearly labelled so that any adult or child can work the room.
- Music will be used to help the process of immersion.
- All classrooms will be ready from the first day of each term.

ENVIRONMENT CHECKLIST

We need to remember that the physical environment has huge impact on the emotional and social ethos in a classroom. The physical and emotional aspects of the setting are inextricably linked.

PHYSICAL LAYOUT

- Are there spaces where children can work standing up, on the floor, side by side?
- Are there defined areas of learning (e.g., reading corner, design and make area, writing area, creative area, maths corner)?
- Does the layout of the room encourage collaboration? How?
- Is there flexibility to move furniture around so that children can work in different ways (for example, circles and group, whole class, or independent activities)?
- Is your classroom inviting for children of the age you're teaching?
- Do the spaces and surfaces in the classroom encourage clear thinking, pride in working and power in learning?

DISPLAY

- Does the classroom celebrate every child's work?
- Is work in progress and work from home valued?
- Is the process of the learning journey made explicit to children?
- Are support displays (key vocabulary etc.) regularly changed and made accessible for children?
- Are there a range of independent, group and whole class displays?
- Do the displays invite interaction?
- Are emotional vocabulary/ images visually displayed?

OUTDOORS ENVIRONMENT

- Do the children have daily access to the outdoor classroom? (All ages and all weathers?)
- How is the outdoor classroom used to enhance learning / collaboration?

ACCESS TO RESOURCES

- Can children work independently within the room?
- Can children talk visiting adults around the room?
- Are resources clearly labelled and easily accessible?
- What strategies are in place for children to set up and clear away their own activities?
- How are children encouraged to look after resources? Is this modelled for them?

CLASSROOM CLIMATE

- Do the children feel that they are responsible, co-owners of the room?
- Are the children proud of their classroom?
- Is the classroom a place where every child feels they matter?