

Happy, Together, Learning and Caring.

Cwmffrwdroer Primary School



Learning Environments Policy





The Learning Environment

This should be organised to ensure that children have the opportunity to:

- work individually, in groups and as a class;
- make decisions;
- work co-operatively;
- solve problems;
- be creative;
- discuss their ideas;
- develop social skills;
- develop independence;
- use initiative;
- achieve academically;
- develop self discipline and independence.

Learning takes place in an environment which:

- is challenging and stimulating;
- is happy and caring;
- is organised;
- is well resourced;
- is encouraging and welcoming;
- is inclusive.

WHOLE SCHOOL ENVIRONMENT

Consistency throughout the school is key.

Classroom Organisation

Well organised classroom resources and routines are essential for effective learning to take place. This will enable children to be trained to become independent in their use of the resources and to understand and anticipate routines.

At Cwmffrwdoler Primary we place a high priority on having well organised, clutter free classrooms which are aesthetically pleasing to staff and pupils alike. The physical environment has a significant influence on developing and supporting independent learners. It not only gives children very clear messages about how we value them, but how we value learning. The Early Years' environment is the foundations of developing independent learners and it is this good practice that should be built upon as the children move through the school.

Organisation of Resources





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Foundation Phase Classrooms

- To support children's development the learning environment both indoors and outdoors should be safe, secure, and attractive and a constant source of stimulation for children's learning.
- There should be a good variety of differentiated resources to suit children's physical and language development and enable every child to make progress according to their ability.
- The resources should be of good quality, well maintained and should invite participation, offer challenges and cater for differing learning styles and stages of development. Welsh, English and bilingual signs, displays and resources should be an integral part of the learning environment.

Foundation Phase classrooms will be appropriately organised into key areas of learning, e.g. Creative Area, Maths Area, Writing Area, Investigative Area, Construction Area, Investigative Area, Role-Play Area and Small World. These should be bilingually labelled.

Classrooms will have:

- all trays and resource boxes labelled. Pupils can create labels wherever appropriate.
- a well stocked free writing table supported with lettering, writing prompts etc;
- a welcoming and organised book corner with a comfortable area for pupils to sit, with storage that gives easy access to books and allows them to be kept in good condition; (Reading scheme books do not need to be stored in the reading area and books should be changed on a regular basis - this ensures that there are not too many books available at any one time)
- a comfortable teaching area, where all pupils can sit and have a good view of the teaching resources;
- labelled storage for pupils' books etc. so that pupils can use them independently;
- group readers easily accessible to staff
- an area for creative activities / practical tasks with easily accessible equipment;
- easily accessible storage for water bottles;
- appropriate labelling for classroom areas.

Reception classrooms will also have:

- Role play area
- Sand/water trays

Year One and Two classrooms will also have access to:

- Role play boxes





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- Sand/water trays as appropriate.

Sand and water trays should be emptied regularly.

Key Stage 2 Classrooms

Classrooms will have:

- all trays and resource boxes labelled in print and / or pictures that the pupils can recognise;
- Access to materials to stimulate pupils to write.
- a book area with storage that gives pupils easy access to books and allows them to be kept in good condition;
- a comfortable teaching area, where all pupils can sit and have a good view of the teaching resources;
- labelled storage for pupils' books so that pupils can use them independently;
- group readers easily accessible to staff
- easily accessible storage for water bottles;
- appropriate labelling for classroom areas. E.g "Magical Maths"
- a clearly visible clock.

Displays/Pupil Scaffolds

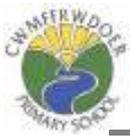
- There should be an appropriate emphasis on current literacy and numeracy work on display in the classroom.
 - Language and numeracy boards with scaffolds to support learning and writing targets CORPORATELY AGREED.
 - The following areas should always feature within the displays within classrooms:

*- English / Maths (Lit / Num) ; Welsh ; Current topic theme ;
Assessment for learning including pupil targets ; celebration of pupils works ; support for pupils in the curriculum e.g. key words , tables ;
features of genre etc.*

Where display space is limited, e.g. classrooms, displays in teaching areas should be used as tools for teaching and learning.

- - Displays should have clear titles and children's work should be named.
 - A range of borders, colours and styles is to be encouraged e.g. a balance of handwritten and computer fonts for titles.
 - Displays should celebrate and reflect recent pupils work.
 - Teachers should ensure that displays are changed regularly and reflect the current topic.





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- Staff leading areas such as School Council & Eco Council will be responsible for some boards in communal areas of the school
- Shelves in KS2 are to be used for display for Year 3, 4 and 5. Year 6 use space
- Corridors should display a range of work from different year groups on

Boards/ walls.

- All displays should be exciting of good quality.
- All work must be mounted
- Only use blue tack to fix displays on glass.
- Staple guns may be used but all staples must be removed before re-stapling on boards.
- Any permanent fittings should be requested via the caretaker.
- Remember to use other resources, e.g. immediate environment; School Museum Service ; items brought from home.
- A wide range of materials suitable for display purposes are available and stored in the main stock cupboard; unused materials should be returned to the stock cupboard as soon as possible. If you see stocks starting to run low please **fill in the stock list that is hanging in the stock cupboard**. The person responsible- Mrs L Taylor will then be able to replenish stocks quickly. Please do not leave unused resources around the school, return any unused items immediately after use. Please note that it everyone's duty to keep the stock cupboard tidy. This is NOT a storage cupboard. It's a STOCK cupboard and it can be difficult to identify what stock needs replenishing if it is untidy.
- Planning for display should be an integral part of your classroom organisation. Think about: the involvement of pupils; parental/outside help; plan your display don't try and do too much at once; include display work as an objective of your lesson; use of support staff to support in the creation, mounting and execution of the final product.

Other notices to be displayed:

Class timetable, school/class rules and groupings. Fire Evacuation Procedures and Child Protection Procedures.

Cleaning

Cleaning is carried out by the Caretaker and cleaners. Nevertheless everyone should be





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encouraged to take responsibility for their environment both within and around the school. Everywhere should be kept tidy and litter free at all times. *Classroom work surfaces should be organised and clutter free to ensure that cleaners can do their jobs.*

Spillages

If any member of staff spills anything which requires mopping, please place a 'Wet Floor' sign to indicate this. There are signs placed all around the school.

(S. Truelove/SLT February 2016)

Agreed by Headteacher _____

Agreed by Governors _____

