



HORBURY BRIDGE CE J&I ACADEMY

LEARNING ENVIRONMENT

The physical environment has a significant influence on learning. It gives children clear messages about how we value them and how we value learning and supports independence in learning.

PURPOSE

Children's learning is best supported through an environment which:

- Promotes learning;
- Sets high standards of learning, work and behaviour;
- Celebrates individual achievement;
- Is stimulating;
- Promotes the school's ethos and expectations;
- Develops independence
- Is welcoming, attractive, safe and comfortable.

EFFECTIVE LEARNING ENVIRONMENTS

WHAT SHOULD BE INCLUDED

To ensure that classrooms are effective learning environments, they should include:

- Children's work, across a range of curriculum areas, celebrating individual achievements and showing high expectations and standards;
- Evidence of current focus of work;
- Literacy and numeracy learning walls which reflect current focus of work;
- VCOP (from Y1 upwards);
- Agreed expectations of behaviour ('school rules'), rewards, consequences;
- Area to enable reflection, promoting the school's Christian ethos;
- Learning objective, success criteria (displayed/accessible throughout the lesson), key vocabulary for focus of work in literacy, and numeracy;
- Marking symbols;
- Classroom information-class timetable, planning (accessible within teaching area/desk), visual timetable;
- Labels, captions, questions on displays.



HOW THE ENVIRONMENT SHOULD BE PRESENTED

Learning Walls should:

- Support independent working and learning by supporting children who become stuck and direct children to new tasks and challenges when they have self assessed that they have completed an activity
- Support whole class and guided group teaching by providing models and images, key vocabulary and useful prompts which are referred to so that they support children in their understanding
- Celebrate success by sharing examples of successful work and photographs of children working successfully so that learning is valued and expectations reinforced

(See Appendix 1)

Displays should be:

- Changed regularly to reflect the current focus of work
- Be relevant and meet a clear purpose
- A balance between information for learning and the celebration of work
- Interactive
- At a height appropriate to their use and purpose-sometimes this will be eye level but there will be times when work can be displayed above or below this
- Labelled
- Presented with appropriate use of colour to enhance the work and not detract from it

Displayed work should be:

- Clear to the child why it is valued and clear to all children what is expected to get work on the wall
- On quality paper
- A final drafted piece if it is a celebration of achievement/setting a high standard
- Mounted and displayed to a high standard to reflect care and the value it is being given

Physical arrangement of the room should enable:

- All children to have an appropriate area to work in
- All children to see the teacher/board readily
- Safe movement around the room
- Different ways of working to take place eg collaborative, independent, direct teaching

**Resources should be:**

- Organised into defined areas/baskets/boxes
- Clearly labelled
- Readily available to support learning in literacy and numeracy eg number lines, practical equipment, word mats, HF words/tricky words
- Age appropriate
- High quality
- Cared for by adults and children through established routines
- Appropriate for delivering high standards of teaching and learning.

It is the responsibility of class teachers to inform Stage Leaders of any resources which are identified as being needed/in need of replacing so that costs can be presented to SLT for consideration against budget priorities.

In addition:

Classrooms should display the fire procedures, be tidy, clutter free and well organised.

They may also display positive affirmations which are referred to regularly to actively foster positive attitudes and behaviours.

Everything must serve a clear purpose



APPENDIX 1

LEARNING WALLS

Learning walls are displays for literacy and numeracy which support children's learning. They make use of visible outcomes, modelled examples and success criteria. This approach enables children to know what they are learning and how this learning develops over time.

Learning walls for literacy and numeracy are created to:

- Provide a structure to support children's learning and progress which is built up over time
- Model the learning processes and learning steps for a sequence of work or target;
- Model and demonstrate key knowledge and skills in order to make explicit to children the underlying structures and elements of what is being taught;
- Provide for children a visible exemplification of expectations and how their learning towards this is developed;
- Share outcomes, modelled examples and success criteria;
- Support teachers to strike a balance between work in progress and a focus on the information that may be needed throughout the year.

A learning wall is:

- A place where children can find key information about their current learning
- Added to and changed over a series of lessons
- A place where anyone can make a contribution
- A storehouse of information and ideas – vocabulary, guidance, images, diagrams
- Frequently changed to be current
- Adapted to suit purpose
- Age related
- A place to display targets/expectations
- Explicit acknowledgement of children's contributions
- A place that has visual impact
- Confidence building
- Constantly used and referred to
- Situated where it can be referred to during teaching and independent work
- A place for planning / structuring of children's work
- A teaching aid reinforcing teaching points
- A place which includes hands on activities/interaction



A learning wall is not:

- A display/decoration/wallpaper
- A permanent fixture
- A place for every bit of information relating to a topic/ series of lessons