BENTLEY NEW VILLAGE PRIMARY SCHOOL

HEADTEACHER: kirsten mckechnie

lead practitioner: kelly hemmingway

Learning Environment Policy

2020 2022

**LEARNING ENVIRONMENT POLICY**

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| **PERSON RESPONSIBLE FOR POLICY: APPROVED: SLT** | **K HEMMINGWAY** |
| **DATE: DEC 2020** |
| **SIGNED:** K.MCKECHNIE | **ROLE: ASSISTANT HEADTEACHER** |
| **TO BE REVIEWED:** | **JANUARY 2022** |

At Bentley New Village School, we passionately believe that all our children deserve to have the necessary tools, stimuli and environments to inspire and enable them to be active learners; to be flexible, proactive, decide where and with whom they want to work so that learning is optimized and potentials met.

**We believe that:**

* **All children can learn. All staff and children are able to recognise the value of learning.**
* ***All staff*, working at New Village, will have consistently high expectations of children’s learning potential, attitudes and behaviour and take corporate responsibility for ensuring these in, and around, school.**
* **Learning takes place in *all areas* of our school and through the *entire* learning day - inside and outside of the classroom.**
* **Children should be taught how to learn; learning how to be an outstanding learner is paramount to the ethos, aims and dynamics of New Village School.**
* **Consistently challenging, dynamic, engaging and empowering teaching leads to outstanding learning, resulting in a school where *every* child’s potential is realised.**
* ***All staff* will value *every child’s contribution* to the school and strive to create a learning environment that brings out the full potential in all.**
* **Rigorous, continuous monitoring, thorough and informed evaluation and accurate analysis of *all the elements* of teaching, is essential in ensuring high-level teaching and learning**
* **Learning at New Village will produce and enhance a learning skills-set that will be lifelong; we will actively promote this for every child and for all staff.**
* **New Village School will demonstrate its commitment to quality teaching and learning through its dedication to *continuous professional development* for all staff; recognising and exploiting all opportunities to enhance its workforce and the learning environment.**

**LEARNING ENVIRONMENT POLICY**

**RATIONALE**

Learning happens best when children are inspired to be curious, to ask question and are *motivated* to learn! To ensure this happens we strive to provide immersive and flexible learning environments. As a school we make our learning environments bright, engaging and aim to challenge children through them, we display celebrations of learning and adapt the environment regularly so that the displays do not become part of the ‘wallpaper’.

**PURPOSE**

The Learning Environment Policy aims to provide clear expectations and directions to staff as to how Bentley New Village will motivate learners, inspire creativity, encourage determination and facilitate collaboration through the environment we work in.

**All learning areas will provide challenge.** Children will be offered challenges for their learning in and around the classroom.

* Their curiosity and creativity will be sparked through the environment they learn in.
* They will have opportunities to work in collaboration
* The environment will encourage determination and resilience

This policy also includes the display policy for the school.

**THE LEARNING ENVIRONMENT**

The learning environment will address the following key areas:

* creativity and curiosity
* cooperation and tolerance
* determination and resilience

which link to the schools learning attitudes ethos. There should be evidence in *all* learning areas of a learning environment that has been created and organised to support and enhance learning, encourage a range of teaching styles and strategies and to inspire children to be curious and ask questions.

All learning environments will have questions for the children to consider and challenges for them to complete and there will be links to British values – with one display explicitly showing the importance of the British values in our school.

**CREATIVITY AND CURIOSITY**

* Learning areas will display a range of related fiction and non-fiction books at a range of levels including high-challenge books
* Learning areas in the classrooms demonstrate quality literacy, numeracy and presentation skills
* Learning environments actively encourage creative questioning, curiosity and an inspiration to find out more
* Learning areas will display a range of related fiction and non-fiction books at a range of levels including high-challenge books

**COOPERATION AND TOLERANCE**

* ass rooms . These collaboration areas may be in the form of role play provision, or activities at a display board. Classroom
* Classroom based learning areas encourage collaboration (eg. the seating arrangement, the equipment/resources provided, visual prompts as to what cooperation looks like, collaboration goals, etc)
* Learning environments and displays encourage problem solving and create situations that require collaboration to solve a problem

**DETERMINATION AND RESILIENCE AND RESILIENCE**Learning wall for literacy will be used and is to be backed in yellow and borders are to be in blue. It is to be regularly updated and current to genre.

Learning wall for Maths will be used and is to be backed in blue and borders are to be in yellow. It is to be regularly updated and current to topic.

On each learning wall, challenge questions are to be provided for the children to show determination to get the answers correct.

* On reading, topic and science walls – New Village 9 is to be displayed to encourage vocabulary development. Children are to be actively encouraged to use the NV9.

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**WHO DOES WHAT?**

The maintenance of the learning environment is ***EVERYONE’S*** responsibility. The creation, upkeep, development and refinement is a *corporate* responsibility since pupils’ learning is the responsibility of everyone in school.

* **Classroom** learning environments will be overseen and led by the **class teacher** and must be functional for the first day of the half term, with displays also populated.
* **Corridor** display will be overseen by the **class teachers** and allocation of the display boards is the task of the Phase Leader/SLT. These display boards must be populated by the end of the first week of every new half term.
* **Communal areas** will have an ‘**allocated person’** who is responsible for the development and upkeep of the area. The overall decision as to the contents will fall to the Phase Leader and/or SLT
* The **library** learning environment will be overseen and led by the **literacy coordinator**.
* The **meeting room** is an area for adult learning, meetings of reflection and the environment will reflect this. The responsibility for the development and upkeep of the meeting room is the **Headteacher** and/or **Assistant Headteachers**
* The **monitoring** of the learning environment is the responsibility of the phase leaders and the Learning Environment Lead (Kelly Hemmingway - Assistant Headteacher).. A written report will be provided to each teacher, with a review date. The actions required will be checked on the review date and actions will be expected to be complete.

**DISPLAYS, CORRIDORS AND MOUNTING**

Corridor displays should focus upon celebration. They should the six learning values and have these learning attitudes explicitly referred to -

Corridor displays should demonstrate the following:

* Corridor displays must be populated and complete by the end of the first week back after every half term.
* Each display will be backed in black, with a coloured border. This will be used by the *whole* school, in the corridors.
* Foundation Stage will agree on the colour of the backing paper for key areas and this will be the theme for the whole term.
* All displays will reference the 6 key learning attitudes through statements and comments
* Captions, photographs, leaflets or other published material to be included on a display will be single mounted
* Children’s work, exemplification, certificates, art work or other child or teacher generated materials will be double mounted. The colour to be used for mounting will be chosen by the Phase Leader and/or SLT
* Large title lettering will be cut-out using letter templates. Other lettering, sub-headings, captions of comments will be word processed. Spelling, punctuation and grammar will be accurate.

**RESOURCES AND EQUIPMENT**

There will be a range of labelled resources and equipment provided in learning areas so that pupils may select the tools and resources that best suits their learning needs. Alternatives should be easily accessible, labelled and stored in areas of similar learning focus (eg. Maths area – maths equipment)

Equipment and resources should be labelled using word processed labels with the same style and size font.

There will always be high-quality related reading material in learning areas.

**THE OUTDOOR LEARNING ENVIRONMENT**

The learning environment is not only the indoors, the classroom or in the school building. We have outdoors space that is the ideal forum for teaching many subject areas and enhancing experiential learning.

All children will the opportunity to work outside the classroom, including outdoors, regularly throughout the term.

Outdoor learning environments should be set up prior to the lesson and be stimulating, inspiring and create interest. It is the responsibility of the class teacher to return the area to a tidy, clean and workable space once the lesson is over.