



Learning Environment Policy

Document Control

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4	March 2024	Reviewed the policy with staff	I.Webb
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The Learning Environment Expectations

At Wirksworth Junior School we see the learning environment as the whole school. It is not only the classrooms but the corridors, cloak rooms, halls, resources room, staff rooms, and playgrounds, anywhere around school. A good learning environment can encourage our school value of “respect”, so we understand to respect each other’s property and ignite a sense of belonging and togetherness. It also shows the community how we care for one another and to celebrate our achievements as well as enabling independent and collaborative learning in the school.

At Wirksworth Juniors we feel that the learning environment is everybody’s responsibility. From picking up coats that have fallen on the floor; taking property back to the rightful owner, which has been left on the playground; to doing some temporary DIY on a display because the border has fallen off. We all have shared responsibility to ensure the environment is tidy. (See Appendix 2 for learning environment expectations)

Classroom displays are to support learning with helpful reminders and subject-specific content, as well as showcasing pupils' outstanding work. Effective classroom displays are those with explicit links to the curriculum and draw visitors to investigate the material more closely. Interactive displays, where pupils can pin-up notes and write on whiteboards, are effective for getting pupils to regularly engage with different topics. Our displays should be developed in collaboration with pupils and teachers, and in the classrooms, they should be updated at least every term. We believe that classrooms with colourful and inspiring displays can help to reflect the level of detail that goes into teaching and learning across the school, so we have high expectations of presentation and quality of displays in classrooms which sends out a positive message to pupils and visitors. It encourages pupils to respect their environment, and a tidy classroom reflects how the adults in the school are demonstrating this, putting a high emphasis on the quality of the environment and the work inside it.

Displays in the hall and in the corridors will be blue with a yellow border to represent the school colours, in classrooms displays can be a range of colours.

Each classroom will have a reading area which promotes a love of reading, respect for books, providing high quality books to read.

Each half-term, there will be a subject focus for the ‘Star of the Week’, alongside another Star of the Week, who has demonstrated the school values. These will be displayed in the classrooms and in the school hall.

What a good learning classroom could look like:

- Questions on displays with opportunities for pupils to respond. Questions should be large enough for children to read anywhere in the classroom.
- Purposeful surfaces. Objects on your surfaces should have a purpose e.g. dictionaries for the children to use, homework trays.
- Items will be removed from the classroom if the topic is no longer covered, or the item is no longer needed or used.
- Coats should be hung up in the cloak areas, staff room/cloakroom toilet area.
- Bags hung up and kept out of walkways.
- Teachers’ and pupils’ desks should be kept tidy, with pencils, rulers and whiteboard pens put away.
- Positioning of desks is given thoughtful consideration. Is there enough room to get around the tables? Can all children see the whiteboards/smartboards?
- All work/pictures should be backed.

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- All work should have a child's first name written on.
- All work will be stapled onto boards in all four corners. Bluetack will only be used if staples cannot be used to attach them to the walls. Don't staple onto the walls.
- Laminates will be used to prolong the life of timetables, lettering and work that cannot be stapled to the wall. They should not be laminated if only using once to reduce single use plastic.
- If it not obvious (e.g. a working wall), displays should be accompanied by an explanation as to what the children were learning about (e.g. inspiration behind artwork).
- Displays should be predominantly children's work in the corridors.
- Learning prompt mats for English and maths where needed. These are what pupils will use regularly to support their learning.
- Children will be able to see the learning prompts from where they are sitting; if they can't, then they won't help them. It would be better for these to be printed and laminated and put on children's desks when relevant and needed.
- All trays and boxes with resources in to be labelled clearly to encourage independent learning.

Guerrilla Curriculum Display

Each term, your curriculum display will need to be updated to reflect your project – be as creative as you can! This display will be updated throughout the term with the children's own questions; work they have produced and photographs. Your display will need the following:

- 'Big Question'
- The key concepts and values you are teaching
- 'Sticky vocabulary'
- A large copy of the knowledge organiser
- project outcomes/audience.

There will be a timeline on display to show chronology of relevant periods and events in history that have been learned before, or that link to the children's current learning. This must be big enough for pupils to see.

You will also need a world map to identify places you are studying or to show where important people were born. This must be large enough for pupils to see and within reach so that it can be referred to in lessons, in order to make links across subjects.

English Displays

Talk for Writing Washing Line

- We will use washing lines during English lessons as our writing 'working wall'. Flipchart pages hung on the washing line are produced by the teacher/TA during lessons, often with input from the class. They should be neat, clear (easy to read and follow) and demonstrate high expectations of grammar, punctuation and spelling.
- Work on the washing line should clearly follow the flow of your Talk for Writing lessons so that children are able to draw on what they have previously learned, to support them with their writing, e.g.
 - Text map
 - Vocabulary from the model text

- Reading as a reader (e.g. text marking, further vocabulary work or shared answers to comprehension questions)
- Reading as a writer (shared success criteria – co-constructed Writers’ Toolkits, boxed-up plan)
- Innovation modelled/shared write (to be removed for Independent Application)
- At the end of a unit of work, resources should be taken down and replaced with new ones as you progress through the unit.
- Refer to the ***Talk for Writing non-negotiables*** for more detailed expectations of what should be included on your washing line.

Rainbow Grammar Working Wall

- In addition to the Talk for Writing washing line, your classroom should also have an English working wall that contains the genre, purpose and audience of the text that is currently being written in your English lessons.
- This display could also contain your weekly spellings for pupils to refer to throughout the week.
- It should contain examples of the sentence structures you are currently teaching (and have previously taught) in Rainbow Grammar. These can be teacher models or shared examples and should be written on sentence strips of the correct colour where possible.

Learning resources that should be readily available

- Write Like a Ninja book – one per child
- Rainbow Grammar packs – one between 2
- Laminated copies of the Statutory words for your year groups
- Writing Ideas book – one per child
- Dictionaries
- Thesauruses
- ‘Be a Metacognitive Reader’ prompt mat – one between 2
- ‘Be a Super Self-Regulated Speller’ prompt mat – one between 2

Reading Corner Display

Every classroom book corner must have...

- Room for children to read, with something to sit on (e.g. a rug and/or bean bags).
- Tidy book shelves with year group recommended reads on display in an inviting way for the children to browse and flick through.

An up-to-date display which features the following:

- A picture of our class readers and children’s favourite quotes from the books.
- Children’s own book reviews or recommended reads.
- A display of suggested reads for your year groups (front covers and first lines).
- An interactive element for children, presented in a way that pupils are able to ‘grab and go’ (e.g. clipboards, pots attached to the wall, picture frames, bulldog clips).
- A display of books related to your wider curriculum area for pupils to refer to in lessons.

See appendix 5 for example English displays.

Maths Manipulatives, Working Wall and Washing Line

Maths apparatus will be available for all children in the classroom, labelled clearly so children can access them. In all classrooms there will be the following items:

- Number cards
- Counters
- Unifix cubes
- Place value cards, charts and counters
- Counting sticks
- Beads
- Dienes
- Dice
- Rulers
- Metre stick
- Money
- 200 square and times table grid 12x12

In addition, there are several centrally-stored resources that can be used when needed – shapes, fraction resources, mirrors, protractors, numicon etc.

The maths working wall should have the following headings: Stem sentences, vocabulary, worked example, known facts, representations, before, now and deeper learning. Alongside the maths working wall, there should be a washing line in each classroom showing the date, WALT and stem sentence and modelled examples for the pupils to refer to during the lesson.

An example of a maths working wall can be seen in Appendix 4.

A Neurodiverse Friendly Classroom

The classroom environment and organisation of the space is crucial to support autistic people in the classroom as navigating the classroom environment can be overwhelming. The following strategies can support the development of an autism friendly classroom. A young person with autism sees the world from a different viewpoint. Encourage them to share their experiences in a safe environment to help you to try to see the world through the autism lens, from the perspective of the young person. A teacher may decide to carry out a Derbyshire County Council sensory audit to support the child in the learning environment. This should be updated at least twice a year to ensure it is relevant for the child

Building Success

- Build a positive and nurturing learning environment where pupils feel safe and comfortable.
- Create positive reinforcements within the environment.
- Strategies implemented to support the young person can take time to embed into a child's routine and understanding. Be patient, this can take time, dedication and patience.

Classroom Environment

- Use the environmental audit in the Sensory Processing Needs Toolkit (available on the Local Offer) to understand and adapt the environment to meet the sensory needs of your learners.

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- Consider the child's seating position and immediate environment to reduce the impact of their sensory processing needs.
- Enable pupils to access sensory breaks, sensory manipulatives and/ or a safe space to retreat to.
- Build in regular downtime throughout the day.
- Special interests may also be used as a tool for calming and relaxation.

SEND resources.

Depending on the child's area of need, you may need to provide:

- Word lists
- Visual timetable – in all classrooms
- Maths manipulatives
- Blue paper
- Overlays
- Talking tins
- ICT equipment
- Handwriting grips
- Wheat cushion
- Ear defenders
- Letter formation prompts etc.
- Sensory manipulatives
- Bluetooth headphones and an ipad

Shared Areas

The displays in the shared areas have all been divided up. We have tried to ensure that we will have on display a range of subjects and a range of initiatives that we want to celebrate. Displays out the classrooms should be changed three times a year and should reflect the topic covered the term before or the current topic. Appendix 1 shows who is responsible for the displays and the topic to be displayed.

Appendix 1

TERMLY BOARDS

	Teacher	Subject
Reception	IW	Staffing and Safeguarding display.
Hall- values display	IW	Updated on school values.
Hall- Creative board	IW	Music we are listening to in school. Artists- diversity.
Hall- Caring board	IW	School council- plastic free school.
Hall – Curious board	IW	Science board- promoting science.
Hall – Attendance board	BD	Attendance board
Hall – board next to the school office.	Y5/6	Art display
Safeguarding board	IW	Who can support children in school
Safeguarding board next to the hall	IW	Child friendly policies
Outside Y3 class near the Guinea Pig room	RS	A display of children’s work updated termly.
Guinea Pig room (3 boards)	RS	Guinea Pig display- How to care for them.
In the community room	IW	Display to support parents
Outside Y4/5 class (The old library)	SP/VC	A display of children’s work, updated termly.
Outside the kitchen- big board	IW	School Council display
Outside Y5/6 class next to the kitchen	TB	Sports display
The library	VC	Reading-based display, updated regularly, e.g. author of the month, book-based display, children’s book prize nominees
Outside Y4/5 class	VC/SP	A display of children’s work, updated termly
Nurture Room	FH and BD	PSHE/Nurture activities
Display in Medway near the toilets	LW/RT	Forest schools

Appendix 2:



Learning Environment Expectations

<u>Class:</u>	<u>Date:</u>	Tick if present	Actions needed
Are the school values and school rules up on display?			
Is the washing line & vocabulary wall used regularly to support learning in English?			
Is the Maths Working Wall used regularly to support learning?			
Is there an inviting reading area in the classroom, which promotes a love of reading?			
Are surfaces clear and purposeful?			
Are children's desks tidy - pencils, pens and rulers put away in the correct places?			
Teacher's desk kept clear with only one bag underneath?			
Is the floor clear?			
Are cloakroom areas tidy and teacher's coats hung up?			
Is there enough room to get round the children's tables? Are the tables well positioned?			
Do cupboards/resources boxes have a typed labels and can children access them readily? (Dual coding is possible)			
Is the sink area clear of pots and cups taken back to the staff room?			
Is work backed and stapled onto the boards, with staples in all four corners? No blue tack on displays			
Is work displayed clearly labelled with the child's name?			
Is the learning intention clear from the display? Is there an explanation?			
Is the children's cloakroom as tidy as possible?			
Are children in the classroom helping to keep the whole school tidy?			
Are learning resources available for the children.			
Is the 'Big Question' on display, with the concepts, outcome and children's questions surrounding it?			

Is the world map used to identify past and current learning of where significant people were born, or events happened to help the children to make links in their learning?		
Is the timeline used to identify past and current event so r when significant people were born to help the children to make links in their learning?		
Has the Big Question board got learning from the lessons added to board to support the retrieval of learning for the children?		
Is the WALT and WILF for the lesson clearly displayed?		

Appendix 3: Autism Toolkit Checklist

What is it?

This tool is a checklist of questions and prompts that practitioners can consider in relation to the environment in which they work as well as the presentation of the staff themselves. It relates to the sensory processing and integration of the autistic pupils they support.

When should it be used?

This tool can be used regularly by practitioners (termly or half termly) to audit the school environment and staff practice in consideration of the sensory processing and integration needs of the pupils they support. If a pupil has expressed that they are experiencing sensory differences, or if this has been identified by staff supporting them, the checklist could be completed to help identify possible reasonable adjustments that might help them.

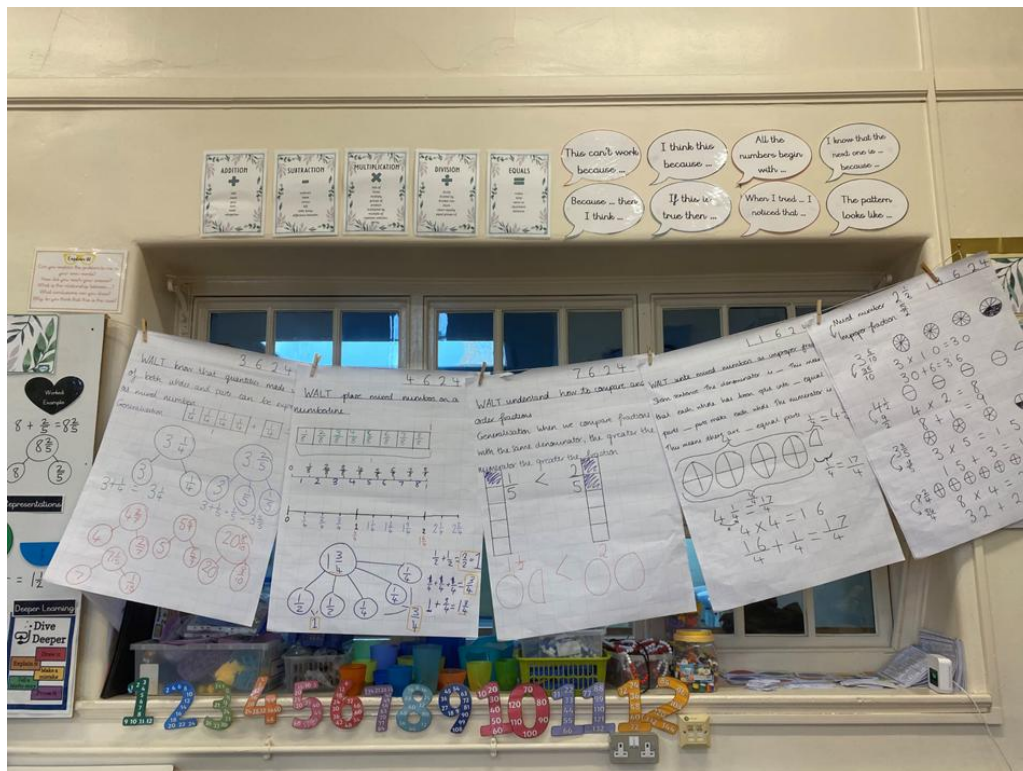
How should it be used?

Staff/curriculum teams can complete the checklist by moving around the school environment or the part of it in which they are based. They can tick the statements/ questions as appropriate and identify areas for development once completed. Senior Leadership Teams could also consider completing this tool during Learning Walks of the school environment too.

Tool 8 – Environmental Checklist	
Classroom: _____	
Date: _____	
General Classroom Appearance	
Are the furniture tops clear?	☐
Are cupboard doors closed?	☐
Are the blinds closed when the sun shines in?	☐
Are all cupboards and boxes labelled?	☐
Are all resources stored in cupboards or lidded boxes?	☐
Organisation of room	
Is there a clear area for group work?	☐
Is there a clear snack area (or a strategy which indicates change of use)?	☐
Are children's work areas clearly organised with resources clearly labelled so children can access the materials they need?	☐
Are materials/stationary in a good state of repair?	☐
Computer	
Are wires hidden?	☐
Are stop/no touching signs in places for when the computer is not in use?	☐
Is the computer area clean and tidy?	☐
Sound	
Are windows closed if people are outside?	☐
Do chairs have stoppers to minimise noise?	☐

Tool 8 – Environmental Checklist	
Staff	
Do staff consider clothing choices (remembering bright and highly patterned clothing may not conducive to learning)?	☐
Are accessories kept to a minimum?	☐
Do staff avoid wearing strong perfume or hair products?	☐
Do staff support understanding using symbols?	☐
Do staff use minimal language where appropriate?	☐
Are staff conversations kept to essential information only in the presence of children?	☐
Areas for development	

Maths working wall and washing line



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English working wall and washing line

Underlying Pattern	model text	Innovation
C MC travels to the monster. setting and character details	- The Tibicena is described (black saliva, rat-shaped teeth) - Same and the monster meet in this case.	Begin with MC in the village (Tobacco). Father (Gustav) gives a speech to the villagers. cc 33 Get ready to battle.
B A monster causes problem - flashback	- Monster has tormented the village. stolen livestock, burned down houses and killed many more. - That is why father's death.	MC and his army march to the Tibicena's cave. cc 33 They reach the cave and decide to be forced with the Tibicena. - Description
P Something goes wrong - the monster is difficult to defeat. dilemma climax	- The beast wakes up. - MC finds himself alone - scared. - The Tibicena starts to attack	Tibicena is walking in its hair, guarding something. Rears up and starts to attack the army. Many are defeated. The Tibicena is injured. - Description - Action
R MCs work together to defeat the monster	Same wakes back, slays the monster and saves the MC.	Tibicena rises and pounces on Gustav, dealing a deadly strike with its claws. - Action
L MCs go home. Proud. All is well again or is it?	- Same declares he has killed the beast for his father. - MCs see something as they are about	Tibicena limps back to the rear of the cave. Its young cub appears. - Description

Writing tool	Example	Why it is effective
Expanded noun phrases	black saliva, two razor-sharp teeth...	They enable the reader to 'see, hear or feel' something.
Powertag verbs	a small river of sweat ran down my cheek	The reader can visualise more effectively what is happening - the action.
Dialogue to show how character is feeling	"I don't feel good," moaned Sean, edging towards the front of the car.	It conveys how the character is feeling or moves action on.
Semi-colons	My throat felt heavy; my legs did too.	To join two closely-related sentences when we want the reader to continue thinking about it.
Dashes	He had died. His eyes - now wide and staring - told the doctor to leave.	Makes the reader pause in a dramatic way; used to mark extra information (parentheses).
relative and non-finite clauses	Sam stood there, with his hands buried in the blood of the wound... Trying to stay calm, trying to stay quiet.	Relative - to give the reader extra information. Non-finite - suggests that the action is still happening; prolongs the action.
Short sentences	I closed my eyes.	To create tension and make the reader stop in their tracks, going to happen.
Fronted Adverbials	Unconsciously, out of nowhere...	Tells the reader when, where or how a verb happens; moves the story on.

