Learning Environment Policy

BENTLEY NEW VILLAGE PRIMARY SCHOOL

HEADTEACHER: kirsten mckechnie

2017 2019

**LEARNING ENVIRONMENT POLICY**

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| **PERSON RESPONSIBLE FOR POLICY: APPROVED: SLT** | **KIRSTEN MCKECHNIE** |
| **DATE: MARCH 2017** |
| **SIGNED:** K.MCKECHNIE | **ROLE: HEADTEACHER** |
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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. We use a range of stimuli to enrich the children’s experiences by promoting the stimulation of all the senses: touch, sight, smell, taste and hearing. As a school we offer flexible learning spaces that allow for students to feel empowered to make daily decisions about how they would like to learn and how they learn best.

**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 choice.** Children will be offered choices of learning environments that best meet their learning styles and needs.

* Their curiosity and creativity will be sparked through the environment they learn in.
* They will have opportunities to work in different groups and collaborations
* 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,
* cooperation
* determination

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.

**CREATIVITY**

* All learning areas will have an environment that aims to stimulate some, or all, of the senses (sight, smell, taste, touch, sound)
* Learning areas in the classrooms will be topic led but demonstrate an expectation and reference to high quality literacy, numeracy and presentation skills (this does not include Learning Walls – see ‘Determination’)
* All learning environments will actively encourage creative questioning, curiosity and an inspiration to find out more
* ALL learning areas will display a range of related fiction and non-fiction books at a range of levels including high-challenge books

**COOPERATION**

* All classroom with have a designated *collaboration area* where children may be directed to or opt into. In this learning area, task will have a cooperative nature and promote goals and outcomes through collaborative means
* Classroom based learning areas, including continuous provision and communal areas will explicitly encourage collaboration (eg. the seating arrangement, the equipment/resources provided, visual prompts as to what cooperation looks like, collaboration goals, etc)
* Learning environments will actively encourage problem solving and create situations that require collaboration to solve a problem
* ALL learning areas will display a range of related fiction and non-fiction books at a range of levels including high-challenge books that encourage pupils to read together and to one another

**DETERMINATION**

* Within classrooms and communal learning areas, (eg. Bays) resources, equipment, furniture and room layout will encourage perseverance through the comfort and alternative stimulation it offers,
* All learning areas will offer alternative learning situations and areas and the option to work where longevity and resilience is supported
* Within classrooms Learning Walls for Literacy and Numeracy will be used. The content of the Learning Walls will be discussed and agreed upon by the Subject Coordinators
* ALL learning areas will display a range of related fiction and non-fiction books that provide challenge to the reader and encourage the development of a range of reading related skills, knowledge and understanding

**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
* Corridor display will be overseen by the class teachers and allocation of the display boards is the task of the Phase Leader/SLT
* 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 areas 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 SLT team and will be cyclical (see monitoring timetable)

**DISPLAYS, CORRIDORS AND MOUNTING**

Corridor displays should focus upon celebration. They should recognise creativity, determination and cooperation and have these learning attitudes explicitly referred to – in line with the school’s learning characters.

Corridor displays should demonstrate the following:

* Each Key Stage will agree on the colour of the backing paper and border. This will be used by the *whole* key stage, in the corridors for that term.
* 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 Learning Heroes/learning Attitudes through pictures, statements and comments
* Related reading material, resources and items that make the display aesthetically appealing will be display on a surface where the board’s position permits
* 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 colour9s0 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 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, are 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 experiencial 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.