St Stephen's
CE Primary School

# School Environment Policy

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This policy is set within the context of our school vision where we want our school to be a place where:

- everyone feels safe, welcome and valued.
- everyone feels excitement, joy and challenge through developing their God-given gifts to achieve.
- everyone flourishes and excels, grows in character, faith and wisdom and develops hope and aspiration.
- everyone is equipped to move on in their journey with confidence, resilience and motivation.
- In partnership with others we seek to serve and make a valuable contribution to God's world.

This policy seeks to establish expectations for all staff and to promote continuity and coherence across the school in the ways in which we present classrooms and display pupils' work.

**Aims of the Policy**

Through this policy we aim to;

- create purposeful and productive working environments for both staff and pupils.
- ensure there is consistency across learning environments to provide all pupils with the tools they need for their learning.
- Outline the non-negotiables for the environment across both classrooms and communal areas.
- create effective displays that take account of and help to support the learning needs of all pupils;
- create effective displays for celebration of achievement that motivate and inspire all pupils to achieve their best work;
- create relevant opportunities for pupils to interact with displays to further their learning
- demonstrate continuity and progression in the achievement of all pupils

Through our classroom and communal displays we aim to:

- celebrate the Christian distinctiveness of our school and enable pupils to develop their spirituality.
- enable pupils to develop their ideas through independent enquiry;
- enable pupils to take appropriate responsibility for the aesthetic appearance of their classroom and school;
- enable pupils to make the best use of wall space for learning and for teachers to give positive feedback;
- give pupils  role models of good presentation;
- reflect the current areas of study of the National Curriculum, including English and maths working walls;
- contain high quality, stimulating and interactive visual aids which celebrate pupils' achievements and which help them with the work in hand so that they attempt to solve problems for themselves;



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- engage and encourage pupils' learning by promoting a sense of pride in their own achievements and the achievements of others;
- enable pupils to use ICT to enhance their learning across all areas of the curriculum.

## Environment Guidelines

It has been agreed that each classroom should contain the following elements in its display and approach:

1. A welcome sign on the door which should include the names of all adults within the class.
2. A prominent display board or space dedicated to reward and behaviour. This will include the Ready, Respectful and Safe posters, the Golden Jumper winner and good learner as well as the Star of the Lesson.  These should be presented with a photograph of the child.
3. A prominent prayer/reflection area.
4. An area that pupils can share their current wellbeing.
5. A visual timetable adapted for the age group and individuals within the class.
6. A reading area with books well-displayed and accessible to children, which are organised. – see WAGOLL photos.
7. A role-play and/or small world area in YR and Y1
8. A computing board that references to the SID rules in KS1 and SMART rules in KS2. Examples of work using technology should be added as photographs, screen shots or QR codes.
9. Working walls in English and maths – see detail below.
10. One display dedicated to a current history, geography, art or DT enquiry being studied by the class.  This should include books, artefacts, photographs, examples of children's work, facts, explanations and enquiry questions. The "what I know" and "pupil questions" should be represented on the enquiry board. This board should build up with the enquiry.
11. A dedicated science wall with a focus on working scientifically, displaying books, questions and showing work produced through the enquiry.
12. A current RE board that contains key vocabulary, artefacts, questions and books related to the theme.
13. Some photographs/comments relating to music should be evident within the classroom.
14. A piece of work from every child within a class, mounted and named should be presented within either the classroom or corridor over the term.
15. Quality, published writing by the children should be prominent in the room.-Displayed in the class writing folder-one child's writing to be displayed in a frame after each writing end point.
16. Surfaces within the classroom should be treated as display areas to contain books, artefacts and models. Stock cupboards and concealed storage (draws/cupboards) should be used for professional materials and intervention resources.
17. All surfaces should be clutter free and pupil tables should have either desk top organisers for equipment or pencil cases if not stored in pupil drawers. Where pencil cases are used they should be labelled and children should not "graffiti" these in anyway.  Teacher desks should be clean and clear of clutter.
18. All pupils should be trained to keep their environment tidy. This will involve there being clear expectations of where equipment is stored, how pupils tidy up at the end of sessions and how the classroom or communal areas are left at the end of the day.

19. All staff should ensure that time is taken to develop these learning behaviours and to reinforce these expectations.
20. Backing paper and borders need to be monitored. At a minimum backing paper should be changed at least annually. This might be at the end of an academic or part way through a year.
21. Pins should be avoided unless this is linked to areas on a map being linked to.

## The learning environment – working walls for English and maths

- The classroom learning environment for English and maths is based on the 'working wall approach' where teachers' modelling and prompts are displayed as part of ongoing learning in each classroom. Our slow writing approach should be explicit on these and include vocab, writing genre and text currently being covered but staff can work those as required to meet the needs of the children in their class.
- Children's work is used to affirm features of work that are desired.
- Vocabulary relevant to the focus of the learning is evident in both subjects including high frequency words relevant to the pupils in the class.
- There is an interactive element in displays where children have the chance to interact with the display either during the main teaching input or as part of their lesson or informally to extend their learning beyond the lesson.
- Work is not necessarily mounted as it is expected to develop rapidly and change frequently e.g. in maths in line with the different aspects to be covered.
- Teachers and pupils may write captions and posters by hand as part of the lesson, which are then put on the wall for reference.
- Each classroom should display the alphabet in upper and lower case letters and also in the appropriate handwriting style.
- Each classroom should also display the days of the week and months of the year including class birthdays.

In terms of maths:
➢ All classrooms should have a dedicated maths working wall/resource area.
➢ VCPs/ relevant methods should be backed onto correct colours and displayed.
➢ Vocabulary linked to current unit of work should be displayed.
➢ Maths area should include resources which are used in maths and appropriate for different abilities in your class. Resources should be clearly displayed and easily accessible.
➢ Children should know how different resources can help them with their learning as these will have been modelled by the teacher during the guided sessions.
➢ Examples of teacher models/pupils work should be added to the working wall if appropriate

## The learning environment – display as celebration

- Celebration of work is mostly displayed in corridors and other shared areas and is not the focus of the classroom learning environment, although it is expected that the central enquiry the class is studying will be clear and in evidence within classrooms.
- The current class enquiry should also be evident in interactive displays, artefacts and books on display in each classroom.

- Work that is a finished piece and the end result of the teaching and learning process in an aspect of study should be mounted. Paintings and photographs should be mounted as well as written work.
- Captions to explain the learning process pose questions or provide contextual information should be part of the celebration display. The use of fonts is optional although this is expected to be clearly legible. Captions may be produced by computer or written by hand in the agreed school handwriting style.
- The use of artefacts, fabrics or plants enhances the display. Using boxes and other devices to make parts of the display three dimensional are recommended.
- Displays as celebration of pupils' work should change at least termly.

## Further guidance

- Displays should always belong to the children and not be window dressing. They provide one of the best ways of demonstrating that a child is valued and a range of abilities should be evident not just selections made from the highest attainers. Work that reflects process does not always have to be the finished product.
- A good display will stimulate discussion and curiosity and should be changed regularly to maintain this level of interest. Above all keep it accessible and think of the target audience.
- Choose colours carefully. Muted and natural tones can provide an overall calm feel and distraction free look. The background mount should compliment a piece of work not distract from it. Work of different sizes or types is unified for a single display by being mounted on the same colour.
- All boards should be backed with hessian coloured paper and edged with black border roll
- Make sure work on the board that is meant to be straight is. Make sure that work at angles can clearly be read or seen
- Children's work should be named in line with the practice for their protection with their first name only and first letter of their surname if there is more than one pupil with the same forename
- Felt pen in displayed work rarely looks good for colouring.
- Most work should be single or double mounted. However collages and other 3D work can look better window mounted using a card frame.
- Banners as topic titles are not to be used. Black lettering or black bunting with white writing are acceptable-see WAGOLL examples

## Equal Opportunities and Inclusion

All pupils' work should be displayed. It is aimed that everyone should make progress and gain positively from their lessons, and so the work of all pupils should be valued and included in displays.

## Monitoring & Review

Displays and classroom environments will be monitored regularly by the leadership team. Staff are expected to ensure their environments follow the school policy and will be expected to make changes/adaptions where elements of the policy are not in place.


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