



# Learning Environment Policy

2022-23

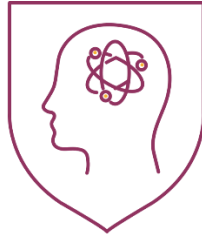
**Date last reviewed** | June 2022

**Review period** | Annually

**Lead Reviewer(s)** | Primary Principal & Secondary Principal



***“Empowering students to aspire, create and excel in the world that is, so they can help create the world that will be”***



The Science of Learning



Social Enterprise



Student Agency and Innovation

## Introduction

The learning environment is important as a means of adding greater depth and breadth to children’s learning. It also raises self-esteem and encourages pride in the classroom and school. The learning environment at The Academy reinforces the school’s commitment to high standards and the drive to continually raise achievement.

## Aims

The school’s aims for the learning environment are:

- To represent the vision and aims of the school towards excellence
- To celebrate varying levels of achievement and enhance students’ work
- To increase students’ self-esteem and pride in their work
- To motivate students by setting high standards to which they can aspire
- To create an enabling teaching and learning environment
- To encourage aesthetic awareness and a positive attitude to our school environment
- To arouse curiosity, pose questions and stimulate enquiry
- To reflect and value different cultural backgrounds
- To inform and inspire parents, carers, governors, teachers and visitors to the school

## The School Environment

The School Environment is highlighted as a key factor in learning. There is clear evidence that physical characteristics of The Academy do impact on pupils’ learning progress. Additionally, we acknowledge that the working environment affects well-being, and well-being, in turn, has a key impact on performance. At The Academy, we focus on and strive to enhance the following three key areas of the school’s environment:

**Natural Environment** – The Role of Naturalness



**Personal Environment** – The Opportunity for Individualisation

**Task Environment** – Appropriate Levels of Stimulation

### Natural Environment Expectations

Research evidence states that factors such as lighting, air quality, temperature and natural resources (plants, natural materials etc.) significantly influence learning, well-being and student performance (Tanner, 2009). The following recommendations will support the natural environment:

- Windows should be left clear from furniture and displays
- Internal lights should not be covered or blocked by display items
- Windows and doors should be opened when appropriate
- Temperature of classrooms are monitored regularly by class teachers
- Natural elements in the classroom are encouraged, such as plants and wooden furniture
- Neutral walls should not be painted on
- Shades provided in all outdoor learning spaces
- All display boards backed using hessian

### Personal Environment Expectations

Classrooms and environments support individualisation by offering a variety of opportunities for different modes of learning. Flexibility is a key design requirement for learning environments at The Academy. Students should feel a sense of ownership of the environment, as this cultivates responsibility. The following recommendations will support the personal environment:

- Learning zones must be well-defined
- Varied displays should include pupil-created work
- Personalisation of areas for children is important (named lockers etc.)
- Shared areas and corridors should have clear identities to support student navigation around the school
- Homely items such as lamps, carpets, photos (in frames) and throws contribute to a personalised environment
- Learning environments, including corridors, should be kept tidy and well-maintained. Displays should not damage the school fixtures and fittings (e.g. no staples through doors, panels or door frames)
- Displays need to be culturally sensitive and mindful of Islamic values

### Task Environment Expectations

Task environments must be balanced. While school displays have been shown to enhance student outcomes and support metacognition, cognitive load theory suggests that low-visual environment stimulation can be more effective than overloading classroom environments. Coloured environments have significant effects on pupil's learning activity and their well-being.



The following recommendations will support the task environment:

- 50-60% of classroom walls should be clear of displays
- Classroom displays should focus on current learning (including visual prompts)
- Displays should reference High Performance Learning Characteristics and Values
- Muted background should be used when displaying bright work
- Furniture should only be included in classrooms and corridors if it is purposeful
- Resources should be labelled, accessible and easily accessed in clear trays
- Where possible, items should be displayed on or around display boards
- Environments should reflect a respect for learning and value the content

## The Academy Displays

### Corridor Displays

#### **Purpose**

- Corridor displays should be motivational and celebratory. They should be designed to showcase student work and learning outcomes and should include as many student examples as possible.
- A broad range of subjects and learning should be celebrated across the areas.

#### **Responsibilities**

- Phases and departments are responsible for maintaining the corridor displays.

#### **Expectations**

- Student work should be mounted with consistent margins and labelled with the student's first name and class
- Work should be well-presented and neatly displayed
- Displays should indicate the learning that took place with a title or key question KQ and a blurb explaining the learning. (Text should be visible from a few metres distance.)
- Display items should only be placed on or around pin boards
- Hanging items should be approved by the Head of Phase and MSO before installation

### Parent Notice Boards

#### **Purpose**

- Parent notice boards are designed to provide key information for parents

#### **Responsibilities**

- Year groups are responsible for maintaining the parent notice displays



### ***Expectations (may include)***

- Year Group teaching team photos
- Communication Poster
- Class Timetables
- Home Learning Menu
- Padlet and Social Media QR Codes
- HPL Learner of the Week Photos
- Parent Expectations
- Parent and Student Council Reps.
- PE Kit Policy

### ***Classroom and Working Wall Displays***

#### ***Purpose***

- Classroom displays should be informative and interactive, using a 'working wall' approach. These displays may share information, questions, examples and scaffolds that engage students and support them with their learning. Working walls provide support and set expectations of the process of learning as a reference for students.

#### ***Responsibilities***

- Classroom teachers, teaching assistants and students are responsible for maintaining the class displays

#### ***Expectations***

- All boards are backed in hessian
- Working wall displays should be accessible for students to interact with
- Working wall displays should consider students' focused attention and cognitive load
- Working walls should mirror the learning process and reflect work that appears in student books
- Students' work or teachers' modelled examples provide support and set expectations
- Vocabulary relevant to current learning is evident
- There is an interactive element in displays using this approach
- Work on the working wall reflects the National Curriculum expectations for each year group
- Work reflects presentation expectations to student but is not necessarily mounted
- Teachers and students should contribute to the working wall as part of lessons
- Handwriting should not contradict the handwriting expectations



## Appendix 1 - Display Itineraries

### Foundation Stage Classrooms - Displays

Classrooms should include the following displays:

- Days of the week (displayed with visual timetable) with prompt to show the day
- Visual Timetable (using real-life photographs)
- Number line
- RWI visuals (displayed as taught)
- Common exception words (displayed as taught)
- Learning Zoo (linked to HPL)
- Welcome to FS1X or FS2X display on door (child made lettering) with realistic, photograph of animals
- HPL Display (alliterative title linked to class animal) for children to select examples of them showing HPL behaviour to be displayed – with child’s name and the HPL animal.
- OPTIONAL - “Look what I have made” display **for children to showcase construction/modelling which will need to be dismantled at the end of the day.** This **must have a writing link** which can be progressive over the year (e.g. label with your name, label with a caption, write a describing bubble sentence about your model.) You can take a photograph of this for display on the HPL display if you want a permanent reminder of this work.
- Cubby labels – First Name, Photograph, Class Animal
- Child painted titles for displays
- Toilet displays for hand washing, flushing toilet etc. to promote independence.

### Resources

- Letter formation mats
- Labelled trays
- First and last name and photograph on books

### Primary Classrooms - Displays

Classrooms should include the following displays:

#### KS1

- Literacy working wall (with support station/table/drawers)
  - Letter formation mats
  - Phonics mats



- Common words
- KS1 RWI chart
- CEW enlarged word mat
- Maths working wall (with support station/table/drawers)
  - Number names up to 30 (Y1) / Tens number names (Y2)
  - Hundred square / or number line up to 30 visible in the classroom
  - Time around the clock (o'clock, half past etc.)
- STEAM Working Wall (with support station/table/drawers if appropriate)
- Connected Curriculum and Social Studies working wall(s)
- Behaviour Display (see policy) - The Academy Values, Attitudes and Attributes (HPL - VAAs) – Empathetic, Agile and Hard Working. Learning Zoo in Y1.
- HPL Logos visible in Y2
- Days of the week and months of the year in English/Arabic
- Visual Timetable
- Reading and Writing across the Curriculum posters
- Key classroom vocabulary labels (e.g. door, window, table etc.)
- Child-friendly marking guides should be visible and/or available
- Locker names using template including the Wellington logo
- First and last names on students' books, subject and class typed on to school label in the school font.

## KS2

- Literacy working wall (with support station/table/drawers if appropriate)
- Maths working wall (with support station/table/drawers if appropriate)
  - Number line 0-50
  - Place Value Chart (U/T/H/Th)
  - Hundred Square
  - Time around the clock (o'clock, half past etc.)
- STEAM Working Wall (with support station/table/drawers if appropriate)
- Connected Curriculum and Social Studies working wall(s)
- Behaviour Display (see policy) - The Academy Values, Attitudes and Attributes (HPL - VAAs) – Empathetic, Agile and Hard Working
- HPL Logos visible and linked to learning
- Child-friendly marking guides should be visible and/or available
- Visual Timetable
- Reading and Writing across the Curriculum posters
- Locker names using template including the Wellington logo.



- First and last names on students' books, subject and class typed on to school label in the school font.

### Secondary Classrooms - Displays

All Secondary School classes will have displays pertinent to their subject

- Each subject area should include a display that promotes the HPL ACPs and VAAs
- Displays should include key questions that promote the growth mindset and critical thinking.
- UAE Displays should relate to Social Studies objectives for that year group.
- The 5 pillars of Islam poster must be on display in form rooms (provided by the school).
- Form classes should have a form board, where competitive elements are displayed, e.g. house points.
- Literacy working wall(s) inside the classroom, including scaffolds such as synonyms, key vocabulary etc. English work may also be showcased in shared area displays.
- Teachers must have a notice on their door for the current book they are reading.
- Where possible, Arabic text/labelling to support in translation of keywords.
- Arabic should feature in many areas around the classroom, with English/Arabic translations.
- Teacher Administration - planning board, timetable, paper class registers, fire register, emergency exit plan, etc.
- Child friendly marking guide (in line with the Feedback for Success Policy)
- Resources and drawers labelled (children can make the labels)