



Learning Environment Policy

2024-2025

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Review period | Annually



***“Empowering today,
for a limitless tomorrow.”***



**Limitless
Learning**



**Limitless
Solutions**



**Limitless
Possibilities**

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 of the school
- To celebrate the achievement of all students
- 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 and calm learning environment, for students and staff, free from unnecessary distractions and mindful of sensory overload
- 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 which, 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 of 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
- All display boards backed using hessian
- Colour schemes should be muted

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 should be well-defined
- Varied displays should include pupil-created work
- Personalisation of area by 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 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. Heavily coloured or cluttered environments have negative effects on pupils' learning activity and their well-being. The following recommendations will support the task environment:



- At least 60% of classroom walls should be clear of displays
- Classroom displays should focus on current learning
- Muted backgrounds should be used when displaying bright work
- Furniture should only be included in classrooms and corridors if it is purposeful
- Resources should be kept in common areas, not on pupil tables, including storage for iPads, stationery etc.
- Resources should be labelled, organised, accessible and easily accessed in clear or natural trays
- Shelves and countertops should be organised and free of clutter. Lower cupboards should be accessible to pupils with purposeful resources for learning.
- Where possible, items should be displayed on or around display boards
- Environments should reflect a respect for learning and value the content

For health and safety reasons, any chemicals, including cleaning sprays, should be stored out of reach of FS and Primary children.

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.
- Celebrate the achievements of all students

Responsibilities

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

Expectations

- Student work should be backed 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 the intention and a blurb
- Display items should only be placed on or around pin boards
- Hanging items should be approved by Head of Phase and MSO before installation

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 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 displays should be accessible for students to interact with
- Working displays should consider students' focused attention and cognitive load
- Working walls should mirror the learning process and reflect work that appears in student books
- Working walls should reflect current learning with the intention of supporting students' learning for the current subject focus
- 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/MoE 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 (hand-written, not printed) should not contradict the handwriting expectations

Appendix 1 – Phase-specific Requirements

Foundation Stage Classrooms - Displays

Classrooms should include the following displays:

- Days of the week (displayed with the visual timetable with prompt to show the day)
- Visual to show stopping signal used in class (displayed on whiteboard)
- Visual Timetable (using real-life photos including pictures of the teacher) and peg with class animal to show the passage of time.
- Number line (agreed format)



- RWI visuals (display as taught) - on phonics board with 'Phonics' as title. Star to show the sound being taught currently and laminated sentence strip to show words/caption/sentence containing the sounds taught. Correct letter formation MUST be modelled.
- Common Exception words 'egg words' (display as taught)
- Learning Zoo visual and stickers (display as taught)
- On window outside classroom/door: Leadership roles – visual for each role and child's name card
- Welcome to FS1X or FS2X display on door (child made lettering) with realistic, photograph of animals
- Theme launch (alliterative title linked to class animal) with a black piece of backing card (one per child) with a peg and the child's name. Agreed thematic work will then be displayed with the linked SDG.
- "Look what I have made" sign 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.)
- Cubby labels – First Name, Photograph, Class Animal
- Child painted titles for displays
- Wellbeing check in display – available for the children to access throughout the day (this will go up in classrooms once it has been introduced) - visuals taught as part of GroWell.
- Self-registration (this will be agreed as a year group and will be consistent across all classes. This will be developed throughout the year).
- FS1 only - 'Caught on Camera' display – pictures from the half term to show children engaged in learning.
- 'X can play here' to show how many children in each area of the classroom (text and visual of that number of children)
- FS2 – story voting station outside of classroom with 2 book stands, 2 pots for voting, one pot of resources for voting with and sign.
- FS1 – all resource labels are a photograph of the resources. FS2 - all labels use agreed font and size, with a red letter for the initial sound of the words and a photograph of the object.
- All resources that are displayed are shadowed using black paper/card and sticky-backed plastic.

Resources:

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

Primary Classrooms – Displays/Environments

Consistent font for display headings across KS1 (classroom and corridor displays)

Classrooms should include the following displays using consistent resources across each year group:

KS1



- Welcome to... on door (black lettering)
- Photos and names of all adults who work in each classroom, including part-time LSAs, consistent across the phase. Specialist classrooms should mirror this for specialist Teachers and specialist TAs
- No Teacher Notice Board required
- Reading/library area
- Role play area
- Alphabet, upper and lower case, in line with RWI/Nelson handwriting formation as appropriate
- English working wall – dedicated space for yellow lined flip chart paper (flip chart paper to be changed regularly to reflect current learning/old paper to be removed). Key vocabulary included.
- Literacy support station/table/drawers:
 - Letter formation mats
 - Phonics mats
 - Alphabet mats
 - Common words
- RWI Speed Sounds visible in classroom (complex)
- All classrooms should have a library area, complete with bookshelf, rug, bench/comfy seating and cushions.
- Maths working wall – dedicated space for squared flip chart paper (flip chart paper to be changed regularly to reflect current learning old paper to be removed). Key vocabulary included.
- Maths support station/table/drawers:
 - Counters
 - Numbers up to 20
 - Hundred squares
 - Place Value Charts
 - Base 10
 - Number names spellings – up to thirty then include ‘tens’ number spellings
- Number line up to 20 visible in the classroom
- Clock labels
- Days of the week and months of the year in English/Arabic
- Visual Timetable on whiteboard
- Science working wall – dedicated space for yellow lined flip chart paper (flip chart paper to be changed regularly to reflect current learning /old paper to be removed). Key vocabulary included.
- MSCS / Projects 4 Change board if possible (i.e., if there are enough boards). If there are not enough boards, represent recent learning in these subjects in the corridor for the year group.
- P4C working walls should include:
 - SDG logo (updated each term)
 - Factsheet with key terms
 - Key vocabulary
 - Mind map of ideas/children’s responses (post its etc.) where relevant
 - Historical/Geographical/Art/D&T link (e.g. learning from curriculum book)



- MEA bank of questions – disruptive and big questions
- Classroom monitor jobs (consistent across KS1/2)
- Behaviour for Learning limitless learner circles on the wall displayed horizontally. These are used as a reference and should not be linked with student names or photos
- Learning Zoo visible
- GroWell Display:
(*This display can be directly on the wall unless you have a free board*)
 - GroWell heading with the 'Wellington' style W in the middle of the word
 - Upstrive emotion faces
 - 'This Week's Emotion is...' laminated
 - GroWell theme icon
 - 'Have you checked in?' laminated
 - Upstrive QR code (Years 3-6)
- Child-friendly learning feedback grid should be visible
- Resources labelled using letter-join no lead font (pre-cursive print in line with RWI for Year 1)
- Locker names using template including the Wellington logo in letter-join no lead font (pre-cursive print in line with RWI for Year 1)
- First and last names on students' books, subject and class typed on to school label in letter-join no lead font (pre-cursive print in line with RWI for Year 1)

KS2

- Welcome to.... on the door (black lettering)
- Photos and names of all adults who work in each classroom, including part-time LSAs, consistent across the phase. Specialist classrooms should mirror this for specialist Teachers and specialist TAs
- Outside display – black lettering with pastel coloured background (consistent in year group)
- No Teacher Notice Board required
- English working wall with black lettering– dedicated space for yellow lined flip chart paper (flip chart paper to be changed regularly to reflect current learning/ old paper to be removed). Key vocabulary included.
- English support station/table/drawers:
 - Dictionaries and Thesauruses
 - Common word spellings mats
 - Word banks (linked to year group needs e.g fronted adverbials, conjunctions)
- Y3/4 teachers consider whether the RWI complex sound chart is needed based on cohort need
- All classrooms should have a library area, complete with bookshelf, rug, bench/comfy seating and cushions.



- Maths working wall with black lettering– dedicated space for squared flip chart paper (flip chart paper to be changed regularly to reflect current learning /old paper to be removed). Key vocabulary included.
- Maths support station/table/drawers:
 - Base 10
 - Place value charts and counters
 - Hundred squares
 - Number lines linked to year group needs (e.g. Y4 negative number lines)
- Science working wall black lettering– dedicated space for flip chart paper (flip chart paper to be changed regularly to reflect current learning /old paper to be removed). Key vocabulary included.
- P4C Curriculum / MSCS working wall(s) if possible, in the classroom. If there are not enough boards, represent recent learning in these subjects in the corridor for the year group.
- P4C working walls should include:
 - SDG logo (updated each term)
 - Factsheet with key terms
 - Key vocabulary
 - Mind map of ideas/children’s responses (post its etc.) where relevant
 - Historical/Geographical/Art/D&T link (e.g. learning from curriculum book)
 - History Rocks KS2 timeline
 - BCE (Before Common Era, not BC) used where appropriate
 - CE (Common Era, not AD) used where appropriate
 - MEA questions – disruptive and big questions
- GroWell Display:
Preferably on display board, but can be directly on the wall
 - GroWell heading with the ‘Wellington’ style W in the middle of the word
 - Upstrive emotion faces
 - ‘This Week’s Emotion is...’ laminated
 - GroWell theme icon
 - ‘Have you checked in?’ laminated
 - Upstrive QR code (Years 3-6)
- Behaviour for Learning limitless learner circles on the wall displayed horizontally. These are used as a reference and should not be linked with student names or photos
- Classroom monitor jobs (consistent across KS2)
- On walls...(the following will be consistent across KS2)
 - Days of the week (with Arabic translations)
 - Months of the year (with Arabic translations)
 - Place value chart (linked to year group needs)
 - Alphabet (Upper and Lower case - letter join no lead font)
 - TTRS display – including names of children or icon relating to children (only LKS2)
 - Clock labels (linked to Year group needs e.g 24hr /digital/analogue)
- Child-friendly learning feedback grids should be visible and/or available



- Visual Timetable (consistent in year groups)
- Locker names using template including the Wellington logo in letter-join no lead font
- First and last names on students' books, subject and class typed on to school label in letter-join no lead font

Secondary Classrooms - Displays

All Secondary School classes will have displays pertinent to their subject. These should be updated as and when the topic/unit or subject content changes.

The focus of classroom displays is to support learning and act as a reference to encourage independence and wider learning or reflection opportunity.

- Teaching Principles should be displayed in a format accessible to the students and for ease of reference by the teacher.
- The focus of the display should be clear including a 'title' or visible explanation of what the display demonstrates.
- Displays should include questions to promote interactivity and critical thinking.
- Links to wider/real world, MSC or National Agenda opportunities should be made explicit to students where applicable.
- Form classes should have a form board, where specific elements are displayed – e.g. timetable, notices, house points, student leaders.
- Every teaching room must have a literacy working wall(s) with the department literacy foci made clear to the students. A changeable 'Key Vocabulary' display is advised that can be built upon or regularly refurbished subject to topic changes.
- If you display WAGOLL work, it must be accompanied by clearly visible reasons as to why the work is exemplary and support the learning in the classroom.
- Each classroom should have a demarcated area for behaviour celebrations and where sanctions can be logged.
- Literacy marking codes should be stuck to student desks (a larger poster version can be requested additionally)
- 'How to report a problem' graphics should be on display
- Lesson roadmaps should be clearly visible to students upon classroom entry.
- Where possible/necessary, Arabic text/labelling to support in translation of keywords.
- Teacher Administration - planning board, timetable, paper class registers, fire register, emergency exit plan, etc.
- Resources and drawers labelled