



A FAMILY, A FOUNDATION, A FUTURE

Whitminster Endowed C of E Primary School

Learning Environment Policy

Agreed by Governors: Summer 24
Review Date: Summer 2026

At Whitminster Endowed C of E Primary School, we have a philosophy of inclusion that is reflected in every aspect of our school life and we work hard to ensure that everyone feels valued and important. We are all learners, children and adults alike and our school is a community that values everything to do with the learning process.

This policy aims to answer these questions:

- Does the classroom offer a safe environment, is it safe to take risks and 'have a go' at answering questions and talking in the classroom without fear of ridicule?
- Is the classroom conducive to a settled environment whereby rules and routines are firmly embedded, allowing the children to develop as confident learners?
- Do all the children feel valued and respected as individuals?
- Do the children have a sense of belonging within the class; do they all recognise themselves as a member of the class with the same rights and responsibilities as everyone else?

Safe environment

Behaviour

Good to be Green chart is displayed. This is included in the staff handbook, supply information leaflet, student information and volunteers leaflet.

Each class develops their own set of class rules. These are written using positive language and or symbols.

These rules are established in September and used to reinforce behaviour, rights and responsibilities. Each class is free to develop their own set that reflects the particular class.

Values

The school values are displayed and used to support PSHCE.

The school values are linked to the current termly assembly value.

Physical environment

The physical environment has a significant influence on developing and supporting independent learners. It not only gives children very clear messages about how we value them, but how we value learning.

Different areas contribute to creating a classroom environment which supports learning:

All classrooms and corridors should be kept clean, tidy and free from clutter. Classroom and school routines should support children to value and respect their learning environment and make a contribution to keeping it clean and tidy.

Displays

Effective classroom displays create an inviting, pleasant and stimulating learning environment and reflect a range of teaching and learning activities.

All classrooms should be "language rich" environments in order to promote and extend children's understanding and use of language. Displays should include key words and statements, open-ended questions, prompts and scaffolds related to the curriculum or to highlight key learning points. Where appropriate, dual language labels could be included. Vocabulary is clear and of a size that children can access in all areas of the classroom. The work should reflect high expectations.

Working walls (These should be clearly labelled as working walls)

The key features of successful working walls:

- They are updated regularly to reflect the learning journey over a unit of work/topic through key vocabulary and key challenging questions.

- Display a modelled piece which can be referenced back to success criteria throughout the learning process. This ensures children have a clear understanding of what they are trying to achieve. This could be a teacher's modelled piece or as the unit or year progresses becomes children's work.
- Include children's ideas and work showing progress towards the end goals
 - Post-it notes or Speech bubbles
 - First drafts and revisions
 - Examples of self and peer-evaluation
 - Display (removable) key vocabulary which you will expect children to use in the lessons. Vocabulary can be supported with definitions, examples, images etc to support understanding
 - Provide scaffolds (e.g. sentence starters, alternatives to "said")
 - Make links to previously taught skills, knowledge or understanding
 - Break down methods or steps, showing them visually

Classroom Layout

The physical layout of the classroom should support and promote inclusive, interactive teaching. It should allow for flexibility for working in different contexts (e.g. individual work, paired work, small group work as well as whole class teaching). This is to ensure that speaking and listening and collaborative learning are at the centre of teaching and learning. Every child should be seated so that they have a clear view of the interactive whiteboard/main teaching area.

Classroom Resources (including IT)

Resources are readily available to support collaborative learning. They are well organised, classified, clearly labelled and accessible for both adult and child. Resources are diverse, so that children can learn through visual, aural and kinaesthetic experiences. There are also appropriate models and artefacts displayed to support the children's learning in relation to particular topic or curriculum area. There is a wide range of reading material attractively displayed, well organised and accessible to the children. These materials are differentiated according to the needs of individual children.

Role Play

Role Play allows children especially in KS1 and Foundation Stage to learn in a fun, stimulating environment that also challenges them. Role Play is linked to the school topic and the children are encouraged to plan, resource and make things towards the area. Many curriculum areas are linked to the Role play area and opportunities are given to explore these. For example, the Role Play area may take on Maths focus and resources like shapes, money, timers, scales etc may be included for the children to practise their focus maths learning objectives in a Role Play environment. In Foundation Stage Role Play continues in the Outdoor Classroom and could be topic related or Subject area related to extend and give opportunities to achieve the other learning objectives from the seven areas of learning.

Outdoor Classroom/Environment

The school has many areas for outdoor learning- an outdoor group seating area, willow arches, all weather grass for sitting and a thriving garden. The school also makes use of the playground and the shared playing field for the PE curriculum. Like the indoor Classroom the children are given the opportunities to take pride in their space and contribute to keeping the area exciting and safe for all.

Foundation Stage Class: The Foundation Stage class continues its learning and exploration of the EYFS areas in its outdoor environment. The space outside is set into zones where the children can run about or ride around on bikes to work on their Physical Development but also has quiet areas for sharing books or to be creative without being interrupted. A range of resources are also available for the children to use to stimulate learning.

Health and safety

The governing body abides by the Education (School Premises) Regulations of 1999 (SI 1999/2), in which standards are set regarding school premises for all decisions concerning the school environment. The health and safety of all who use the school are of paramount importance. The school also follows the LA's guidance on health and safety matters, and it has adopted the relevant LA policy. The headteacher has the responsibility of carrying out risk assessments on all equipment and the general school environment. The governing body will ask for regular reports from the headteacher about health and safety matters, including a record of what accidents have occurred in each term, and what safety inspections have been carried out.

Children will be supervised at all times when they are on the school premises during normal school hours, whether indoors or outdoors. The school will ensure particularly that there is adequate

supervision of pupils at break and lunch times, and after school, when they are using the playground and the school field.

Monitoring and review

The class teacher has the responsibility for maintaining a well ordered and tidy classroom. The school will ensure that the classrooms are cleaned on a daily basis during term time.

The school environment will be monitored by the headteacher as part of his or her daily duties.

This policy will be reviewed by the governing body every two years, or earlier if necessary.