



Lawley Village Primary Academy

LEARNING ENVIRONMENT POLICY

January 2018

Governors approved: January 2018

Review Date: September 2019

At Lawley Village, we believe that the learning environment; both physically and emotionally is exceptionally important. Please see below the Learning Environment non-negotiables as outlined in this policy. This policy is for pupils between Y1 - Y6.

Learning Environments - Non-negotiables Summary:

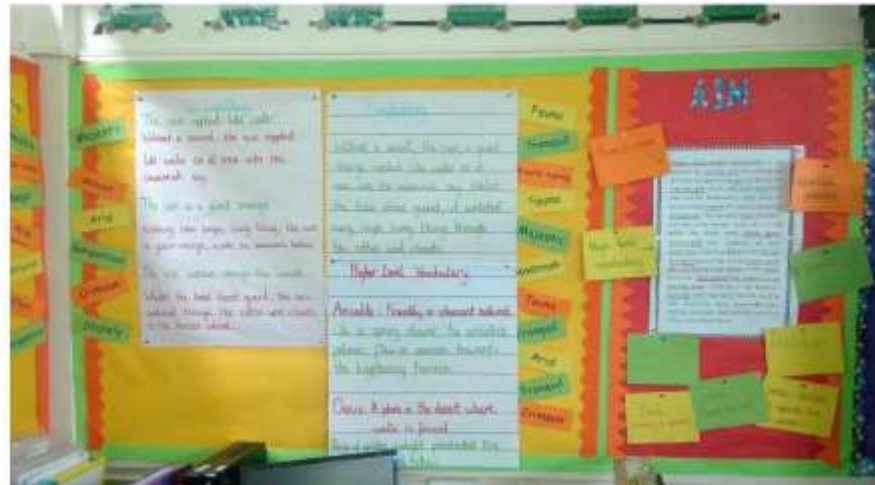
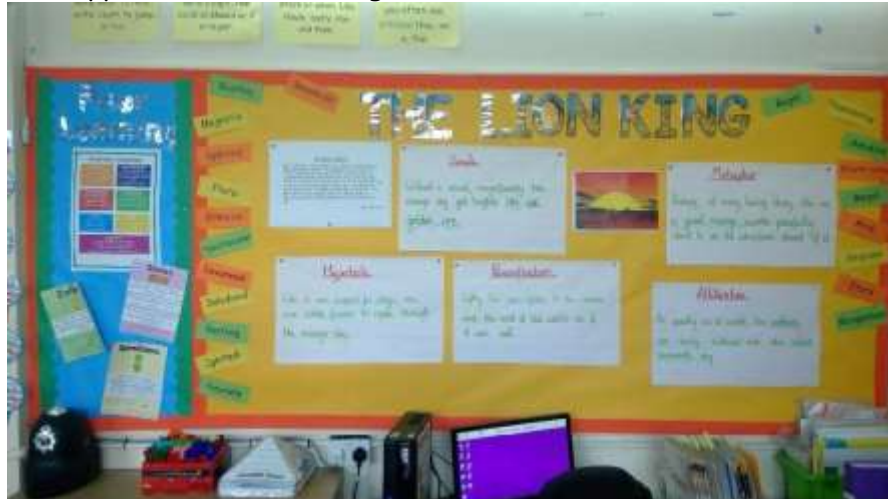
- Handwritten date demonstrating handwriting policy
- Visual timetable if appropriate
- STARS Value pictures at front by whiteboards
- Feedback policy / code present for pupils to access
- All scripted writing to be compliant with handwriting policy
- Inspiring Reading corner
- Maths working wall demonstrating journey, prior learning and aim for maths. Vocab to be explicit for area of maths and maths in real life contexts to be displayed
- English working wall/ washing line demonstrating journey, prior learning and aim for writing.
- Grammar features displayed to be used as a resource
- Celebration learning adventure display – WOW wall evident for celebration of children's work - this can be mixed genre / topic
- Cut off the name twinkl from any banners!
- Clear entranceway and high standards of tidiness. Nothing out on sides that is not relevant or purposeful for children
- Teachers / Learning support staff areas to be tidy and minimal
- Classrooms tidied at the end of every day by children
- Appropriate stationary for all children to access
- Resources to be of high quality to support learning and cut out prior to learning (unless cutting to be part of the learning)

General principles of display / environment

- Utilised every learning session
- Child led elements evident in classes (not necessarily at the beginning but teased out of children as they discover learning)
- To be revisited throughout learning session
- Adhere to handwriting policy
- Evidence of the bigger picture - why are we learning this?
- Supportive and challenging for all children in the class.

English Working Walls / Washing Line in More Depth:

- English flip charts modelling skills, vocab and SPAG whilst demonstrating learning journey
- Prior learning at start of wall / line
- Every children's writing on display on the class washing line - new writing to be added at least once a half term on top of prior work to demonstrate progress.
- Annotated aim at the end of wall / line to demonstrate purpose (WAGOLL to model expectations.)
- Using handwriting policy at ALL times
- Aspirational language utilised to drive language acquisition
- Learning adventure support mats - detailing relevant vocab / skills as models to support



Maths working walls / lines in more depth:

- Maths flip charts modelling skills and vocab whilst demonstrating learning journey
- Prior learning at start of wall / line
- Models and images to support understanding
- Identify 'real life' uses for the maths children are learning
- Aim at the end of wall / line to demonstrate purpose (WAGOLL to model expectations.)
- Using calculation policy at ALL times
- Key vocabulary to drive mathematical understanding
- Real life applications



Learning Adventure Displays in More Depth:

- Inspirational, interactive, 3D - CELEBRATORY
- Key vocabulary
- Celebratory - showcasing children's work (ensuring ALL children's work to be displayed across the year)
- Demonstrating PROCESS alongside PRODUCT (skills acquired and steps in this rather than JUST the final product)
- Everything backed before mounted onto wall
- Handwriting policy adhered to
- Photos of children learning



Reading Corners in More depth:

- Inspirational and interactive
- Themed to the topic where possible, changed at least termly to ensure engagement remains high.
- Book reports for children to use
- Questioning to be evident
- WAGOLL to model expectations
- Teacher's read to share with children
- 'How has the writer created effect' evidence cards for children to annotate (upper KS2)



Grammar Displays in More Depth:

- Aspirational - outlining ARE but still providing stretch and challenge for most able
- Large enough to access as a key resource - and not just wall paper!
- Can be part of English working wall (see photo for English working wall)



