

# Environment for Learning

A protocol for establishing an environment that inspires minds, celebrates learning of the highest standard and communicates our collaboration values at all times

## Displays for learning

Displays of children's learning are of a high standard. Learning is presented creatively and children are taught presentation skills. Learning is mounted with even borders that frame work appropriately. Learning is placed effectively on the display to encourage the eye to explore and engage with it. Displays are labelled effectively to contextualise learning, promote thinking and signpost the learning journey. Children's self-assessment and reflections are displayed alongside their learning. Surfaces are used to display artefacts and resources.

## Working Walls

Working walls for English, mathematics and science are prominently displayed in the class to support teaching for learning. All learning walls conform to the ASPIRE protocol. They display current learning and thinking including children's thoughts, reflections and questions. Modelled writing is prominent alongside examples of planning and editing. Whilst learning walls are necessarily work in progress, they are tidy and well displayed so that children and adults can access the support they provide.

## Central areas

School entrance areas are of a very high standard and give clear messages about the school's ethos, values and achievements. Central areas are an extension of the classroom and are attractive and engaging at all times. Children and adults use all areas with purpose and leave them tidy for the next activity or class. All adults and children maintain central areas to a high standard.

## Resources

Equipment and resources are safely returned by the class groups who have used them and placed tidily in the appropriate base. Teacher's files and papers are stored away and adult desks are kept tidy and organised. Pupil's books are clearly available and pride is taken in appearance.

## Maintenance

Classrooms and shared areas are tidied after use by the children and adults who have used them. Displays are repaired immediately so that they never end up tatty or damaged. Posters and notices are displayed neatly and are not stapled or taped to doors, window frames or windows. Window glass and viewing panels are kept clear. There is no clutter.

## Book Areas

All classes have attractive book areas that display books creatively and entice children to read. Books are classified and grouped with questions and prompts that guide and structure browsing opportunities. The book area is a comfortable and relaxing place to read. Children's recommendations and reflections on their reading are displayed creatively.

## Pupil ownership

The environment is the context for learning. Children interact with it because it promotes thinking and engagement. Children's thoughts, questions and responses are evident in all classes; displayed on learning walls and displays. Children use displays to support thinking and take great pride in the quality of learning on display.

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At our two Church of England schools this policy will be delivered through strong links made to our Christian values:

## **Leeds & Broomfield Church of England Primary School**

At Leeds & Broomfield we build strong foundations for all; to learn, flourish and fill their hearts with God's love. Everyone is important, valued and needed to make L&B grow. We give a quality all round nurturing education which develops the whole child; If the rain came we would not fall.

*"As many hands build a house, so many hearts make a school."*

*(Matthew Ch 7 24-27)*

**RESPECT      RESILIENCE      EMPATHY      CURIOSITY      HONESTY**

Our school Christian Values support the development of the children and all within the school and local community, giving the children and staff a positive outward looking view. The pupils and staff support and help each other and the local community enabling all to flourish.

We have explored the story of Matthew (Ch 7 24-27) showing curiosity, and the children felt empathy for the builder of the house on the sand, but said they must be resilient to try again. Jesus was honest with his followers and people followed and trusted him. The story continues showing how Jesus respected all and everyone who wanted to listen and learn could – no one was turned away. This high level of inclusion and respect is what makes Leeds and Broomfield a great school community to be part of 'many hearts make a school'.

## **Ulcombe Church of England Primary School**

*"Unity and diversity in the body – one body, many members."*

*(Corinthians Ch 12 12-27)*

**HOPE      RESPECT      ENDURANCE      TRUST**

At Ulcombe Church of England Primary School endurance plays an important role in both our social learning and cultural ethos, where children aspire to be the best they can be. Diversity is the key to our curriculum and opportunities to progress and succeed both academically and as individuals are provided – many members working in unity with respect for each other. Hope is at the heart of our school community and is explicitly shown by both children and adults in our school, regardless of where the path of life leads them. Through God's love and trust each individual learns the skills important for them but also adds value to the community as a whole.

We are Ulcombe Church of England Primary School and each one of us is a part of it!