



CLASSROOM ENVIRONMENT POLICY

Date
06.10.17

Purpose

This policy acts as a guide to developing the classroom environment to ensure a shared understanding and consistency of approach throughout the whole school.

Classroom environments can both support and enrich the learning of all children. As well as being rich, vibrant and welcoming, the classroom environment can be a learning tool, a way of engaging children and building the class community. It can create a sense of ownership and be used to support and promote learning as well as celebrating children's work. With thought and planning an effective classroom environment is used as an interactive resource supporting teaching, learning and assessment.

Aims

- To ensure that all classroom environments are bright, stimulating and welcoming for children and visitors.
- To celebrate children's achievements in all areas of the curriculum and boost their self-confidence.
- To develop classroom environments so that they are used as an interactive resource to support teaching, learning and assessment effectively.
- To support children's learning by providing prompts, models, good examples and information which they can use in their lessons on a daily basis.
- To ensure that the prompts and examples provided are referred and added to regularly so that they don't become 'wallpaper'.
- To develop children's ownership of their classroom by involving them in the development and relevance of their working environment.
- To enable children, staff and visitors to gain an insight into the topic work going on in classrooms.
- To reflect the learning that is taking place showing work in progress as well as finished work.
- To support children's understanding of where they are in their learning and what they need to do next.

Teaching and Learning/Actions

All classroom environments will provide the following at an appropriate level for the age of the children working in the classroom. The following will also be used within lessons to support teaching and learning.

- Objectives, success criteria and key questions are displayed and referred to in lessons.
- Prompts, ideas and good examples that are generated during lessons are displayed and referred to, to support future learning.
- Prompts to support learning about learning are available to support children's talking and thinking about learning.
- Key questions/grids are displayed and used to trigger prior knowledge.
- Curriculum displays include statements and questions to highlight key learning points.
- Key literacy and mathematics curricular targets are displayed together with children's progress towards these.
- Classroom environments include visual prompts and resources to support achievement of the curricular targets.
- Key words and technical vocabulary are displayed and discussed for a variety of curriculum areas.
- Collections of words or phrases are displayed and updated regularly to support learning e.g. sticky notes, cards, and pocket charts.
- Vocabulary and definitions of words are referred to, discussed and used within teaching.
- Good examples of work are displayed, annotated, and referred to during lessons by teachers and children

Every classroom should have a display on –

- TASC (Thinking Actively in a Social Context)– Focus is Maths and updated half termly
- Value of the Month and name of Value Ambassador for the month
- British Values display, changed every half term
- Writing and Maths working wall to include curriculum targets as mentioned above
- Common Exception words relevant for each year group
- Topic board
- School Rules and classroom rules

- E safety poster
- Classroom risk assessment
- House Points and Golden Minutes/ Dojo charts

Assessment, Recording and Monitoring

The Headteacher will monitor learning walls in each classroom on a regular basis.

Management Support

Additional ideas to develop the classroom environment so that it supports teaching and learning effectively.



Equal Opportunities

Scott Lower School is committed to working towards equality of opportunity for all children regardless of age, ability, gender, race and social circumstances. All pupils are of equal value and have the same right to take part in the varied activities and opportunities wherever possible. All opportunities for learning should be offered in a way which allows all children access and the ability to progress at their stage of understanding.

Disability Discrimination

Scott Lower School is committed to having due regard to the following

The Equality act 2010 places a duty on all public authorities, including schools, when carrying out their functions, to have due regard to the need to:

- Promote equality of opportunity between disabled persons and other persons
- Eliminate discrimination that is unlawful under the Act
- Eliminate harassment of disabled persons that is related to their disabilities
- Promote positive attitudes towards disabled persons
- Encourage participation by disabled persons in public life
- Take steps to take account of disabled persons' disabilities, even where that involves treating disabled persons more favourably than other persons.