

Policy Title	Learning Environment and Display Expectations	Other Links
Responsible committee	Standards	Governors Link Visits
Purpose	To provide a high quality learning environment that inspires everyone to achieve their potential	
Guidelines	Here at Ravenfield we aim to provide a learning environment that is owned by the children and staff. To this aim we have agreed a set of non-negotiables to which we will all adhere. However each classroom is a canvass on which a teacher and class can present their personality and individuality. We celebrate and recognise creativity and individuality and strive to provide a visual 3 D experience for the eye and senses. This is a key area for development and one which we will re-visit throughout the year.	Read in conjunction with the Curriculum and T & L Expectations
Children who	<ul style="list-style-type: none"> ➤ Take pride in their environment and maintain the highest standards for all. ➤ Become “Environment Rangers “who actively seek ways to improve their learning and social environment. ➤ Experience a range of ‘work related jobs’ e.g. librarian, reading area ambassador, sports ambassador, play leader, reading partner, playground buddy, worry friend, harmony helper, academy parliament MP, cloakroom crew, eco rangers. (not an exhaustive list) ➤ Children are familiar with the presentation policy and that joined up writing is expected and promoted. (Age appropriate) 	Academy Pupil Job Vacancy Board

<p>Teachers who</p>	<p>Each member of staff is expected to take responsibility for ensuring the following non-negotiables are met</p> <p>Maintain an updated Teacher file, kept on the teacher desk with the following</p> <ul style="list-style-type: none"> • Context Sheet – Remember this is not confidential and should reference where other more detailed information is held • Seating plans - There are many ways that you can group your class e.g. alphabetical order, boy/girl, more able next to less able, single sex, moving weekly, Kagan groups. Whichever way you choose, its purpose is to promote effective learning of all pupils. Seating plans should be readily available in your teacher file) so that in the event of an absence, the cover teacher can easily locate them. They should also be provided during a formal observation. • Behaviour Improvement Plans (BIPs) these should be reviewed regularly and if need altering discuss with your KS lead • Education, Health and Care Plans (EHCP) – updates provided by SENCo • Positive Handling Plans (PHPs) updates will be placed in staffroom it is your responsibility to familiarise yourself with the protocols for PHPs • Risk Assessments (RAs) • Environment Improvements Sheet – note down any necessary improvements, maintenance, repairs needed in your classroom, cloakroom, general areas and pass to the office, via the post-box. • Flow chart for Cause for Concerns and copies of cause for concern forms 	<p>Safeguarding SENCo</p>
----------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------

	<p>Planning An area near the entrance to the classroom where short term planning can be displayed Lesson Plans- “Planning is a process not just a piece of paper “how you plan is a personal response, however there are sample planning formats for you to use to ensure consistency of approach across the academy. All should show learning intention and steps to success for each group The planned learning activities that will give the pupils the opportunity to use and apply the success criteria in order to meet the learning intention. Ensure that the learning intention and success criteria are shared with the pupils at the start of the lesson. They should be displayed throughout the course of the lesson. Remember if you put them on the white board they may not be available to pupils – using washing lines at the side of the classrooms where they can be displayed / changed throughout the lesson may support pupils more effectively. Plenaries, where you refer back to the learning and assess how much progress the pupils have made in achieving them, are an important part always make time for reflection and DIRT time (Dedicated Improvement and Reflection Time) Regular use of ‘mini plenaries’ during the course of the lesson, to assess learning, exit questioning or “post it plenaries” are just as effective.</p> <p>LEARNING INTENTIONS- what the teacher intends the pupil to learn. STEPS TO SUCCESS - what the pupils need to be able to do at the end of the lesson to demonstrate they have met the learning intention LEARNING ACTIVITIES- tasks and processes that will allow the learning intention to be achieved.</p> <p>Learning activities- know your class and think about the time of day. What works lesson 1 may be a different story lesson 5! Remember the maximum concentration span of a pupil, on any particular task, is their chronological age plus 5 mins. Short, sharp bursts! Use a variety of activities within any one lesson that cater for all types of learners- VAK (Visual, Auditory and Kinaesthetic). Also, activities that allow pupils to work independently and in different groupings- e.g. Kagan -‘Think, Pair, Share’ and ‘Collaboration’.</p> <p>Create a Challenge Area – pupils can select a challenge –e.g.Out of my Comfort Zone/ Boggle/Noggle/Hot Chilly/P4C Question/Early Finishes/Enrichment of the month. Create a Stuck Station – a place in class where children self-select to receive additional support or gather for a guided group intervention. Create a 5Rs display Area – SEAL/PHSE area where I am special/celebrating individuality, creativity, responding to 5Rs can be recorded/ WOW moments Display Classroom Rules – agreed by teacher and pupil Display on the classroom door – Teacher name and Support Staff if 1;1 or regular/Yr. Group/ Daily Attendance Sheet Create a Reading Area – magazines, books, book reports and recommendations, reading record sheets to celebrate and demonstrate a love of reading. Create a Topic Journey – It should be clear what your topic or text led learning is to anyone entering your classroom. There should be a selection of interactive displays that demand something of children, ask them questions, record what their pupil voice said they would like to learn, show reflection on their learning. This should grow and develop as the enquiry based learning takes place. It should always include an element of outdoor learning, visits or visitors. Photos of the children engaging in</p>	
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<p>these should be recorded and used to create the Year Group Enrichment Folder, displayed in the entrance hall for parents/carers and visitors.</p> <p>A working wall has a different purpose and are only found in classrooms it is:</p> <ul style="list-style-type: none"> * A place where children can find key information about their current learning * Added to over a series of lessons * A place where anyone can make a contribution * A place for planning/ structure of children’s work * A teaching aid reinforcing teaching points * Vocabulary, guidance, images, diagrams, WAGOLLS * Frequently changed to be current * A place that has a visual impact, is used and referred to by staff and pupils <p>English Working Wall / Maths Working Wall – as above</p> <p>Pupil voice – what do I want to find out about? What did I find out? What would we like to find out about next?</p> <p>Celebration of work WAGOLL– Writer/Author of the week / Reading Rock stars/ Marvellous Mathematician / Spelling Champion / Handwriting Hero/ Dojo Champion/</p> <p>Learning Behaviour Chart – Each session is reset</p> <p>Good to be Green -5 levels white (quiet word or look) ,amber (you are disturbing the learning of others) red (serious breach of behaviour contract/class rules – be safe, be responsible, be respectful Rainbow – Achieving Excellence</p> <p>Inclusion – Know your children well and make the necessary adjustments to ensure they can succeed. See the SEND Handbook for strategies to support e.g. Use of visual timetable at the side of the white board and on desks, target cards, individual behaviour support, emotion cards, time out checks.</p>	
--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

<p>Teacher Check List In the Classroom</p>	<p>Teacher File Planning and Timetables Displayed Challenge Area Learning journey parking bays 5 Rs Display and I am special – information about a child beyond the academy Classroom Rules / Rewards /Postcards home Attendance and lost learning time for lates displayed on the door Inviting Reading Area Topic Journey that displays cross curricular work e.g. 3 D models English Working Wall Maths Working Wall Pupil Voice Growth mind-set motto Displays/ Questioning Learning Behaviour Chart Handwriting Reminders Phonics/ Letter Lands reminders (Age specific) Vocabulary/ SPAG reminders (Age Specific) Marking and Feedback Symbols Support for Pupils e.g. visual timetable, visual number line, access to IT,lpads, Teacher desks and working surfaces cleared each evening for cleaning</p>	<p>Behaviour Expectations</p> <p>See Teacher non negotiables of any updates</p>
<p>Display</p>	<p>Display non-negotiables All classroom displays must have:</p> <ul style="list-style-type: none"> ➤ Neutral backing so the children’s work is dominant ➤ A title (computer generated or created using stencils and coloured paper/card, laminated and backed) ➤ A contrasting border (interesting and linked to topic e.g. space ➤ Open /Closed Questions (invite a response from the viewer) ➤ Process Explanation (what the children did) ➤ Reinforcement of key Vocabulary ➤ Quality Labelling ➤ Children’s work should be mounted ➤ Well maintained and changed at least termly <p>Nothing on display that is not linked to learning, purposeful and accessible</p> <p>All corridor displays must adhere to the same as above and in addition :</p> <ul style="list-style-type: none"> ➤ Use of corridor displays to celebrate cross curricula links ➤ Celebrate Writing (A quality piece from a range of children) ➤ Show writing of the highest quality for the age range ➤ Celebrate problem solving and the using and applying of STEM skills (Science, Technology, Enterprise (in this instance) and Maths skills ➤ Celebrate the enrichment activities linked to the theme visits and visitors ➤ Well maintained and changed termly 	

Support Staff who	Spend a dedicated amount of time each week ensuring the displays are of the highest quality Develop the skills and undertake research to ensure displays are up to date	
Subject Leaders who	Maintain their subject board in line with the academy display policy and ensure it reflects current events and learning opportunities	Subject Leader QA
Senior Leaders who	Promote excellence in all we do and provide the necessary training, resources and planning needed to move Ravenfield Academy environment to one of excellence	SLT Environment Walks
Governors who	<ul style="list-style-type: none"> ➤ Monitor the Academy Development Plans to ensure they provide appropriate planning and resources for this policy to be realised ➤ Provide feedback to the academy on the views of stakeholders ➤ Ask questions to challenge and support academy leaders 	Academy ADP
Date	Approved Sept 2016	
Review Date Sept 2018	The policy has been produced as a result of on-going staff development, reflection and research about inspiring and effective learning environments .It is a working document and will need to be adapted as appropriate.	
Reference No:	RV 2	