



St Chad's Primary School Learning Environment Guide

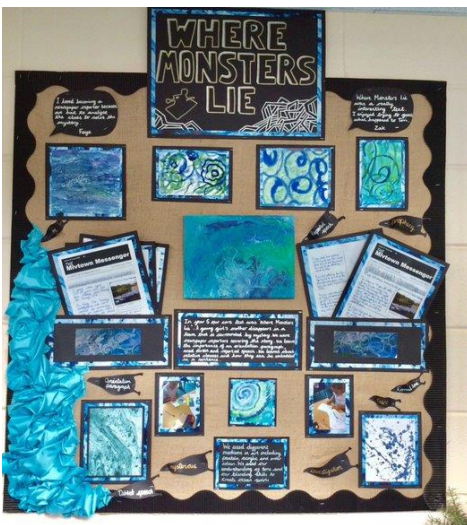
He has made everything beautiful in its time. Ecclesiastes 3:11

The standard you walk past, is the standard you accept. David Morrison

We are what we repeatedly do. Excellence, therefore, is not an act, but a habit. - Aristotle



St Chad's Primary School bases this policy on information derived from theory and research and places it at the heart of the pedagogical practices that meet the needs of the children in its care. The theory behind the learning environment at St Chad's is based on several concepts and ideas. The work of Elizabeth Jarman and Play therapist Shahana Knight acts our inspiration. We have also used research from *Early Excellence* and *Clever Classrooms*.



At St Chad's Primary School we think and plan our classroom environments carefully as the Third Teacher. We believe a well organised classroom supports our vision of a "Future with Hope" and teaches children our value of respect. Colour schemes have been carefully chosen to be subtle and not over stimulate. Where bright colours are evident, they bring a specific tone or function.

We aim to create a natural learning environment; this has been chosen as-

- It creates less distraction and is less overwhelming.
- The bright colours on display backing can be a huge

distracted for the children and they focus on this instead of the lovely work displayed.



- If a neutral colour is displayed behind the children's own work really stands out and the children are better able to identify what is on there and which one belongs to them.
- It helps the whole learning environment become a more communication-friendly place .
- This can have a very positive impact on children with additional needs and therefore makes the classroom a more inclusive environment.
- This creates a more calming environment for children to learn, discover and play in. Too many bright colours and too many hanging displays can cause too much stimulation and children find it harder to focus.

What should be in all classrooms

1. An English working wall for the current Pathways unit
2. A maths working wall (squared whiteboard paper) from the current learning, along with ongoing fluency support.
3. A topic wall which includes maps or timeline linked to history/geography learning
4. A Topic table with resources/ thinking questions
5. A science display of the current learning.
6. An RE display of current learning
7. A reflection area with 3 candles, a cross, Love Letters from God and an age appropriate Bible as a minimum.
8. Visual timetable
9. Small amounts of appropriate vocabulary that is being used in class
10. A reading corner.





Displays

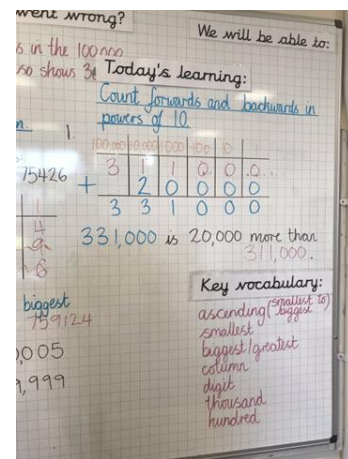
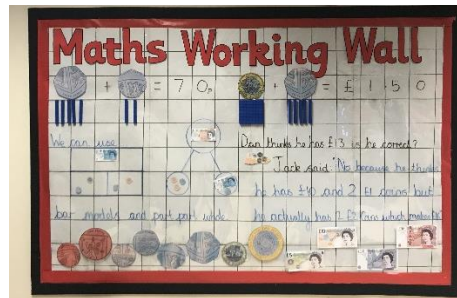
Boards need to have neutral backing in order for children to be able to access and respond to the stimulus without an assault on their senses. Borders can be made, printed or black. A limited palette of colours (different shades of colours) should be used across the classroom and this should be splashes or pops of colour, not overwhelming. Work should be backed before being displayed. Work that is published on a display needs to be presented in a way that demonstrates the importance and value of the work. Most text should be handwritten modelling the school handwriting.

Working Walls

These should be designed to make a positive contribution to children's learning and should be a tool which used and referred to in class. The aim is to:

1. Support children's understanding of their learning
2. Provide visual scaffolds
3. Build on prior learning
4. Show steps of a learning journey
5. Model success criteria
6. Provide vocabulary, concepts and processes which are essential to learning.

For maximum impact, working walls should be displayed at the front of the class so that all children can access them. Working walls should be mainly handwritten modelling the handwriting policy. Printed text should be kept to a minimum. Maths working walls should use squared white board paper.





Topic Tables

These should be based on the main topic or science theme of learning. Resources can be obtained from the Library service. Their aim is to:

1. Generate interest and enthusiasm for a topic.
2. Pose interesting questions which children will explore.
3. Offer play opportunities.
4. Provide resources which can be used visually and physically in lessons.



Book corners

Book corners should be inviting and engaging to encourage children to want to read. Books should be stored so that they are easily accessible to pupils. Books related to the current topic should be displayed for pupils to use and enjoy.

Reflection areas

Reflection areas should help children to focus on the current school value and develop spirituality. They should have:

1. A cross
2. 3 candles for Father God, Jesus Christ and the Holy Spirit
3. Love Letters from God
4. An age appropriate Bible
5. Prayers written by the children
6. Reflections from class worship

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'A Future with Hope'
Jeremiah 29:11



Classroom displays should set high expectations and encourage children to be aspirational. They act as a visual reminder of expectations within books. Displays should:

1. Be high quality showing the high expectations we have of pupils in their books.
2. Be simple and not overwhelming, the work speaks for itself.
3. Have work displayed on a straight horizontal line and not at angles.
4. Use drapes and physical resources if appropriate to enhance.
5. Include photographs show the learning process when appropriate
6. Aim for inspiration from nature.
7. Include pupil quotes, use of key vocabulary, questions to provide interaction
8. Contain limited vocabulary which will be used
9. Have creative borders within a limited colour palette (use newspaper, watercoloured borders, torn paper, pre printed borders)
10. Not be over cluttered to avoid cognitive overload.





The Learning Environment represents all that we value in school and our expectations for pupils in their books. It is an essential part of teaching and learning. Our classrooms are a visual representation of all we aspire to for our children. Learning environments should be consistently excellent and enable children to be independent, successful and reflective learners.

1. Resources and areas should be clean and tidy
2. Displays should set high standards
3. The classroom environment should support learning and independence by providing prompts, models and scaffolds
4. Displays should reflect the whole curriculum and show children and visitors the journey of learning within the classroom.
5. Shared areas are everyone's responsibility and should be respected and display the same quality as classrooms.

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Example ideas:



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