

# Brunshaw Primary School



***'Inspiring children to be resilient and aspirational learners,  
within a positive and considerate community.'***

## Learning Environment Policy

June 2025

Agreed by Governors: July 2025

## **Rationale**

The whole school environment should celebrate and promote the school's vision: 'Inspiring children to be resilient and aspirational learners, within a positive and considerate community.'

Fully inclusive classroom environments can both support and enrich the learning of all children. As well as being 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 careful thought and planning, an effective classroom environment is used as an interactive resource supporting teaching, learning and assessment.

At Brunshaw Primary we believe that a well organised and stimulating environment has a direct impact on the quality of teaching and learning, and therefore supports raising standards and enables pupils to develop independence as learners.

We know that each teacher is an individual and will offer the children something unique. We all have different talents but if consistency, continuity, progression and balance are to remain meaningful a range of classroom practise that is in every classroom is necessary. This policy sets out to clarify the common expectations, so that we provide consistency for all pupils in supporting, whilst challenging pupils to give their very best and develop a shared sense of what high standards look like.

## **Aims**

The school's aims for the learning environment are:

- To value and enhance children's work
- Reflect the vision and aims of the school towards excellence
- To provide a safe, secure and structured learning environment
- To celebrate achievement of all children
- To increase children's self- esteem and pride in their work
- To motivate children by setting high standards to which they can aspire
- To create a stimulating teaching and learning environment
- To encourage aesthetic awareness and a positive attitude to our school environment
- To arouse curiosity, pose questions and stimulate enquiry
- To reflect and value different levels of achievement and cultural backgrounds
- To inform and inspire parents/carers, governors, teachers and visitors to the school

## **Organisation**

The learning environments of successful classrooms are calm, welcoming, stimulating environments where high value is placed on learning. The visual environment is very important and should display work which is representative of all children and all ability levels. Displays should reflect the taught curriculum and be changed regularly to sustain interest and discussion.

The classroom environment should convey high expectations about standards, progress and achievements. Classroom management should reflect our aim to encourage children to be independent, well organised and to develop good learning behaviours. This will require flexibility in the organisation of furniture.

***There is a calm environment when:***

- Children are on task
- Children are aware of acceptable noise levels for classwork and teachers help to maintain this by example
- Children are taught to tidy up after themselves
- Children know the teachers' rules and boundaries
- Children have an appropriate amount of room for the activity
- Daily routines are well understood by the children and can be completed for visiting or supply staff

***The room is well organised when:***

- From reception onwards children are expected to take an active role in helping to maintain a well organised classroom
- Teaching walls and book corners/areas are labelled so that pupils can be independent and know what goes where
- Children's resources are accessible and in a place that is known by all the children
- Drawers, cupboards and boxes are labelled in a consistent and appropriate format
- There is a clear furniture layout (no furniture is allowed in communal areas unless permission from SLT has been granted)
- The room is kept tidy
- Writing resources (pens, pencils, rulers, blue pens, rubbers) are available for use at all times and are accessible
- Furniture is organised to enable ease of movement around the room
- Teacher cupboards and desks are kept tidy and well organised so that files, resources etc. are easily accessible and high standards are modelled
- The individual needs of children with physical and sensory difficulties is recognised and resources positioned appropriately

**Resources**

Each classroom is equipped with a basic set of resources and books appropriate to the age range. Specialist equipment is stored in the appropriate curriculum resource cupboard / area and labelled clearly. These are audited regularly by the subject leaders, who make sure all equipment is of a high standard and is inviting to use. All classrooms have an Interactive Whiteboard, a PC and a visualiser, and staff and children need to be aware of care and safety with this equipment and its resources

Resources should be checked regularly and repaired or discarded, making sure all equipment is high quality and inviting to use. Items borrowed from the central storage should be returned as soon as possible and not be kept in rooms. A supply or support teacher should have no difficulty in locating basic materials.

### **Reading Corners/Areas**

Reading corners/areas should be inviting, stimulating places to learn to read and learn. The use of soft fabrics, cushions and plants can 'soften' the area, making it more inviting. The use of key questions, interactive author focus displays and displays of featured genres can all enhance the learning experience for pupils using a book corner well. Any books in poor condition should be removed from book areas and reported.

### **Vocabulary**

Each classroom should be vocabulary rich. This should be age appropriate and reflect vocabulary being used in current teaching/ topic. For younger children and for EAL learners it is important that vocabulary if possible has a matching picture to aid understanding. For the older children definitions of the vocabulary should also be used.

### **Storage of pupil's books**

Pupil's books should always be stored in neat, accessible, pupil friendly ways, using storage containers and suitable furniture. This ensures that pupil books are always maintained in good order and do not become dog eared or worn. Pupil books should be easily accessible for children to find or distribute. Building good routines for pupils to find their books is key to managing a workable system. By contrast, where books are left on the teacher desk or scattered around a room, this conveys confusing messages to children that their books are not valued and makes it harder for pupils to access workbooks independently.

## **Displays**

### **Rationale**

The purpose of good display is to create an atmosphere where children feel welcome and secure where they feel a sense of belonging to the environment and of the environment belonging to them. Good displays create a rich learning environment that should stimulate and sustain interest through sensory experience. Displays in classrooms and around the school should provide a balance of children's work celebrating their achievement and informative displays that stimulate curiosity and learning.

As questioning is real priority in school, this should be seen in displays where appropriate. Displays should also help children develop their sticky knowledge and should be a source of reference for children to help support them in their learning and promote independence.

### **Backing**

Backing paper and boards should complement and enhance the children's work

### **Mounting**

All work should be well presented when being displayed

Work on display should be labelled with the child's name either written carefully on the bottom right hand side or a word-processed name card underneath their work. (Name cards should be consistent in size and font.)

(The above is not relevant for English and Maths working walls as these are an ongoing record of learning)

### ***Displays***

- Displays should be simple, clear and uncluttered
- Questioning should be visible within classroom display
- Lettering for labels and captions should reflect accurate letter formation, grammar and capitalisation
- Models and 3-D work should be displayed carefully. Blocks and boxes can be used to enhance the display
- There should be a variety of display in each classroom and around the school to reflect current learning, children's work and topical themes
- In each classroom there should be an English and a Maths working wall, a vocabulary display and a learning to learn board.
- Display is not confined to the classrooms. The school should have high quality displays in all areas including a selection of plants, natural objects, artefacts and examples of children's paintings.
- Displays should be used to develop aesthetic awareness and provide an opportunity to look at the work of others, encourage higher standards of work, develop a sense of pride, give confidence and promote a sense of achievement.

**Reviewed June 2025**  
**Next Review June 2028**

## **Appendix**

### **List of Non-negotiable classroom features**

- Working walls (English and Maths – see Great Teaching: Reflecting on Classroom Practice document & Toolkit)
- Grammar and Punctuation, relevant to current teaching on display with worked-examples (often this will be written with the children, within lessons)
- Children's work displayed
- Success criteria on display during lesson
- Class Behaviour Agreement displayed
- Vocabulary Display with key vocabulary taken from sequencing documents for each subject. Dual coding to be used to support SEN/EAL learners. Further vocabulary, such as that taken from reading, may be displayed elsewhere.
- Maths prompts (appropriate to current learning and differentiated for year group)
- Phonics, Spelling and handwriting formations appropriate to the year group
- Learning to Learn display with current and ongoing skills
- Exciting and enticing reading corner/area.
- History time line appropriate to topics that have been taught throughout their time at school.