



Classroom Environment Policy

Review Date September 2024

Every Child, Every Chance, Every Day; Working Together



CLASSROOM ENVIRONMENT POLICY

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Rationale

This policy is a guide to developing the classroom environment to ensure a shared understanding and consistency of approach across the whole school. The classroom environment should support and enrich learning; it should be vibrant, welcoming, safe and an additional learning tool, which engages pupils and builds a class community. It should create a sense of ownership and be used to support and promote learning. With thought and planning, the classroom environment will be an important resource supporting teaching, learning and assessment.

1. Aims

- 1.1 to ensure that all classroom environments are welcoming for pupils and visitors
- 1.2 to be tidy, well-resourced and labelled encouraging pupils to be independent
- 1.3 to celebrate pupils' achievements in all areas of the curriculum and boost their self-confidence
- 1.4 to provide an interactive resource to support teaching, learning and assessment effectively
- 1.5 to support pupils' learning by providing prompts, models, good examples and information which pupils can use in their lessons on a daily basis
- 1.6 to ensure that regular reference is made to the prompts and examples provided, and to ensure that they are regularly updated, so that they do not become merely 'wallpaper'
- 1.7 to develop pupils' ownership of their classroom by involving them in the use and development of their working environment
- 1.8 to enable pupils, Staff and visitors to gain insight into the work going on in classrooms – work in progress as well as finished work
- 1.9 to support pupils' understanding of where they are in their learning and what they need to do next
- 1.10 to create and maintain a positive classroom climate
- 1.11 to be safe



2. Actions

- 2.1 Planning for the whole curriculum is displayed and accessible
- 2.2 A timetable for the week is displayed
- 2.3 Objectives, success criteria and key questions are displayed on curriculum displays and referred to in lessons
- 2.4 All areas of the curriculum are displayed at some point throughout the year
- 2.5 Little Wandle, 'Grow the Code', posters are displayed and used for phonics lessons
- 2.6 Prompts, ideas and good examples that are generated during lessons are displayed on the working wall and referred to, to support future learning
- 2.7 Prompts to support learning about learning are available to support pupils' talking and thinking about learning
- 2.8 Key questions/grids are displayed and used to trigger prior knowledge
- 2.9 Curriculum displays include statements and questions to highlight key learning points
- 2.10 Classroom environments include visual prompts and resources to support achievement of the curricular targets
- 2.11 Key words and technical vocabulary are displayed and discussed for a variety of curriculum areas
- 2.12 Collections of words or phrases are displayed and updated regularly to support learning e.g. sticky notes, cards and pocket charts
- 2.13 Vocabulary and definitions of words are referred to, discussed and used within teaching
- 2.14 Examples of work are displayed, annotated and referred to during lessons by teachers and pupils

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