

ST VINCENT'S CATHOLIC PRIMARY SCHOOL



LEARNING ENVIRONMENT POLICY

Policy Date: September 2022

Review Date: September 2024

Mission Statement

Caritas Christi Urget Nos

The love of Christ urges us to care for each other and strive for excellence in everything we do.

St Vincent's Catholic Primary School

LEARNING ENVIRONMENT POLICY

OVERVIEW

At St. Vincent's we aim to create an environment which complements our curriculum, creates an inspirational space for children to work in and reflects the ethos of our school. Creative and interactive learning spaces will be present in each classroom, supporting and extending the children's knowledge, skills and understanding. Our learning environment will showcase the learning process of each child and promote independent learning by providing relevant prompts and support within the classroom. There will be a balance between learning walls and celebratory walls where work representing the whole of the curriculum has been specifically selected to represent a range of abilities, irrespective of race, gender, disability, faith or religion, or socio-economic background, but all of which represent commitment and effort.

The prayer and worship of the school community is central to the life of our school. Our Catholic worship engages all the senses as well as the mind. Our displays will encourage and reflect this, communicating faith simply and effectively.

INTENT

- To create a stimulating, vibrant and thought provoking learning environment.
- To use a variety of methods and techniques to purposefully demonstrate the process of learning the children have been through.
- To creatively demonstrate work which reflects a wide range of abilities, irrespective of race, gender, disability, faith or religion, or socio-economic background, but all of which represent commitment and effort, helping to set standards and raise expectations.
- To create interactive learning areas where children can further their own understanding.
- To allow the children to take ownership of the classroom and be consulted in the creation of their learning walls.

- To use a variety of media to label and display work in order to provide a range of models for writing.
- To provide opportunities for work to be displayed through technology – audio recordings and digital imagery.

IMPLEMENTATION

In every classroom at St. Vincent's Primary School there will be designated areas for:

- **A Project Based Learning working wall.** *Objectives or key questions will be displayed in a 'learning journey fashion' and work will be added as the children progress through the topic.*
- **A Mathematics area.** *Information for the children to access, model examples or questions for the children to answer.*
- **An interactive learning area.** This may be linked to literacy or maths but should encourage the children to interact with their environment.
- **Prayer focus.** *Signs of our Catholic identity should be displayed in our classrooms all year round. They should be in a place of prominence. A cross should be visible in the classroom all year round. There should be a focus for daily prayer that is Christ centred, including colours, objects and scriptures relating to the liturgical season. A candle and Bible may also be included. This display is to be distinct from R.E. work. It should be simple and uncluttered with one object that clearly communicates the theme of the display.*
- **RE board.** This should reflect the current unit being studied and should be changed every half term.
- **Class Charter display.** This is to be set up in line with the guidelines set out in the Rights Respecting Schools Programme.
- **Reading area** This should be well kept and tidy.
- **Vincentian Values** This poster should be well maintained and in a place in which the children can read.
- **Visual timetable**

In every classroom at St. Vincent's Primary School there will be consistency in the following areas :

- **Books** - all books will be labelled using a provided template. All books started during the course of the year should also be labelled with this template.
- **Resources** - all trays and resources in the classroom should be clearly labelled and kept in good order. The children should be able to identify

where resources are kept and be responsible for taking them out and putting them away.

- **Classroom door** - All classroom doors should have a photograph of the class and a label to identify the name of the class.
- **Table and furniture arrangement** - this will provide children with opportunities to work collaboratively in groups.

Communal Areas

Displays outside the classroom should be maintained and kept tidy. They should link to projects and display samples of the children's work.

The Art Coordinator is responsible for organising the main corridor display. This will show artwork from across the school and reflect the liturgical season.

The RE Coordinator is responsible for the Catholic Social Teaching board on the main corridor and the two spare boards on each Key Stage corridor. One of these should reflect other faiths.

The ICT Coordinator is responsible for the displays in the ICT suite.

The PSHE Coordinator is responsible for the Rights Respecting and British Values displays in the hall.

The PE Coordinator is responsible for the PE board outside the library and also for displaying and labelling any trophies with the year and photograph of winning child/team.

The History/Geography Coordinator is responsible for the multicultural/language display in the hall and display board outside the ICT suite.

The Science Coordinator is responsible for a forest school display board located outside of Langdale Nursery.

The Office Manager is responsible for staff information boards in the staffroom.

The Art Coordinator is responsible for the 'our staff' display in the entrance corridor.

IMPACT

All pupils will be encouraged to be independent through clearly labelled resources, trays and cloakrooms. Pupils will be able to identify themselves with their learning environment through carefully chosen displays which celebrate children's work and provide them with opportunities to recall previous learning.

EQUAL OPPORTUNITIES

In making decisions about the learning environment all staff will take into account any special educational needs, disabilities, gender, and cultural differences that may be relevant to the case and ensure that the physical environment of the school enables all students to have equal access to continuity of education.

Monitoring and Evaluation of this policy

The Curriculum Committee will, in consultation with the Head teacher/Deputy Head teacher monitor and evaluate the implementation of this policy. It will be reviewed regularly to ensure it reflects current practice.

Member of staff with Lead Responsibility for this policy:	SLT
Date of Policy:	September 2022
Date for Review:	September 2024

Checklist for each phase

EYFS:

Class Name	
Class Photo	
Mission Statement	
Cross	
Prayer area with prayers	
Resources clearly labelled and accessible	
Zones of regulation	
Visual Timetable	
Reading area	
Information of medical needs	
Vincentian Values	
Phonics chart or frieze	
High frequency words	
Mathematics area	
Interactive learning areas	
Vocabulary on display	
RE display	
Project based learning display	
Class charter	
Letter formation chart	
Number line to 30	
Days and months clearly displayed	

KS1:

Class Name	
Class Photo	
Mission Statement	
Cross	
Prayer area with prayers	
Resources clearly labelled and accessible	
Zones of regulation	
Visual Timetable	
Reading area	
Information of medical needs	
Vincentian Values	
Phonics chart or frieze	
High frequency words	
Mathematics display	
Interactive learning areas	
Vocabulary on display	
RE display	
Project based learning display	
Class charter	
Letter formation chart	
Number line to 100	
100 square	
2, 3, 4, 5 and 10 times table (Y2 only)	

LKS2:

Class Name	
Class Photo	
Mission Statement	
Cross	
Prayer area with prayers	
Zones of regulation	
Resources clearly labelled and accessible	
Visual Timetable	
Reading area	
Information of medical needs	
Vincentian Values	
Spelling focus	
Mathematics display	
Interactive learning areas	
Vocabulary on display	
RE display	
Project based learning display	
Class charter	
Letter formation chart	
100 square	
Timetables	

UKS2:

Class Name	
Class Photo	
Mission Statement	
Cross	
Prayer area with prayers	
Zones of regulation	
Resources clearly labelled and accessible	
Visual Timetable	
Reading area	
Information of medical needs	
Vincentian Values	
Spelling focus	
Mathematics display	
Interactive learning areas	
Vocabulary on display	
RE display	
Project based learning display	
Class charter	
100 square	
Timetables	