

# **ST VINCENT'S CATHOLIC PRIMARY SCHOOL**



## **LEARNING ENVIRONMENT POLICY**

**Review Date: May 2027**

## **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.*
- **A Literacy area (windows).** *Display of the Write Stuff grammar, letter formation and phonics chart.*
- **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** On display for all, changed daily.

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. Items should not be placed on the window of the door.
- **Table and furniture arrangement** - this will provide children with opportunities to work collaboratively in groups.
- **Classroom layout** - All classrooms will maintain a uniform layout, with display boards positioned consistently across all rooms to support accessibility and help children with neurodiversity navigate and engage with each learning environment more effectively.

## **Communal Areas**

Displays outside the classroom should be maintained and kept tidy. They should link to subject coordinators roles and display samples of the children's work. Class teachers are responsible for the display opposite their classroom door.

The RE Coordinator is responsible for the Catholic Social Teaching board on the main corridor and the prayer focus in the office reception area.

The Cultural group is responsible for the spare board on the Key Stage 2 corridor and the displays in the library. One of these should reflect other faiths/languages.

The STEM group 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 Well-being group are responsible for the extra-curricular activities and pupil voice board in the main corridor and the board in the hall.

The PE Coordinator is responsible for the PE board in the main corridor.

The forest lead is responsible for a forest school display board located in the KS1 corridor.

The Office is responsible for staff information boards in the staffroom and the safeguarding board in the main corridor.

The Art Coordinator is responsible for the 'our staff' display in the entrance corridor and the art displayed outside the Headteacher's office.

Phase groups are responsible for putting up and taking down a display linked to their production on the board above the stage.

The main corridor display is organised by the Art and RE Coordinators but is a shared display and all staff are responsible for putting up and taking down the display.

## **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 governor curriculum Committee and staff STEM working party will, in consultation with the Head teacher, monitor and evaluate the implementation of this policy. It will be reviewed at least every 2 years to ensure it reflects current practice.

|   |                  |
|---|------------------|
| Member of staff with Lead Responsibility for this policy: | SLT + STEM group |
| Date for Review:  | May 2027         |

### **Checklist for each phase**

| <b>EYFS: Nursery</b>                      | <b>EYFS: Reception</b>                    | <b>KS1</b>                                |
|---|---|---|
| Class Name                                | Class Name                                | Class Name                                |
| Class Photo                               | Class Photo                               | Class Photo                               |
| Mission Statement                         | Mission Statement                         | Mission Statement                         |
| Cross                                     | Cross                                     | Cross                                     |
| Prayer area with prayers                  | Prayer area with prayers                  | Prayer area with prayers                  |
| Resources clearly labelled and accessible | Resources clearly labelled and accessible | Resources clearly labelled and accessible |
| Emotional Regulation                      | Zones of regulation                       | Zones of regulation                       |
| Visual Timetable                          | Visual Timetable                          | Visual Timetable                          |
| Reading area                              | Reading area                              | Reading area                              |
| Information of medical needs              | Information of medical needs              | Information of medical needs              |
| Vincentian Values                         | Vincentian Values                         | Vincentian Values                         |
| Phonics chart or frieze                   | Phonics chart or frieze                   | Phonics chart or frieze                   |
| Mathematics in the environment            | High frequency words                      | High frequency words                      |
| RE display                                | Mathematics area                          | Mathematics display                       |
| Children's work displayed                 | Interactive learning areas                | Interactive learning areas                |
| Vocabulary                                | Vocabulary on display                     | Vocabulary on display                     |
| Numbers to 10                             | RE display                                | RE display                                |
| Calendar                                  | Project based learning display            | Project based learning display            |
| Messy play area                           | Class charter                             | Class charter                             |
| Role play area                            | Letter formation chart                    | Letter formation chart                    |
| Outdoor area:                             | Number line to 30                         | Number line to 100                        |
| Distinct zones/areas for learning         | Days and months clearly displayed         | 100 square                                |
| Physical development area                 | Messy play area                           | 2, 3, 4, 5 and 10 times table (Y2 only)   |
| EAD area                                  | Role play area                            | Write Stuff grammar                       |
|   | Outdoor area:                             |   |
|   | Distinct zones/areas for learning         |   |
|   | Physical development area                 |   |
|   | EAD area                                  |   |

| <b>LKS2</b>                               | <b>UKS2</b>                               |  |
|---|---|--|
| Class Name                                | Class Name                                |  |
| Class Photo                               | Class Photo                               |  |
| Mission Statement                         | Mission Statement                         |  |
| Cross                                     | Cross                                     |  |
| Prayer area with prayers                  | Prayer area with prayers                  |  |
| Zones of regulation                       | Zones of regulation                       |  |
| Resources clearly labelled and accessible | Resources clearly labelled and accessible |  |
| Visual Timetable                          | Visual Timetable                          |  |
| Reading area                              | Reading area                              |  |
| Information of medical needs              | Information of medical needs              |  |
| Vincentian Values                         | Vincentian Values                         |  |
| Spelling focus                            | Spelling focus                            |  |
| Mathematics display                       | Mathematics display                       |  |
| Interactive learning areas                | Interactive learning areas                |  |
| Vocabulary on display                     | Vocabulary on display                     |  |
| RE display                                | RE display                                |  |
| Project based learning display            | Project based learning display            |  |
| Class charter                             | Class charter                             |  |
| Letter formation chart                    | 100 square                                |  |
| 100 square                                | Timetables                                |  |
| Timetables                                | Write Stuff grammar                       |  |
| Write stuff grammar                       |   |  |
|   |   |  |