



BIDBURY INFANT SCHOOL

Learning Environment POLICY

At Bidbury Infant School we believe that:

Effective learning and teaching is best achieved in a high quality environment in which children are supported to develop emotionally, socially and academically.

We believe that the learning environment should promote our values which are:

We feel good about ourselves	(Respect)
We experience success	(Achievement)
We know how to learn	(Independence)
We think of our own ideas	(Creativity)
We work well with others	(Interdependence)
We want to learn	(Motivation)

Our values support our positive ethos and culture, which in turn promotes effective learning and teaching for all by reducing barriers to learning and ensuring good progress in all areas. Effective learning and teaching, both in the product of our work and in the processes we undertake is the core purpose of our school and our learning environment supports this work.

Ethos and Culture

We believe that our learning environment will support effective learning and teaching when:

- ❖ there is a calm, effective working environment
- ❖ the environment is welcoming and courtesy, kindness and respect are fostered and practiced by all

- ❖ adults provide positive role models and build positive relationships with children, colleagues, family and community
- ❖ a fair and disciplined environment promotes appropriate behaviour for learning
- ❖ children's successes and achievements are celebrated and valued

Other school policies and guidelines which support the provision of an effective learning environment are:

- ❖ Learning and Teaching
- ❖ Behaviour
- ❖ Personal Development
- ❖ Inclusion
- ❖ SEN
- ❖ SMSC
- ❖ Equal Opportunities
- ❖ Race Discrimination
- ❖ Intercultural

Organisation

We believe that the physical learning environment should be well organised to facilitate learning and the development of individuals. An uncluttered environment means that children can access resources easily and safely and respect for equipment and materials is encouraged.

Staff will ensure:

- ❖ there is flexibility in the organisation of furniture which is used to maximise space and create bespoke areas as necessary
- ❖ furniture is clean and well maintained
- ❖ a rolling programme of renewal/replacement of furniture is planned for and auctioned by year group leaders using the appropriate budget
- ❖ year leaders will take an active role in monitoring standards of organisation

Resources

We believe that in order to create an ethos of respect for resources, they should be in a good state of repair and be cared for.

Staff will ensure:

- ❖ resources are grouped according to the curriculum subject and will be clearly and attractively labelled using the school standard template
- ❖ all resources will be appropriate, clean, complete and available for use
- ❖ breakages and losses will be reported to the appropriate line manager
- ❖ each classroom will have a book area in which books are presented in an attractive and inviting manner in order to promote reading and interest in books
- ❖ in each classroom/year group area an area for imaginative play will be changes regularly in order to give opportunities for a range of play and role play which will contribute to learning in a purposeful manner. it will be of a high standard thereby inviting children to use it appropriately and be involved in its creation, maintenance and care
- ❖ each classroom area will be equipped with a basic set of resources and books appropriate to the age range and interests of the children
- ❖ other resources will be stored safely, appropriately and tidily around the school
- ❖ curriculum consumables will be replaced as necessary by year group leaders or subject managers
- ❖ pupils will be taught how to use all resources correctly, safely and with care and respect, and taught a simple set of rules that everyone adheres to
- ❖ care will be taken to ensure that resources reflect the cultural and linguistic diversity of our society and that all pupils have equality of access
- ❖ year leaders will take an active role in monitoring standards of resources

Tools and Equipment

We believe that children will learn most effectively when tools and equipment are of a good standard of repair, clean and appropriate for the task.

Staff will:

- ❖ ensure tools and equipment are stored safely and that they are easily accessible for pupils
- ❖ all tools and equipment are clearly labelled
- ❖ scissors and other tools, such as paintbrushes, pallets and glue sticks are regularly cleaned to ensure that they are free from glue and other grime
- ❖ tools and equipment are appropriate to the age range
- ❖ pencils are regularly sharpened and stored in appropriate table top containers that are clean and organised
- ❖ other curriculum equipment will be stored in line with curriculum manager's instructions and in line with health and safety regulations

Display

We believe that high quality displays have an important impact on the physical environment and support learning, reinforce the ethos of the school and celebrate achievement.

Staff will:

- ❖ change displays regularly to maintain interest
- ❖ ensure displays are interactive and challenging
- ❖ ensure displays support children's learning
- ❖ ensure display celebrate achievements of all abilities
- ❖ ensure displays are well mounted and labelled using appropriate colours and high quality resources
- ❖ ensure displays are used to promote the ethos and culture of the school

The Outdoor Learning Environment

We believe that the natural and built environment outside our setting is a hugely valuable asset which should be exploited to the full. The outdoor provides children with opportunities to explore and investigate on a larger scale than is normally possible indoors - there are opportunities to make larger constructions, build dens and explore sand and water. Exploring the immediate environment gives children real experiences and provides a new dimension to many aspects of the curriculum.

Staff will:

- ❖ consider how best to include the outside environment when they are planning for learning and teaching
- ❖ ensure children explore their natural environment safely
- ❖ carry out relevant risk assessments
- ❖ ensure children are adequately supervised
- ❖ provide children with the appropriate resources, e.g. child sized trowels, boots and waterproof clothing etc as necessary

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