



Shardlow Primary School

Aspire Achieve Thrive



Learning Environment Policy

Approved by:	Local Governing Body
Date:	TBC
Minute no:	Out of Committee
Version:	V3
Review cycle:	Every three years



Version	Date	Author	Changes
V2	March 2021	M Davies	None made.
V3	October 2025	A Molyneux	New cover page 1.Update to mission statement 3.2 – presentation - use of neutral displays 4. Inclusion of the 'Shardlow Way' behaviour curriculum 6. Following Risk Assessments

Contents

1. Introduction.....	2
2. General expectations.....	2
3. Displays.....	3
4. Resources.....	3
5. EYFS Outdoor Environment.....	4
6. Play areas and equipment	4
7. Physical Education Equipment	4
8. Monitoring and Evaluation	5
9. Review of the Policy	5

1. Introduction

Mission Statement

- 1.1 At Shardlow Primary School we want all pupils to Aspire, Achieve and Thrive during their time with us and beyond. Our ultimate aims for all of our children are;
- Aspire- to develop a long-term love of learning and a desire to achieve
 - Achieve- to fulfil their potential; achieving their best across the curriculum
 - Thrive- for all of our children to be happy, healthy and safe.

Our Values

- 1.2 The Shardlow Spirits represent the values and behaviours that we expect and promote at our school.
- Independence
 - Motivation
 - Confidence
 - Open-mindedness
 - Respect
 - Responsibility
 - Happiness

Policy Statement

- 1.3 This policy acts as a guide to developing our school learning environment, to ensure a shared understanding and consistency of approach throughout the whole school. Children and adults are expected to value and respect the whole school environment which contributes to our ethos, climate for learning and in raising standards.

2. General expectations

Communal Areas (Library, Hub, First Aid Room, Staffroom, Office, Corridors)

- 2.1 All staff are responsible for maintaining high standards in communal areas.
- 2.2 If a member of staff has been working in a communal area they are responsible for organising themselves and or the children they have been working with, to tidy the space afterwards.
- 2.3 Where staff might find items out of place in communal areas, they should ask pupils to tidy them up in order to reinforce expectations and promote independence. Where there are no pupils in the communal areas, staff are then expected to do this.

Classrooms

- 2.4 All staff are expected to maintain a tidy, clean and organised classroom environment.

- 2.5 The classroom environment should provide pupils with an opportunity to build independence as learners.
- 2.6 The classroom environment should reflect the reading capabilities of the children in each classroom. For example labels around the classroom might be in pictorial form for pupils who are unable to read and or have a Special Educational Need or Disability.
- 2.7 At the end of each day all staff should ensure that any equipment is tidied away, including locking away and electronical devises such as iPads and laptops.

3. Displays

Purpose

- 3.1 Displays around school should balance opportunities to provide information to pupils, to celebrate work and to support learning.
- 3.2 Where displays are used to support learning, (for example working walls/topic displays) these should reflect the current learning.

Presentation

- 3.3 Staff should model the school's handwriting policy if and when they are handwriting material for a display.
- 3.4 Any work on display should be marked according the schools Marking Policy.
- 3.5 All aspects of the display should be within the display border.
- 3.6 Items outside of display borders should be information posters which should be framed or backed and then laminated.
- 3.7 All items on a display should be secured, ensuring that all corners are neat and tidy.
- 3.8 Any items which may hang from a display need to be agreed with the school's caretaker due to the security alarms.
- 3.9 Teachers should use 'natural muted colours and materials' for their displays. This advice is guided by research findings that too much colour may provide a 'sensory overload' for children causing distraction and overstimulation. This can then lead to children being unsettled.

4. Resources

Table top resources

- 4.1 All staff should promote independence by ensuring that pupil have the necessary resources available at their table at the start of every lesson. This includes; pencils, rulers, erasers and sharpeners, as well as the book and or paper that they will be working on.
- 4.2 Routines should be established so that books are given out prior to the beginning of the lesson, e.g. monitors could put books on tables at break time ready for the next lesson.
- 4.3 This reflects the 'Shardlow Way' behaviour curriculum- children are encouraged to be 'focused learners' by having their equipment and resources ready to learn.

On-going resources

- 4.4 Pupils should be able to independently access a range of on-going resources, such as whiteboards, pens, dictionaries, thesauri and general maths resources, as and when needed in all lessons.
- 4.5 These resources should be clearly organised and labelled in such a way that pupils are able to identify their location and know where to put them when they are finished. Consideration should be given to the reading capabilities of the children when designing labels.

5. EYFS Outdoor Environment

- 5.1 The outdoor area should be stimulating and welcoming, reflecting a range of areas of learning and specific interests of the children
- 5.2 All staff are responsible for ensuring that equipment is in good condition. Any defects or faults with equipment should be reported to the Headteacher and the equipment should be moved to a location where it cannot be accessed by children.
- 5.3 At the end of each day the all staff should ensure that the floor is clear.
- 5.4 Outdoor equipment and areas of learning should be clearly labelled as per section 4.
- 5.5 All staff should promote independence by encouraging pupils to tidy away any equipment at the end of each session.

6. Play areas and equipment

- 6.1 All staff are responsible for ensuring that the play areas reflect the high standards of the school.
- 6.2 Staff are responsible for ensuring that pupils tidy away the play equipment at the end of each session.
- 6.3 Staff should encourage pupils to show respect for play equipment, by monitoring use of equipment carefully and intervening when equipment is not being used appropriately.
- 6.4 All equipment should be in good condition. Any defects or faults with equipment should be reported to the Headteacher and the equipment should be moved to a location where it cannot be accessed by children.
- 6.5 Staff should ensure they are following the relevant Risk Assessment when supervising children on play equipment.

7. Physical Education Equipment

- 7.1 The PE container should be kept neat and tidy at all times. Staff are responsible for ensuring that any equipment is put back in the correct place.
- 7.2 Only boxes, buckets and or baskets can be kept on the PE container floor. The PE container floor should be kept clear of loose items and bags.

- 7.3 At the end of a session staff should inspect the PE container before locking to ensure the above.
- 7.4 If children are putting items in the PE container they should be monitored by a member of staff.
- 7.5 Where PE equipment is store in the school building the equipment should be returned to the correct place at the end of each session.
- 7.6 If staff take PE equipment into another classroom they are responsible for ensuring the equipment is removed at the end of the session.
- 7.7 All Physical Education equipment should be in good condition. Any defects or faults with equipment should be reported to the PE Leader or the Headteacher and the equipment should be moved to a location where it cannot be accessed by children.

8. Monitoring and Evaluation

- 8.1 The quality of the learning environment will be monitored by the Headteacher and relevant subject leaders.
- 8.2 Headteacher will monitor the learning environment through learning walks, lesson observations and discussions with parents, staff, pupils and governors.

9. Review of the Policy

- 9.1 The Governing Body will review this policy every three years.
- 9.2 Following the monitoring and evaluation processes set out in section 8, the policy will be revised as required to ensure that it is effective.