

Environment policy

Akrotiri Primary School



Akrotiri School

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1. Rationale

The visual appearance of Akrotiri Primary School fully embodies our HEART values (Honesty, Empathy, Aspiration, Respect and Teamwork), where all environments, including classrooms, provide both support and enrichment to the learning, engagement and inspiration of all children. All environments in our school, both inside and outside, supports, promotes and celebrates learning, creating a sense of ownership and building a sense of belonging and developing aesthetic awareness. An effective classroom environment is an interactive resource, supporting teaching, learning and assessment.

2. Aims

The Akrotiri Primary School environment will:

- ✓ be calm, yet stimulating and welcoming to children and visitors,
- ✓ celebrate children's achievements in all areas of the curriculum and boost self-esteem and confidence,
- ✓ be an interactive resource to support teaching, learning and assessment effectively,
- ✓ support children's learning by providing prompts, relevant and recent models, good examples and information which can be used on a daily basis,
- ✓ provide prompts and relevant and recent examples which are referred to, added to and updated regularly so that they don't become 'wallpaper',
- ✓ develop children's ownership through their involvement in the development of their working environment,
- ✓ enable children, staff and visitors to gain an insight into the activities being undertaken throughout the school,
- ✓ support children's understanding of where they are in their learning and what they need to do next,
- ✓ reflect recent, current or impending learning, showing work in progress as well as completed work,
- ✓ whole school areas should stimulate interest, introduce, summarise or reinforce knowledge and skills, and/or celebrate children's learning.

3. Roles and responsibilities

3.1 Teachers

As per the teaching standards (1.1), teachers must "set high expectations" and "establish a safe and stimulating environment for pupils". Teachers must ensure:

- ✓ the layout of the classroom is flexible, meeting the needs of both the children and the curriculum,
- ✓ all rooms with display boards are covered in hessian with a neutral, natural coloured border,
- ✓ the 'Curiosity Approach' is the basis for learning environments, where awe and wonder are promoted to peak curiosity through carefully chosen and displayed age and ability-specific resources and furniture,
- ✓ modelled handwriting is on display, specifically on displays, as often as possible,
- ✓ where appropriate, annotation involving the learning process or pupil voice is evident,
- ✓ lettering and titles for displays are not mass-produced (e.g. Twinkl), and are neutral/natural colours,
- ✓ carefully chosen, soft furnishings are used to provoke a calm learning environment,
- ✓ wherever possible, natural resources to be used,
- ✓ furniture and equipment that is no longer required, is not fit for purpose, or is not appropriate, is removed from learning environments,
- ✓ rooms and shared spaces are tidy, well organised and with easily accessible and labelled resources
- ✓ the learning environment supports teaching and learning at an appropriate age and ability for the children, including appropriate and necessary furniture,

- ✓ a daily visual timetable is displayed for children's reference
- ✓ the whiteboard and interactive whiteboard is accessible for all,
- ✓ prompts, key ideas and relevant examples are displayed to trigger prior knowledge and to reinforce learning and referred to during learning episodes,
- ✓ key words, technical vocabulary and definitions are displayed, updated regularly, referred to, discussed and used to support teaching and learning,
- ✓ English and maths working walls display current learning to reinforce teaching points, support learning opportunities and assist in assessment practices,
- ✓ classrooms display current curriculum area 'journey', linked to a developing mind map,
- ✓ displays reflect a broad and balanced curriculum and relate to recent, current or impending curriculum areas
- ✓ classroom identity is showcased outside of the classroom, with children's work evident, allowing children to develop ownership through involvement,
- ✓ displays are of the highest standard at all times, well-maintained and removed when they have served their purpose,
- ✓ displays fulfil a variety of purposes; to showcase children's achievements; to provide information for reference and to act as a stimulus for ideas. Displays are to be educative, informative and visually stimulating in order to have a positive impact on children's interest and motivation,
- ✓ learning spaces are of the highest standard as well as being child-centred to create an interesting and attractive environment in which high-level learning is facilitated,
- ✓ blutack and staples are removed when no longer required,
- ✓ blutack is not used on walls,
- ✓ all children are represented. When children's learning is valued by being displayed, self-esteem is raised,
- ✓ progression through the school is reflected in both displays and learning environments,

3.2 Learning Support Assistants (LSAs)

The role of the Learning Support Assistant is to assist in the learning of the children at Akrotiri Primary School. Whilst this role may include supporting the class teacher and the wider school to ensure that learning environments are of the highest quality and fulfil the points raised above, it is to be noted that the primary role of the LSAs is to be in contact with children when there are teaching, learning and assessment opportunities.

3.3 Area of responsibility leads / subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- ✓ displaying the breadth and depth of their area of responsibility, demonstrating progression across the school,
- ✓ Corridor displays - to be updated termly using exemplary examples of learning, including photos and written work (see Annex 1 for timeframes and subjects to be displayed)
- ✓ Supporting the creation of year group displays, completed by year group teachers, displaying the learning journey and process, with annotations, child voice and the curriculum driver
- ✓ Supporting non class-based teachers to produce ½ termly displays showcasing 'Currently in ...', using a range of written learning and photos, as appropriate, with narration and annotation in conjunction with area of responsibility leads. To include: RE, PSHE, PE, music and computing.
- ✓ Ensuring that the Host Nation link, Station link, PTA and CPD for LSAs (SSTLS/EYE etc) to be displayed as 'Currently in ...', updated ½ termly.
- ✓ showcasing subject and area of responsibility displays of the highest standard for pupils to be inspired by, and visitors to gain an insight into our school curriculum offer,

- ✓ working with classroom teachers to ensure that there is evidence of all year group learning for their specific subject of area of responsibility,
- ✓ ensuring that there is evidence of pupil voice on display,
- ✓ monitor displays to ensure that they are of the highest standard at all times, well-maintained and updated when they are no longer current,
- ✓ ensuring maths is on display

3.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- ✓ co-ordinating the environment policy across the school,
- ✓ supporting staff to understand the Curiosity Approach through carefully chosen and displayed age and ability-specific resources and furniture,
- ✓ monitoring the effectiveness of the school environment – through regular meetings with teachers and subject leaders, regularly visiting learning environments across the school, reviewing current policies and through reaching out for feedback from pupils and parents,
- ✓ showcasing the school environment to people external to the school through social media and the school website.

3.5 Pupils

Pupils are expected to contribute to the learning environment by:

- ✓ producing learning that epitomises the best that they can achieve,
- ✓ talking about the learning on display with other pupils, staff and visitors,
- ✓ taking pride in their environment; picking up rubbish and ensuring equipment is returned to where it belongs,
- ✓ informing of defects and areas of development in learning environment and displays to staff,
- ✓ supporting, where appropriate, the planning, selection and presentation of displays.

3.6 Parents

Alongside being a key stakeholder in our organisation, parents are encouraged to:

- ✓ take a keen interest in their child's learning and learning environment,
- ✓ support the school in developments to learning environment,
- ✓ offer insights and ideas to develop the school environments and displays,

3.7. School Governance Committee (SGC)

The SGC is responsible for:

- ✓ monitoring the school's approach to the learning environment and displays, to ensure education remains as high quality as possible,
- ✓ monitoring the well-being of school staff and maintaining regular contact.

4. Health and safety

To ensure that our staff, children and visitors remain safe, we will ensure:

- ✓ there are safe routes around the classroom and fire exits are clear (see Fire Safety Policy),
- ✓ work spaces are free of clutter,

- ✓ blinds are raised whenever possible
- ✓ water bottles are kept in a separate, clean container or zone, for use at appropriate times
- ✓ higher cupboard tops, walkways and fire routes are not used for storage.
- ✓ staples and blutack are removed when displays are refreshed,
- ✓ if working at height, ie on a ladder, the 'Safe use of ladders and step ladder' HSE guide must have been read, as well as staff working in pairs,

5. Monitoring arrangements

This policy will be reviewed annually by the Headteacher. After every review, it will be approved by the Executive Committee of the SGC.

6. Links with other policies

This policy is linked to our:

- ✓ Behaviour policy
- ✓ Teaching and Learning policy
- ✓ Child protection policy and coronavirus addendum to our child protection policy
- ✓ Data protection policy and privacy notices
- ✓ Home-school agreement

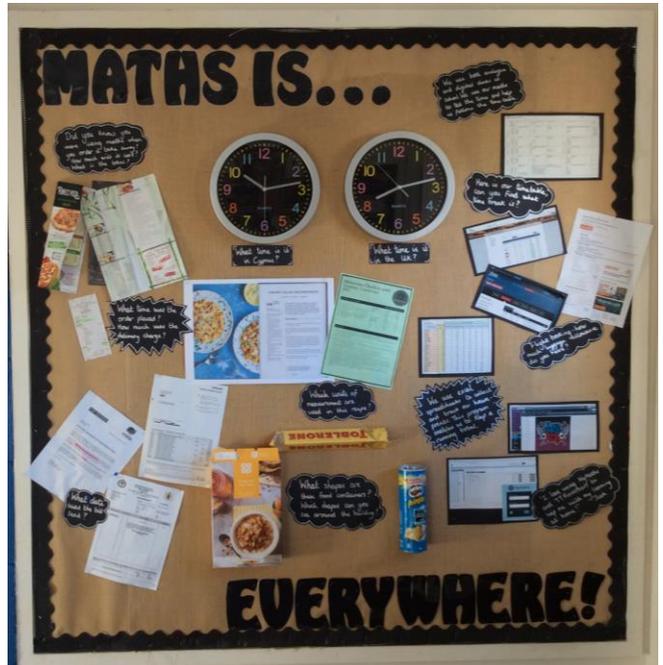
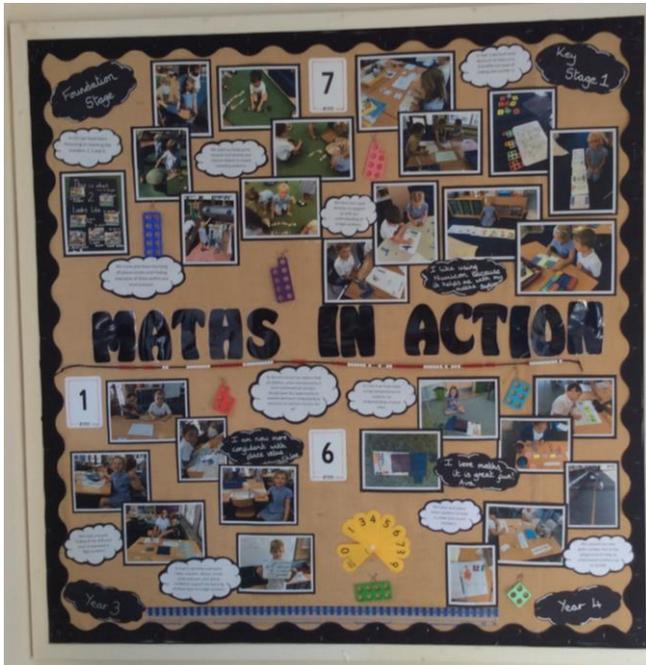
7. Expectations - example photos



Care is taken to mount / present learning to celebrate the learning that has taken place. Pupil voice is used on the display; the work is current and of a high standard.



A wide variety of student's work, photographs, and the process of learning within the unit is evident on the display. Displays may use some interactive elements.



Subject specific displays show current learning throughout the school.

8. Annex 1 - corridor displays.

FS1 and FS2 corridor displays in Foundation Stage building, Year 1-6 displays in Main School building.

For classes in FS1 and FS2, corridor displays are to be updated at each half term (not the end of the term) with current learning.

For classes in Y1-Y6, corridor displays are to be updated at each half term (not the end of the term), as above, however, this is to be 1 English unit and 2 curriculum units, organised in the most effective way for each year group.

In addition, the following displays will also be updated at the same time as those above:

- ✓ Computing - Charlotte
- ✓ Maths - Maths team
- ✓ MfL - Claire
- ✓ Music - Lisa
- ✓ PE - Kev
- ✓ PSHE - Amanda
- ✓ RE – Jamie
- ✓ School council - Ant