

## Silkmore Primary Academy



## ENVIRONMENT POLICY

Date Completed: July 2019  
Review Date: September 2020

At Silkmore, we believe that the learning environment, both physically and emotionally, is exceptionally important. Please see below the Learning environment non-negotiables as outlined in this policy. This policy is for pupils between Y1 - Y6.

Learning environment encompasses **books, displays and learning attitudes** (for clarification, please see **Book Policy and Behaviour Policy**)

#### Learning Environments - Non-negotiables Summary:

- Clutter-free and tidy as minimal expectation
- Handwritten date and title neatly underlined
- Visual timetable if appropriate
- Aim High Value charts at front by whiteboards
- Feedback policy at front by whiteboards present for pupils to access
- All scripted writing to be compliant with handwriting policy
- Learning laws display: Aim High values and British Values
- No planning walls/noticeboards/wallpaper
- No Twinkl!
- Teachers / Learning support staffs areas to be tidy and minimal
- Classrooms tidied at the end of every day by children
- Appropriate and well-maintained stationery for all children to access eg sharp pencils
- Language-rich environments including word mats (with WAFOLLS on back) and danglies
- Resources to be of high quality to support learning and cut out prior to learning (unless cutting to be part of the learning)
- Cupboards to be tidy and organised

#### Non-Negotiable board policy

- Mini-mission washing line (English)
- Maths washing line
- Maths display
- Aspirational grammar display-to be developed and added to after each mini-mission
- Mini-mission celebration (changed termly)
- Engaging book corner
- Spelling and handwriting display (changed weekly)
- AIM HIGH display
- British Value words
- Behaviour and attendance display

### English Learning Journeys in more depth:

- Mini mission flip charts modelling skills, vocab and SPAG whilst demonstrating learning journey
- Prior learning at start of wall / line
- Annotated aim at the end of wall / line to demonstrate purpose (WAFOLL to model expectations.)
- Using handwriting policy at ALL times
- Aspirational language utilised to drive language acquisition
- Mini mission support mats detailing relevant vocab / skills as models to support

### Maths Learning Journey in more depth:

- Maths flip charts modelling skills and vocab whilst demonstrating learning journey
- Prior learning at start of wall / line
- Models and images to support understanding
- Aim at the end of wall / line to demonstrate purpose (WAFOLL to model expectations.)
- Using handwriting policy at ALL times
- Key vocabulary to drive mathematical understanding
- Real life applications

### Mini Mission Displays in more depth:

- Inspirational, interactive, 3D - CELEBRATORY
- Key vocabulary
- Celebratory - showcasing children's work (ensuring ALL children's work to be displayed across the year)
- Demonstrating PROCESS alongside PRODUCT (skills acquired and steps in this rather than JUST the final product)
- Everything backed before mounted onto wall
- Handwriting policy adhered to
- Photos of children learning

### Reading Corners in more depth:

- Inspirational and interactive
- Questioning to be evident
- Teacher's read to share with children
- Bookshelves kept tidy and ordered
- Books in good condition and appropriate for the age range
- 'Gift of a Book Box'

### Grammar Displays in more depth:

- Aspirational - outlining ARE but still providing stretch and challenge for most able
- Large enough to access as a key resource - and not just wallpaper!
- Can be part of English working wall (see photo for English working wall)

### Learning Laws in more depth:

- AIM HIGH, ACHIEVE TOGETHER - as the main title / focus in your classroom surrounding where aim high values / British values / aim high chart is
- 'Our Learning Laws' as the title in British flag
- AIM HIGH values one side underneath title
- British Values the other side
- 'AIM HIGH' values chart within this area
- Photos capturing children demonstrating school and British values
- AIM HIGH book in every classroom filled in once per week. Book left open on appropriate page

### What / Why / How display:

- Utilised every learning session
- Child led (not necessarily at the beginning but teased out of children as they discover learning)
- To be revisited throughout learning session
- Adhere to handwriting policy
- The 'why' to be placed in the bigger picture of the current mini adventure / maths and in the wider world