



## **Learning Environment and Display Policy**

### **Vision Statement:**

**At Ton Yr Ywen we are dedicated to helping every child to flourish and achieve all round success.**

### **Learning Environment Vision:**

To create an indoor learning environment that reflects the outdoors, providing a calm, nurturing environment which encourages children to be 'Happy Together, Learning For Life'.

### **Equalities statement:**

The Learning Environment and Display Policy will apply to all staff and pupils irrespective of the 9 protected characteristics as described in the Equality Act 2010. As an inclusive school we recognise that adaptations to the learning environment may however be necessary in order to meet the needs of all.

### **AIMS**

- To create a calm, purposeful and engaging learning environment which supports high quality teaching and learning.
- To ensure that learning environments are conducive to helping pupils feel safe, connected and supported.
- To promote a school-wide shared vision for the learning environment and display expectations.

Our 'Learning Environment Vision' was agreed by stakeholders in 2024. In agreeing this we also recognise that the roll out of this will require significant financial investment and time.

## Organising and arranging the Classroom Environment

### At Ton Yr Ywen we consider:

- **The comfort of pupils and staff.** TYY aims to provide comfortable, suitable, correctly sized chairs, desks and furniture that provide appropriate posture support.
- **Classroom organisation.** Pupils and staff should be able to move around the classroom freely accessing the materials and resources necessary for their learning. The space needs to be clutter free and well organised encouraging pupil independence. Staff are expected to consider carefully the resources and materials pupils will need for their learning. Teacher's work stations need to be clear. Coats and bags must be stored safely off the floor and must not block fire exits.
- **Consistency across the school.** Whilst we roll out investment, we will endeavour to provide as much consistency as possible within our classroom spaces, whilst also looking for furniture options that offer flexibility and a fostering of collaboration and communication.
- **Storage and accessibility of resources.** Thoughtfully designed classroom storage will promote organisation, and independence. As a school in Wales it is also essential that key areas in the classroom are also labelled bilingually. There will also be an area of the classroom set up to promote the Welsh Language such as 'Cwtch Cymraeg'.
- **Universal offer.** There is an expectation that all classrooms will provide a range of resources that enable pupils to access learning independently. **See Appendix A** for a list of what each classroom should provide as part of its universal offer.
- **Safety and cleanliness. See Appendix B for safety and cleaning procedures.** Fire exit and Safeguarding information should be visible in every classroom. Staff are asked to be alert for trip hazards, and to ensure the safe storage of any items that have the potential to cause harm to a child. Fire detector equipment and fire exits must not be blocked. Cables should be neatly stored, minimising use of extension cables. All electrical appliances need to be PAT tested. **The responsibility of unplugging devices in each area at the end of the day falls with the person last in charge of the learning space.** Where classrooms include fridges these are to be looked after and monitored by the teaching team. Each fridge must contain a thermostat so that temperatures can be checked and recorded daily. All furnished items need to have a fire retardant covering, and where foam is exposed covering needs to be replaced. Flammable materials are not used on displays and around fire exits. Items hung from the ceiling need to be at a height above that of the tallest staff member that uses the classroom space (this includes teaching, admin, cleaning and the Estates Management) and that it does not interfere with the motion detection devices around the school.
- **Pupil perspective and sense of ownership.** Pupil perspective is considered when creating an effective learning environment. Giving pupils some ownership, along with displaying their work helps to instil a sense of pride and respect for the classroom environment. There is an expectation for all pupils to have some work displayed.

## Our Pedagogy

For a classroom to be effective, there must be an **engaging learning environment**.

It is essential to make sure that the classroom works for the staff and pupils. There will be occasions when pupils need to **work independently** and when they will **work within a group**. Creating classroom areas for these different functions should be considered.

Ton Yr Ywen is fortunate to have pupils and staff from a diverse mix of cultures, religions and socio-economic groups. **Reflecting this diversity in each classroom is essential in order to** show an awareness of the differences and individuality in our school community and to create a sense of unity. This, in turn, will help the pupils to engage and learn effectively and to promote Global Citizenship.

A defined **calming and or sensory space** may be needed to aid self-regulation. These areas will likely require sensory-supporting furnishings and resources such as weighted blankets, soft cushions, calming lighting or other visual elements, aimed at reducing anxiety.

As classroom and intervention spaces are painted they will be tonally grey or magnolia to help create a calm environment.

## Libraries, Book Areas and Cwtch Cymraeg areas

Staff should make sure that pupils have time to access the school library at least half-termly. In each classroom space there is an inviting book area. The representation and the content of all reading materials is the responsibility of teaching staff, with the focus on quality rich texts rather than quantity. Book areas should be tidied daily and regularly sorted, either by staff or pupils.

Cwtch Cymreig areas in each classroom should be dedicated to promoting both Welsh culture and language. As well as having Reading and Cwtch Cymraeg areas in each classroom, all classrooms should have a copy of the Pupil Charter and School Rules displayed for all to see.

## Display board expectation

At Ton Yr Ywen all boards should be backed and bordered with colours that can be found in the natural environment, muted tones of beige, green, light blue, brown or hessian work well as they won't detract from what is being displayed.

Staples should only be used on display boards and for ease of removal should not be stapled flush to the boards. Blu/white tack can be used on painted walls. **After each display board is changed the staples/blu tack must be removed before creating a new display.** Pupil handwriting should be included in displays. Where adult handwriting is used it should be in line with the school's handwriting policy

**Each classroom must have:**

- LLC Working Wall to include all languages taught e.g. English, Welsh and where applicable an international language
- Maths Working Wall
- Context driven displays that show the learning journey, valuing the process as much as the product. **See Appendix C**

Our approach to displays in the corridors and halls should reflect this policy. Displays in our communal areas will celebrate completed work. First Aid information boards will be in green with a white border. **All displays should include bilingual language.**

**Carpet areas and wet floor areas**

Each learning space has both carpet and wet floor areas. Activities that use paint, sand, playdough and water must only be undertaken on wet floor area spaces rather than on the carpeted areas. Muddy and wet wellington boots and shoes should ideally be removed before entering the classroom space. Where this is not possible pupils should be encouraged to wipe their feet on the mats provided.

**Display and learning areas outside the classrooms**

Ton Yr Ywen has a number of intervention rooms and display areas around the school. Where possible the displays and layout of these areas will be in line with this policy. As from 2023 it has become our shared intention to continue to declutter and organise these areas. Staff borrowing resources from these areas are expected to put them back in an organised and safe way.

**The outside learning environment**

All classrooms have immediate access to an outside space. When organising and developing the learning environment the outside space must be taken into consideration. Before using the outside space staff should check for hazards and immediately report concerns to the Estates Manager. Note: These should be reported via a book which is held in the main office. This will be checked weekly by the Estates manager who will prioritise these as his tasks for the week ahead. Where urgent the staff member should take proactive action to safeguard the area and to also verbally inform the Estates Manager. Furniture and equipment placed outside overnight must only be furniture that is designed for the outdoors. It is the responsibility of the person in charge of the classroom to check that all class based resources are returned inside at the end of the day. IT devices should not be taken outside into direct sunlight or rain.

## **Responsibly Sourced Materials**

Selecting responsibly sourced classroom furniture helps promote environmental values and global citizenship. Where up-cycled furniture is sourced, attention needs to be given to ensure that these items are safe from risk e.g. Protruding nails, wood rot, fire hazards.

Purchasing local wood shows support for regional growth. Rapidly renewable bamboo conveys responsible forestry. Steel and aluminium contain recycled content. Non toxic plants help prevent pollution. Where possible staff will consider these and similar options when developing their learning environments with their pupils.

## **Self - Evaluation**

At Ton Yr Ywen Self Evaluation is a regular part of daily practice for all staff. This helps ensure that we are all committed to school improvement for the good of the pupils in our care. See Appendix for Staff Self-Evaluation questionnaire to ensure our classroom environments are set up in line with this Policy agreed by staff. **See Appendix D**

Policy approved by the Governing Body on:    /    /'2

\_\_\_\_\_ Headteacher

\_\_\_\_\_ Chair of Governors

## Appendix A

### Universal offer resource list.

The term Universal offer refers to the range of activities, experiences and strategies offered as basic good practice/quality first teaching for children with special education needs/disability in line with ALNET.

This document makes reference to a Universal Offer resource list for the purpose of the Learning Environment and Display policy.

'TRAILS' is displayed clearly in the classroom.
Word walls contain subject specific words and newly learnt words.
Printed documents use a font and size that is clear and easy to read for all.
Visual supports/timetables are used to help pupils structure the day.
Resources are easily accessible to all and are clearly labelled using text and images (where appropriate) to promote independence. e.g. sound cards, phoneme frames, personalised word mats, age appropriate dictionaries, counters, Numicon, Multilink, everyday objects, Cuisenaire Rods, Dienes
Sensory equipment is available and easily accessible, e.g. writing slopes, pencil grips, wobble cushions, fidget toys, ear defenders.
Coloured backgrounds, paper and overlays are available for pupils who require them.
Left and right-handed pupils are able to use equipment comfortably.

## Appendix B

### Ensuring cleanliness

<u>Item</u>	<u>Cleaning procedure</u>	<u>Cleaning frequency</u>	<u>Person responsible</u>
<b>Blankets/throws</b>	Washing machine	At least half termly	Year group staff
<b>Cushions</b>	Washing machine	At least half termly	Year group staff
<b>Rugs (washable)</b>	Washing machine	At least half termly	Year group staff
<b>Rugs fixed</b>	*Carpet cleaner/ steam cleaner	At least termly	Year group staff
<b>Soft toys</b>	Washing machine	At least half termly	Year group staff
<b>Fridges</b>	By hand	Weekly	Year group staff

\*If the carpet or a large rug needs to be cleaned using the industrial carpet cleaner please liaise with the cleaning team to arrange a time for this to be done.

### Health and safety considerations

<u>Item</u>	<u>Checking procedure</u>	<u>Checking Frequency</u>	<u>Person responsible</u>
<b>Cable Management</b>	Are cables	Daily	Year group staff
<b>PAT testing</b>	PAT test carried out on all portable electrical appliances	Annually	External - organised through Site Manager
<b>Fire Exits</b>	Ensure exits are free from obstruction	Daily	Year group staff
<b>Fire Extinguisher accessibility</b>	Ensure it is free from obstruction	Daily	Year group staff
<b>Fire Extinguisher checks</b>	Fire extinguisher checks	As dated	External - organised through Site Manager
<b>Fridges</b>	Thermostat temperature check	Daily	Year group staff





## Appendix D:

### Ton Yr Ywen Self-Evaluation of a Classroom Learning Environment

	Yes - Fully	Yes – in part	No – needs action	Action to be taken in response to this SE task: (Please include a time scale for your action too)
Do all pupils have easy access to frequently used materials referred to as 'Ordinarily available'?				
Are display boards backed in line with the school policy?				
Are areas in the classroom labelled (Inc. bilingually in key areas)?				
Does the layout of the classroom provide a comfortable learning environment for the pupils and staff?				
Is traffic flow around your classroom fluid / uninterrupted?				
Is the classroom environment a welcoming place?				
Is the classroom environment free from clutter? Promoting a tidy learning environment?				
Does every child have a piece of work on display?				
Is the diversity of pupils in your class reflected in any of the displays?				
Does the content of the displays help move learning forward through the use of Working Walls used for literacy and numeracy?				
Looking at the neighbouring year groups does the learning environment reflect a consistent and progressive approach?				
Do you consider that all the furniture is safe?				
Additional notes / as applicable:				

Date Self Evaluation completed:    /    /    Completed by: \_\_\_\_\_