



Learning Environment Policy



Avonwood Primary School

The best in everyone™

Part of United Learning

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|-------------------------|-----------------------------|
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Avonwood Corridor Displays

Avonwood is well known for being an inspiring, engaging yet professional school. Parents and visitors consistently comment positively on what a beautiful educational setting our school is. With large classrooms, high ceilings and panoramic views of the outdoors it offers a unique and special place to work and learn.

We pride ourselves on allowing staff creative Freedom to make classrooms feel their own. This has resulted in a set of classrooms that appear warm, welcoming and loved. The purpose of this charter is to create a standard set of guidelines for dressing displays and classroom spaces.

We have high expectations of our children and are constantly amazed by their work as an outcome of your hard work. Displays and classrooms are the ultimate opportunity to showcase this and inspire others to greatness.

On the other hand, we are also aware of the pitfalls of overly busy classroom environments that can contribute to cognitive overload.

“Classroom displays compete for students’ attention with the lesson content. Students only have so much attentional resources available. So, when they use some on classroom displays, they have less to spare for learning material.

This is because [students have a very limited working memory](#). When they try to process too much information at once, they go into [cognitive overload](#). This causes learning to slow down and sometimes even stop completely.”

[How do classroom displays impact your students' cognitive load? \(innerdrive.co.uk\)](http://innerdrive.co.uk)

Vision

At Avonwood we have always taken pride in our school environment, showcasing the very best of life at our school. Where we are always aiming to go further, we are going to update our house style. To match our Earth Charter Values, Avonwood will have more natural appearing displays that contain:

- Hessian backing (Fabric or Paper)
- Black & White overlapped boarder (a colour can be used in lieu of white for stand out displays, e.g. orange boarder on a volcano display)
- Displays should have 3D visuals added (e.g. paper trees, frames, volcanos etc)
- Titles handwritten with chalk pens (pastel colours) on black bunting.
- Ivy trails around the sides, flowers or fairy lights can be added.
- Work and titles backed on black or white card
- Work should be level or deliberately at an angle.

The plan is for displays to last at least 1 year, reducing the need for change and improving workload. Each member of staff will be responsible for a maximum of two displays beyond ones attached to year groups. In addition, each year group will have one Writing showcase and one wider curriculum showcase. In some three form year groups there is an additional Science display.

General Classroom Expectations

- Cognitive load: be careful to avoid unnecessary items and distractions.
- Consider using table resources as opposed to 'wallpaper' around the room. Teachers should promote children as active learners, seeking out resources such as word banks, from tables/trays/resource areas.
- Classrooms should feel warm and inviting, indicating the teacher's personality.
- Classrooms should have a similar feel across a year group (e.g. replica displays).
- Classrooms should appear tidy, organised and clutter Free. Everything should have a home whilst being easily accessible to children.
- Children should be taught to respect their classroom, taking ownership of this space. Time should be taken to teach children rules and routines to tidy and organise their room.
- Maximise use of space to allow Free movement for circulation and classroom management.
- Bags and coats must live on a peg. Any that do not fit must be neatly lined up underneath and not pose a health and safety risk.
- Water bottles should live inside a plastic tub by the sink.
- KS2 classrooms should always have dictionaries available during Writing activities.

Classroom Displays

- Each room must have...
 - ✓ Main board 1: Maths Working Wall
 - ✓ Main board 2: Writing Working Wall
 - ✓ Main board 3: Reading Display
 - ✓ Main board 4: Earth Charter board (with any exemplary worked linked to Earth Charter principles)
 - ✓ 1 x High 5 Display (materials provided)
 - ✓ Visual timetable (displayed vertically on whiteboard)
 - ✓ Whiteboards (dry wipe boards) clear for modelling
- Spellings / Phonics on display in a font that can be read by the children from anywhere in the classroom and employed as a teaching resource.
- EYFS/Y1: role play areas.

Working Wall Expectations

- These walls should demonstrate WAGOLs, small steps and worked examples.
- These will always be up to date, displaying work covered during the current school week.
- They should display a high standard of Writing that the children can aspire to.
- All teacher handWriting on working walls will be in cursive font.
- Key words / vocabulary and any tactile resources that support modelling may be displayed.
- Working walls should be referred to during lessons as part of normal teaching practice.

External Display Expectations

- External displays act as exhibition spaces and will include a mix of photographic and written evidence of recent work in across the curriculum.

In History we have been learning about the industrial revolution.



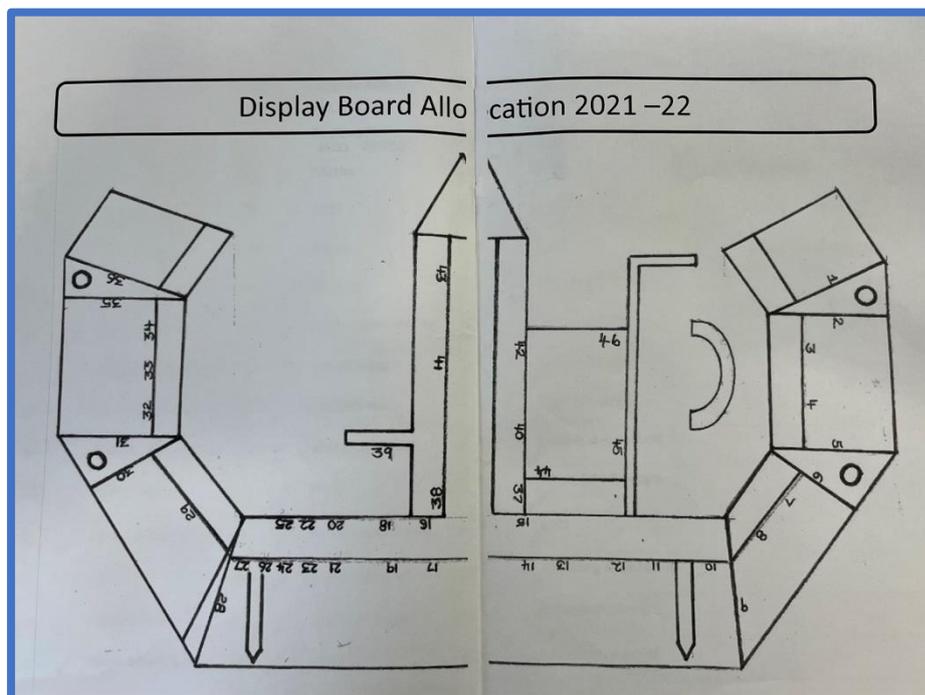
This study inspired us to think creatively about the change in our country brought about by new technology. This Writing piece is a discussion regarding whether the Victorian period was a golden age or dark age.

- School corridor display boards will be assigned to year groups or subject coordinators by SLT.
- Writing should reflect the standard expected for the year group.
- KS2 work should be predominantly error Free
- EYFS / KS1 work must be reflective of age expectations, showing their best attempt.
- Home learning may be displayed but must be of high quality.

Whole School Displays – Content & Ownership

| Board ID | Content | Owner(s) |
|----------|-----------------------------------|----------------------------------|
| 01 | Year 2 Writing | Year 2 Team |
| 02 | Year 2 Free Choice | Year 2 Team |
| 03 | Stormbreak | Kim Williams |
| 04 | Online Safety | Charlotte Harris |
| 05 | Year 4 Free Choice | Year 4 Team |
| 06 | Year 4 Writing | Year 4 Team |
| 07 | Art showcase 1 | John Mather and Sarah Millington |
| 08 | Inclusion (SENd) | Lucy Sloane |
| 09 | Busy Bees – Mirror | Danielle Dimambro |
| 10 | Year 1 Writing | Year 1 Team |
| 11 | Year 1 Free Choice | Year 1 Team |
| 12 | EYFS Phonics/Writing | EYFS Team |
| 13 | History Timeline | Chris Jackson |
| 14 | Writing Competition | Emma Gilder |
| 15 | Forest School Fridays | Davina Pritchard |
| 16 | Maths | Sophie Phillips |
| 17 | EYFS Free Choice | EYFS Team |
| 18 | Peri lessons/Music | Laura Phillips |
| 19 | Phonics/Early Reading | Kelly Wyatt |
| 20 | History | Claire Andrews |
| 21 | Art Showcase 1 | John Mather and Sarah Millington |
| 21 A | Art Showcase 2 | |
| 22 | British Values | Jess Short and Alice Wilkes |
| 23 A | Teaching and Learning at Avonwood | Joe Jackson-Taylor |
| 24 | Antibullying | Megan Rae |
| 25 | French | Lucy Irvine |

| | | |
|--------------|--|-----------------------------|
| 26 | Year 5 Art | Year 5 Team |
| 27 | Year 5 Writing | Year 5 Team |
| 28 | Year 5 Free Choice | Year 5 Team |
| 28 | Reading for Pleasure | Emma Gilder and Becky King |
| 29 | Careers | Stacey Pipe |
| 30 | Year 5 Science | Year 5 Team |
| 31 | Year 6 Science | Year 6 Team |
| 32 | RE | Hannah Rich |
| 33 | Geography | Sarah Turner |
| 34 | Computing | Jed Allen |
| 35 | Year 6 Writing | Year 6 Team |
| 36 | Year 6 | Year 6 Team |
| 37 | Earth Charter Values | Jess Short |
| 38 | Education With Character Charter | Jess Short |
| 39 | Staff Well-Being Charter | Sophie Phillips |
| 40 | Eco Council | Davina Pritchard |
| 41 | Science – Bird Watch | Clare Grimley |
| 42 | Student Council | Hannah Rich |
| 43 | Student Leadership - #LeadershipForAll | Sarah Turner |
| 44 (hall) | House system (Go Ape! | Jess Short and Sarah Turner |
| 45 (hall) | Research Ed | Joe Jackson-Taylor |
| 46 (hall) | Music Composer | Laura Phillips |



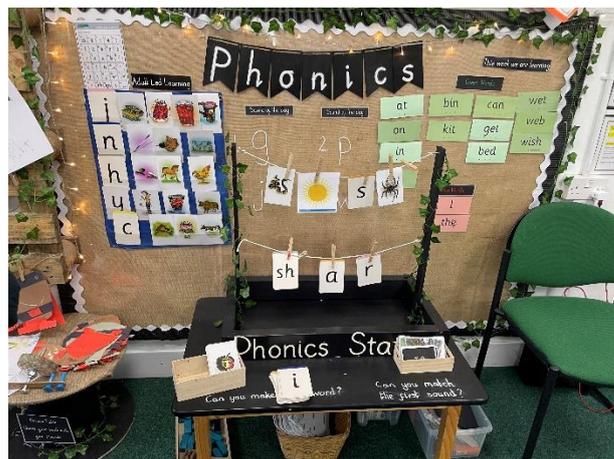
Exemplar Displays

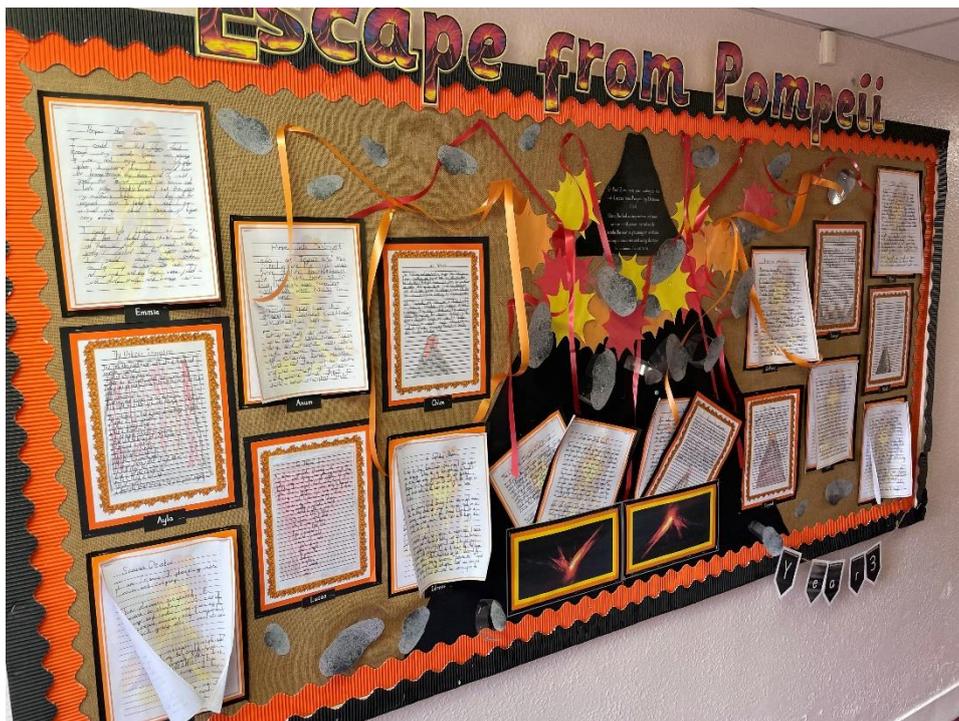
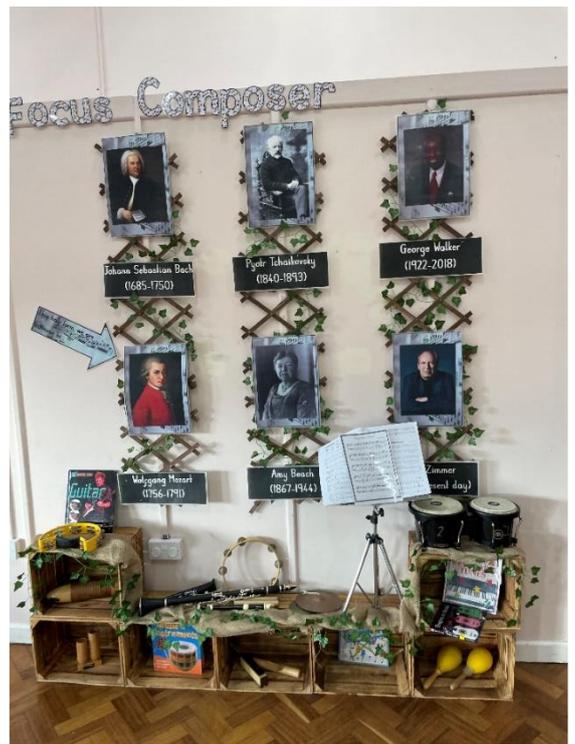
These displays are current (mapping to work this current half term) and are used to showcase outstanding age-appropriate Writing. All work is smartly backed, well presented and using complimentary colours. Explanation has been added so that visitors are clear on what the display represents. These displays showcase children's work at its best.

Long term EYFS classroom vision:



Example displays from another UL school:





Do's and Do Not's:

Do...

- Keep things level or deliberately off angle
- Take pride & ownership of displays,
- Be creative – 3D displays, awe and wonder, stand out.
- Try to use a natural house style
- Use black bunting for titles
- Showcase us at our best
- Consider cognitive load
- Non-Cursive
- Include explanations of pre-learning, describe the learning journey.
- Design it to last at least 12 months
- Ask Chris for funds for any resources required
- Ask for help from others – Mr Mather is happy to help

Do Not...

- Twinkl Titles
- Overlap borders unnecessarily