John Ruskin Primary School and Language Classes

Learning Environment

Coordinator: Phoebe Clater

Last review: October 2021
Next review: 2024

"**Be responsible, be fair, stay positive and care**"

Our Expectations for The Learning Environment at John Ruskin

Guidance for Classrooms (and rooms used for sets)

All classrooms should:

- Make good first impression (by being tidy, inviting and appealing)
- Be organized and accessible to children (including storage /shelves /drawers being labelled)
- Have a range of prompts (big enough for children to see them easily), as follows:
    - Reminders for specific subjects (e.g. Maths, English etc.)
    - Reminders about how to learn (e.g. self-assessment /goals etc.)
- Key vocabulary to be displayed
- Displays should have labels and explanations and be interactive where possible
- An inviting carpet area / book corner
- A working wall for English
- A display of some children's work where relevant
- Maths display
- Science/Topic display
- Other subjects all represented on rotation during the year
- Each child to have tray labeled with their name
- Core values displayed (can be in French)
- Class rules agreed by children & displayed (review termly)
- Resources to be labeled: pens, pencils, scissors, Maths books, felt tips, English books, sketch books, topic books, labelled art resources, book genres, A4 paper (lined/unlined, scrap paper, book corner, rubbers, coloured pencils.
  All trays containing equipment & drawers. Recycling box pack lunch box, star of the week area. Reward chart for the class.
  All labels should be typed & laminated.
- No empty boards except in September each year
- Each EYFS classroom to have an assessment board/area for displaying children's assessment sheets and work.

Other ideas for making classrooms more appealing:

- Have washing lines / things hanging up
- A role-play area (EYFS /KS1) / topic area
- Plants
- Fabric
- Interactive displays
- A questions wall where children can add their own questions about the current topics

DT room/food preparation room

If you do any work throughout the year and take photos, please give them to the learning environment coordinator for display.

Boards in the stairways

Work from old bottom hall displays to be given to the learning environment coordinator or co-headteacher for display on the stairs.

ICT Suite

There is a board for each year group included in the display timetable.

Display guidelines (excerpt from our Art Policy)

1. Work displayed should show the diversity of work covered by the class. There should be one English /one Maths display at all times, can be a working wall.
2. Work should be changed termly, to show work covered in the Autumn, Spring and Summer terms.
3. At the start of the academic year, work should cover all display boards by the end of the first half term, and should subsequently be updated termly.
4. All work should be mounted. It is optional whether display boards have borders.
5. Work should be displayed according to JRS Equal Opportunities Policy and should show work from less able children as well as high achievers.
6. A hall display will be presented termly, this will be on a topic agreed by the Art Coordinators, and again this work should show work from a range of abilities.
7. At various points in the Year, you may be asked to present work for a special display – for example Black History Month.

Complete the sections/questions below and place a tick in the boxes, as appropriate:

Section 1 - General Information

1. Title of the policy or practice being assessed:

Learning Environment

2. Aim(s) of the policy or practice being assessed:

To ensure all learning areas are of a good standard.

3. Type of policy or practice being assessed:

[x] Existing

[ ] Proposed

4. Department and/or name of person responsible for the policy or practice:

Phoebe Clater

5. Which members of our school community are affected/likely to be affected by the policy or practice?

[x] Pupils

[x] Staff

[x] Parents and carers

[x] Governors

[x] School volunteers

[x] Visitors to the school

[x] Wider school community

[ ] Other – (please list)_____

☐ Not relevant to members of our school community ⇨ **Process Ends** ⇨ equality impact assessment not required

Section 2 - Monitoring impact - gathering evidence

6. Do we currently collect or plan to collect any data or information to monitor the impact of the policy or practice on members of our school community (as listed in Q5)?

Tick all that apply:

☐   Performance indicators or targets

☐   People profiles – eg pupils, staff, governors, visitors, wider school community

☐   User satisfaction methods – eg from pupils, parents and carers, staff,   governors, visitors, wider school community

☐   Consultation methodologies, eg sampling of policies using pupils, parents and governor forums, 1-to-1 meetings with people from diverse groups

☐   Collating complaints and compliments

☒   Other – (please list): Visual inspection by co-ordinator

☐   None 🚩

7. Is the data we collect (or intend to collect) broken down into the following groups?

Tick all that apply:

☐   children or people from different ethnic backgrounds

☐   disabled children or people

☐   boys or girls, men or women, people who identify as transgender

☐   people of different ages

☐   children or people with different religions or belief

☐   children or people who are heterosexual, gay or lesbian

☒   None of the above 🚩

8. Do we know, from the data or information collected, if the uptake of any services, benefits or opportunities associated with the policy or practice is generally representative of our school community?

☒ Yes ☐ No ☐ 🚩 Insufficient evidence to make a judgement 🚩

9. Is there evidence or reason to believe that some groups within our school community may be affected differently by the policy or practice – either adversely or positively?

☐ No – Go to Section 3

☐ No – insufficient evidence to make a judgement– 🚩 Go to Section 3

☒ Yes 🚩 - these being:

☐ children or people from different ethnic backgrounds

☒ disabled children or people

☐ boys or girls, men or women, people who identify as transgender

☐ people of different ages

☐ children or people with different religions or belief

☐ children or people who are heterosexual, gay, lesbian or bisexual

Give detail of evidence and/or reasons why:

Children with specific needs may require less busy/colourful displays.

Section 3 - Anticipating future impact

10. Now consider what the policy or practice is aiming to deliver in the future, how will it do this and how it will impact on groups within our school community? Is there a possibility it may disadvantage or exclude from any groups within our school community? (See Appendix 2 – 'Equality strands and factors to consider' as a prompt)

☒ No

☐ Yes 🚩

☐ Not sure 🚩

Please describe any potential issues here:

Section 4 - 🚩 **Addressing the red flags:**

11. You now need to think about the implications of any red flags triggered during this assessment.

- How straightforward will it be to address the red flag triggers?
  Can you fill any gaps in information by carrying out small consultations (eg1-to-1s) or surveys? Can you analyse existing data, or collect new data relevant to the policy or practice? Can you amend the policy or practice to address the issues? Decide how the red flag triggers can be best addressed appropriately and reasonably for your school.

- Are these red flags highlighting major gaps in your evidence or understanding which will need more detailed consideration?

Please indicate your conclusions below. This will explain the next steps you need to take.

☐ There are no red flags or issues identified. No further action is required. Go to Section 7 - Completion

☒ The red flags can be easily addressed for example, by collecting and analysing data, amending the policy or practice, or through carrying out small consultations.

Or we have identified an objective, lawful reason to justify the issue(s).
Go to Section 5 - Improvement Actions

☐ Red flags are highlighting major gaps in evidence or issues that will be difficult to address and we need to undertake more evidence gathering.
Go to Section 6 - Additional evidence gathering

Section 5 - Improvement Actions

12. Please describe any actions which you intend to undertake to address any issues which have been highlighted by the EqIA. Then go to Section 7 - Completion.

Liaise with SEND co-ordinator regarding issues that may arise through displays.

Section 6 - Additional evidence gathering

If your assessment identified complex issues which would be difficult to address, or you had insufficient evidence to make a judgement, you need to undertake an additional evidence gathering process. This is described below:

(a) Gather and analyse relevant additional evidence to address gaps in your knowledge, enhance understanding of the issues and inform options for addressing these. Additional evidence may include any of the following:

- Involving for example, pupils, staff, parents, carers and governors from different equality groups in discussions about the how the policy or practice may affect them
- Information from specialist staff/in-house expertise, either within school or at Southwark borough council
- Benchmarking with other schools
- Analysing data of take up/use of policy or practice by school community profile groups
- Using results of any school surveys or consultation exercises undertaken in relation to equality
- Research reports on the needs and experiences of diverse groups
- National best practice guidance from, for example from Department for Children, Schools and Families, (www.dcsf.gov.uk) or Equalities and Human Rights Commission (www.equalityhumanrights.com)
- Expert views from organisations representing diverse groups (ie disability/race equality groups; trade unions etc – see Useful Resource Contacts on Southwark schools equality pages for details of contacts)

(c) Use your additional evidence gathering and analysis to develop options for addressing the issues identified, and consulting with relevant management teams/governors where necessary to discuss issues and confirm proposed actions.

(d) Following completion of the above, please confirm the following:

Summary of evidence gathered, including any consultation:
The conclusions and agreed actions:

Section 7 - Completion

Name and job title:	Phoebe Clater– Learning Environment.

Names and titles of any other people who assisted with this assessment:	n/a
Date:	19th October 2021
Date of next review:	2025

When completed, a copy of this form should be saved with the master copy of the function/policy for audit purposes.