John Ruskin Primary School and Language Classes

Learning Environment

Coordinator: Phoebe Clater

Last review: October 2024
Next review: 2028

"**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:

- **Use hessian to back their boards, this can be reused and recycled. This will reduce costs, not only for paper but staff to replace. Moreover, it allows work to be at the fore-front of the display and** allows **children to engage with the content more readily.** Furthermore**, children with SEN will find the displays less distracting and the classroom space calming and inviting. In addition, the tactile nature of the material should open dialogue in the use of sustainable materials with children. By the next review, all classes and hall areas should be backed in this material.**
- Make good first impression (by being tidy, inviting and appealing)
- Be organized and accessible to children (including storage /shelves /drawers being labelled if resources are to be accessed by children/ pictures used in EYFS)
- 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/metacognitive strategy etc.)
- Key vocabulary to be displayed either on walls or using knowledge organisers at tables
- Displays should have labels and explanations when topic based
- An inviting carpet area / book corner
- A working wall for English that showcases current text, genre and characters
- A display of some children's work where relevant (displayed around the room, not specific to boards)
- Maths display that showcases current topic, stem sentences and current vocabulary
- Science/Topic display that focus on key vocabulary
- Other subjects all represented on rotation during the year
- Each child to have tray labeled with their name
- Core values displayed via poster
- Class rules agreed by children & displayed (review termly)
- Resources to accessible : 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.
- 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:

- (fire hazard)A role-play area (EYFS /KS1) / topic area

- Soft furnishings 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. Vocabulary cards will increase engagement

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. At various points in the Year, you may be asked to present work for a special display – for example Black History Month.