Bishop Bridgeman Church of England Primary School
Classroom Environment Policy

Purpose
This policy acts as a guide to developing the classroom environment to ensure a shared understanding and consistency of approach throughout the whole school.

Rationale
Classroom environments can both support and enrich the learning of all children. As well as being rich, vibrant and welcoming, the classroom environment can be a learning tool, a way of engaging children and building the class community. It can create a sense of ownership and be used to support and promote learning as well as celebrating children's work. With thought and planning an effective classroom environment is used as an interactive resource supporting teaching, learning and assessment.

Aims
•   To ensure that all classroom environments are bright, stimulating and welcoming for children and visitors.
•   To celebrate children's achievements in all areas of the curriculum and boost their self-confidence.
•   To develop classroom environments so that they are used as an interactive resource to support teaching, learning and assessment effectively.
•   To support children's learning by providing prompts, models, good examples and information which they can use in their lessons on a daily basis.
•   To ensure that the prompts and examples provided are referred and added to regularly so that they don't become 'wallpaper'.
•   To develop children's ownership of their classroom by involving them in the development and relevance of their working environment.
•   To enable children, staff and visitors to gain an insight into the work going on in classrooms.
•   To reflect the learning that is taking place showing work in progress as well as finished work.
•   To support children's understanding of where they are in their learning and what they need to do next.
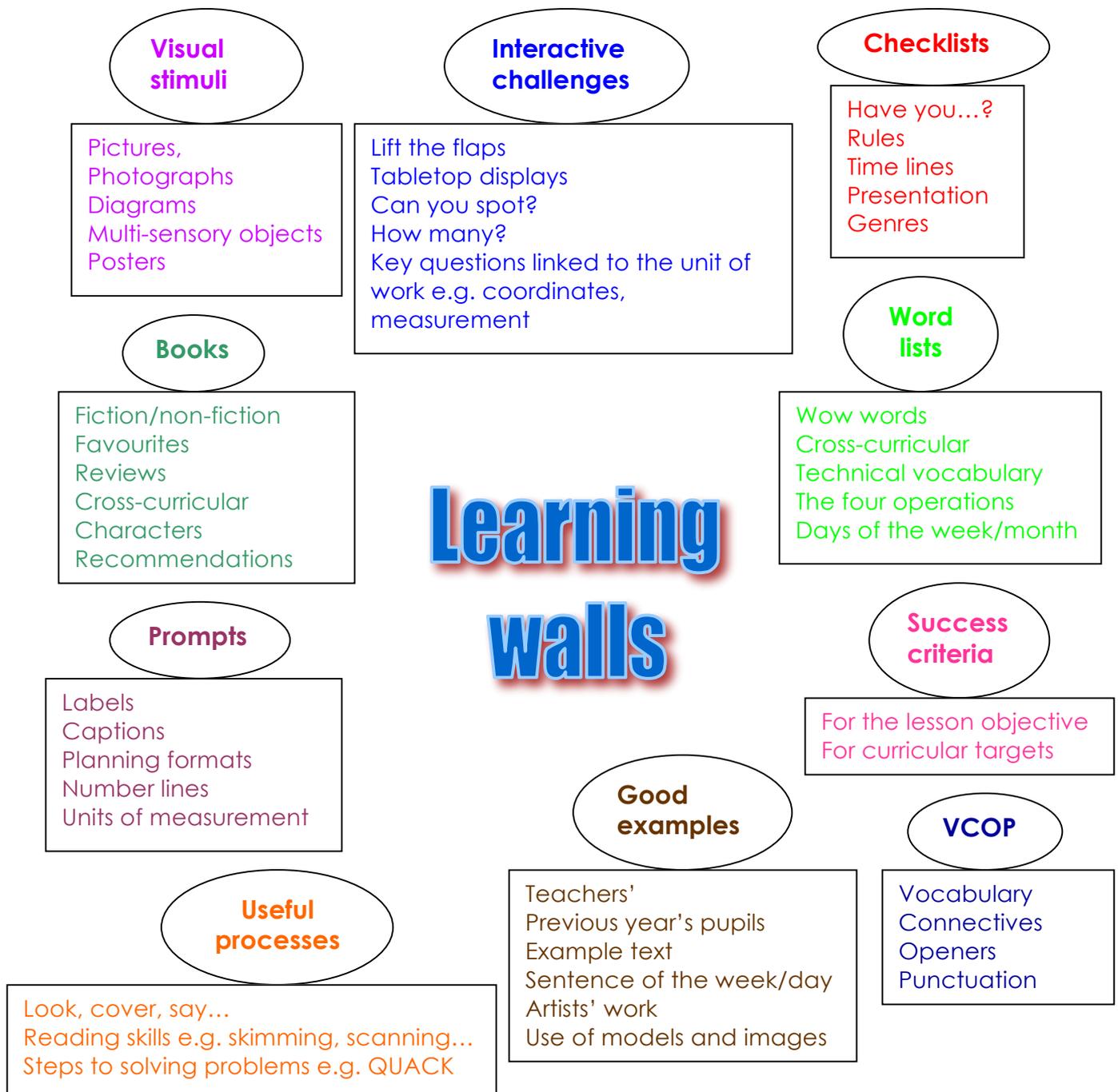
Actions
All classroom environments will provide the following at an appropriate level for the age of the children working in the classroom. The following will also be used within lessons to support teaching and learning.

•   Objectives, success criteria and key questions are displayed and referred to in lessons.
•   Prompts, ideas and good examples that are generated during lessons are displayed and referred to, to support future learning.
•   Prompts to support learning about learning are available to support children's talking and thinking about learning.
•   Key questions/grids are displayed and used to trigger prior knowledge.
•   Curriculum displays include statements and questions to highlight key learning points.
•   Key literacy and mathematics curricular targets are displayed together with children's progress towards these.

- Classroom environments include visual prompts and resources to support achievement of the curricular targets.
- Key words and technical vocabulary are displayed and discussed for a variety of curriculum areas.
- Collections of words or phrases are displayed and updated regularly to support learning e.g. sticky notes, cards, and pocket charts.
- Vocabulary and definitions of words are referred to, discussed and used within teaching.
- Good examples of work are displayed, annotated, and referred to during lessons by teachers and children

Additional ideas to develop the classroom environment so that it supports teaching and learning effectively.

Visual stimuli

Pictures,
Photographs
Diagrams
Multi-sensory objects
Posters

Interactive challenges

Lift the flaps
Tabletop displays
Can you spot?
How many?
Key questions linked to the unit of work e.g. coordinates, measurement

Checklists

Have you...?
Rules
Time lines
Presentation
Genres

Word lists

Wow words
Cross-curricular
Technical vocabulary
The four operations
Days of the week/month

Books

Fiction/non-fiction
Favourites
Reviews
Cross-curricular
Characters
Recommendations

Learning walls

Prompts

Labels
Captions
Planning formats
Number lines
Units of measurement

Success criteria

For the lesson objective
For curricular targets

Good examples

Teachers'
Previous year's pupils
Example text
Sentence of the week/day
Artists' work
Use of models and images

VCOP

Vocabulary
Connectives
Openers
Punctuation

Useful processes

Look, cover, say...
Reading skills e.g. skimming, scanning...
Steps to solving problems e.g. QUACK

Classrooms at Bishop Bridgeman will have the following;

- Working wall
- Reading area
- Reflection area/chair
- Balance between computer generated script and hand written script