

Classroom Environment

All classrooms should reflect a clear and orderly environment which is welcoming and conducive to learning. Consistent learning environments should be evident across the school. All classrooms should reflect the ethos and values of the school as a whole. The school environment should endeavour to reflect a shift towards the reduction of the use of plastic based products as a role model to the children.

- Classrooms need to be well organised, tidy, clean and set up to ensure easy access to work and resources
- Classrooms should be a calm learning environment, free from clutter.
- Clear rules for work and behaviour need to be established and consistently applied.
- There should be well established routines of which all the children are aware.

This policy must be read in conjunction with the Presentation Policy, Teaching and Learning Rubric and Behaviour Policy

Displays KS1 and KS2

- Classroom displays are backed with hessian and bordered in blue.
- Lettering on curriculum displays should match the colour of the book used for this subject – eg English in purple, maths in blue. This lettering can be found in the classroom environment folder on sharepoint. For more detail on book colour please see the Presentation Policy.
- Displays should have children's work from the start (big picture) of a topic to the final challenge.
- All classes must have a reflection area that is separate from the RE board. See separate policy.
- Any printed resources on displays must be able to be read from all points of the classroom. Where vocabulary has been handwritten by staff this must also be able to read from all points of the classroom.
- All classes must have an English and a maths working wall.
- All classes must have the following displays; Rules and Values (imprint should be used for rules and the school symbols should be used for values); RE (not Religion) science; history/geography (this should not be labelled as 'topic'); zones of regulation; if possible KS2 should also have a Latin board.
- If there is any further space then art/dt; computing etc can be displayed. Any board should include key vocabulary for the unit. This should be handwritten on cards (using the appropriate handwriting for each stage) so that it can be used in lessons and the correct letter formation can be seen.
- KS1 classes must have a phonics display with the sounds that have been learnt displayed along with any high frequency words learnt.
- Classes may also have (but do not need to) a birthday board; a reading board; a celebration board.
- All classes must have a whiteboard that is visible by all pupils.

- All classes should have the alphabet displayed with the correct letter formation for their age and stage. These can be found in the classroom environment folder on sharepoint.

Displays EYFS

- All environment areas should be labelled.
- All environment areas should have vocabulary displayed to support staff in working with pupils.
- Reception must have a phonics display with sounds learnt displayed along with any high frequency words that have been learnt.
- Both classes should have a birthday board and a celebration board.
- All boards should be backed in hessian and blue borders used.
- There should be a rules and values board – following the same format as the rest of the school (see above).

Resources KS1 and KS2

- Tables and work surface should not have clutter on them. From Y2 onwards only the children's packs should be on their tables. These should be put out each morning ready for the children to access as part of their morning work. In Y1 pots with pencils should be used on each table.
- All pupils must have a pencil case from Y2. This must be named with a sharpie. This should contain – a highlighter, a 15cm clear ruler, a pencil, a purple pen, a whiteboard pen, a small piece of cloth to wipe their whiteboard and a glue stick. From Y5 pupils should also have a handwriting pen. No pupils below Y5 may use a handwriting pen. Regular pencil case checks should take place. Where children struggle to manage their resources they should be labelled with their name. Pupils must not bring in their own pencil cases. Pupils must not put their own resources in their pencil case.
- Y1 should have pack that contains a whiteboard, a whiteboard pen and a wipe. As they progress through the year teachers may decide to move to using pencil cases.
- All pupils must have an A4 pack from Y2 onwards. This must be named with a sharpie. This must contain a whiteboard and their pencil case. Where appropriate pupils should also have the following in their pack (all must be laminated to conserve resources);
 - Hundred square
 - Multiplication table
 - Fraction wall
 - Place value chart
 - Phonics mat
 - Common Exception Word mat
 - In UKS2 pupils may also have a jotter in their pack.
- Manipulatives for maths. Every class should have an appropriate set of the following equipment (not all classes will need each set of manipulatives) with enough for each child to use:
 - Dienes
 - Numicon
 - Coins
 - Tens bundles
 - Tens frames
 - Counters
 - Reversible counters
 - Rekenreks

- Paper resources – eg worksheets that will be used through the day or week. These must be either clipped together and neatly piled up; kept in a folder; or kept in daily drawers. Any sheets not used must be either recycled or put into a scrap paper drawer immediately at the end of the lesson.
- All classrooms must be left tidy with clear tables, no stray papers and nothing on the floor at the end of the day.
- All children need a named water bottle that is provided by the school. This should be run through the dishwasher once a week. No water bottles from home should be in the classroom (although these are permitted for lunch). These should be kept in a box – although teachers may decide that children can keep them on their table if needed
- Only water should be in water bottles. If any child has a sensory need around water linked to their SEND needs – this should be recorded in their One Page Profile and reasonable adjustments can be made.
- Water bottles should be emptied and filled each day.

Resources EYFS

- Paper resources – eg worksheets that will be used through the day or week. These must be either clipped together and neatly piled up; kept in a folder; or kept in daily drawers. Any sheets not used must be either recycled or put into a scrap paper drawer immediately at the end of the lesson.
- All children in reception should have a phonics/maths pack with a whiteboard pen; a whiteboard and a wipe in.
- All classrooms must be left tidy with clear tables, no stray papers and nothing on the floor at the end of the day.
- All resources should be returned to shelves etc at the end of the day. Shelves should be labelled so that pupils are able to learn how to tidy up.
- All children need a named water bottle that is provided by the school. This should be run through the dishwasher once a week. No water bottles from home should be in the classroom (although these are permitted for lunch). These should be kept in a box – although teachers may decide that children can keep them on their table if needed
- Only water should be in water bottles. If any child has a sensory need around water linked to their SEND needs – this should be recorded in their One Page Profile and reasonable adjustments can be made.
- Water bottles should be emptied and filled each day.

Timetables

- Every class must have a visual timetable displayed. This should follow a consistent format and should be taken from Imprint. There is a folder on Imprint with the agreed symbols in for you to use.
- To support with the telling of time teachers may choose to place teaching clocks above their visual timetables.
- All classes should have a visible clock. This should be labelled with the times as appropriate to their age and stage (eg Y1 labelled with o'clock and half past; UKS2 labelled with each 5 minute increment).

Storage

- All drawers and cupboards must be labelled with the appropriate font (primary infant sassocon for KS1 and letter-join basic for KS2)
- Drawers should be regularly checked for tidiness.
- The templates for drawer labels can be found in the classroom environment folder.
- Children do not need their own drawers. In the lower classes please have a 'going home box' for work that children want to take with them.
- Lunch boxes must be placed in the class box and taken to the hall in the morning. They should be collected after lunch. Lunch boxes must not be kept on shelves.
- Children do not need bags other than their reading bag unless they are bringing in trainers for PE. Trainer bags should be kept on their peg. If children bring their lunch box in a large bag then this should be put into the box and parents should be spoken to to ask for this not to be sent in again.
- In EYFS children do need a bag with a change of clothing in, this can be kept on their peg. It may be that some Y1 pupils also need this – in this case it should be kept in a cupboard and written into their One Page Profile.
- Pegs should be labelled. Where children need to share then both names need to be on this. There are templates for this in the classroom environment folder.

Seating

- No child should be seated with their back to the front of the classroom. Where it is felt that this is not possible then further furniture should be removed from the classroom rather than pupils having their backs to the front.
- Y1 and Y2 should have carpet areas. From KS2 the expectation is that pupils will work from their tables.
- Consideration should be given to any pupils with SEN eg pupils with hearing issues seated face on (rather than side on) to the teacher.
- Where possible the colour of chairs should match and the tables should match.

Staff Tables and Resources

- Staff may display one or two family photos by their desk if they wish to.
- Staff may have a noticeboard by their desk for displaying class lists, briefings etc. this must be kept current and tidy.
- Staff tables must be kept tidy at all times.

Door Signs

- All classes must have a whiteboard on their door where they write the names of absent pupils and the number in school that day.
- All classes must have a door sign that gives the name of the class, the name of the teacher and the names of any other staff that work in that class. This must follow the same format for each class. This can be found in the classroom environment folder in sharepoint.

Reading Area

- Classrooms should provide children with a model library. Books should be organised and tidy.

Corridors and Shared Areas

- These must be kept clear and tidy at all times. Staff in each area should agree who will take responsibility for each area.
- Displays in these areas must be regularly maintained and any damage done to displays must be fixed that day.
- There must be no rubbish or stray papers left in these areas.
- Any member of staff – or pupil once they have been trained to do so – should pick up any coat, piece of rubbish or resource that they find on the floor.