



Learning Environments – Subject on a page

Why Learning Environments are important

Environments are learning spaces which have been thoughtfully designed to provide the best developmental opportunities for our children at St William of Perth. The environment is seen as an ‘additional teacher’ offering learning opportunities, key learning points and creating awe and wonder. We ensure that all learning opportunities are optimized, including the important role of the environments in which our children spend a great deal of time in throughout the day. Creating environments that are well-thought out, designed for a purpose and influence the mind set of our children to become independent ‘thinkers and doers’ of society. In an age reliant on technology, (although having their place) we want our children to think beyond the iPads and to educate them through head, hands and heart, instilling those characteristics of effective learning.

INTENT - What we are teaching

We are teaching our children to be grounded in the here and now. Accessing information from the environment around them promotes the Characteristics of Effective Learning more commonly spoken about within the Early Years Foundation Stage, but we believe vital to continue throughout all of childhood. We are teaching our children the skills they need to cope in an ever-changing world. Offering pockets of awe and wonder we are encouraging our children to be inquisitive and sparking interest.

IMPLEMENTATION - How we teach it

Each classroom is developmentally appropriate for the children it is designed for. Environments are thought out and considered for the children and therefore change with the needs of the children throughout the year. Environments aid learning, celebrate our children’s achievements and spark curiosity. Having an environment not only aids children academically, but socially and mentally. Placing a high importance on the environment and modelling it within our own practice, teaches our children to have respect for the world around them, something which they can take into the wider community. Communal areas are neutral to not over stimulate children, allowing the key purpose of the display or artefact to stand at the forefront, allowing the focus to be on the main learning point. Resources are clearly labelled in classrooms, at reading abilities that are developmentally appropriate of the age of children.

IMPACT - What is working

Children are looking after the school environment. They take pride in the work that is displayed and ensure it is of the highest quality. Celebrating this gives children a sense of pride to be a member of the St William of Perth community and motivates them to continue pushing their own capabilities.

Interest areas around the school, whether it is an artefact or an area dedicated to an inspirational figure, sparks curiosity and children are asking questions to deepen their understanding therefore broadening their scope of knowledge. These are celebrated in Key Stage Assemblies to provide the children with a deeper understanding of the figure/event that reflect current affairs.

Optimising the environments we have both inside and outside has had a positive impact on behavior. For example, introducing a med kitchen near the playground has given focus to certain groups of children and stimulates their play in a positive way, giving a focus and meaning to their play.

Clearly labelled resources in classrooms enables all children to be independent when accessing resources and being responsible for their own learning environment.

Developing the entrance area of the school provides the children with a sense of belonging as soon as they enter. Having the school logo visible with key words that the children have identified as being important values here at St William of Perth gives a sense of pride and identity, as well as instilling our Catholic values.

On the scale below rate where you believe this subject currently stands in terms of your overall curriculum offer:

↓		
_____	_____	_____
Developing	Secure	Embedded

Learning Environments leader actions and impact

Previous Improvement Actions and Impact	Current Improvement Actions	Future Improvement Actions
<p>. A whole school display highlighting the Catholic ethos of the school shows the children the Catholic values in action and how they have actively participated in these.</p> <p>. Developing the playground 'bank' with a mud kitchen has had a positive impact on behavior at playtimes. Some children are more focused and it provides children further opportunities to develop skills such as sharing and turn taking, especially with mixed year groups.</p>	<p>. To support teachers to further develop classroom environments to support the needs of their children and create homely safe spaces to optimise the learning of our children.</p>	<ul style="list-style-type: none">• Communal outside areas to be developed.