# Learning Environment Policy

**Review Date: 17th July 2025**

# Mission, Vision, Values and Ethos

**Our Vision Statement:**

Leigh Academy Halley is a place of opportunity where respect, resilience, integrity and collaboration matters. We are a caring community where everyone feels safe, valued and empowered to explore, experience and achieve.

We are proud, articulate, confident, independent learners equipped to take our place in wider society. As lifelong learners we develop our international mindedness and intercultural understanding. This is so that we are in a position to pursue our aspirations and interests as responsible members of a global society who respect and appreciate diversity.

**Our Mission:**

## "Together we inspire, learn and achieve"

**Our Values and Ethos:**

At Leigh Academy Halley, our values are the cornerstone of everything we do.

## Respect

We expect everyone to take responsibility for their learning and be lifelong learners.

## Achievement

We aspire to achieve our full potential in everything we do.

## Collaboration

We enrich the experiences of all through our local, national and international partnerships. We do this by working together to achieve excellence.

## Integrity

We embrace the opportunities we are presented with to show our strong moral principles, the IB learner profile and our respect and acceptance for others.

## Resilience

We empower all to develop a 'can do' attitude and have confidence in their ability to progress in the face of challenges.

| Policy Review Dates | | |
|---|---|---|
| **Date** | **Description** | Academic Year |
| 16.7.24 | Updated staff initials and posters. | 2024/25 |
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**Purpose of the Policy**

- To make clear to all members of the academy that the visual appearance of the school embodies our teaching and learning priorities and the high standards that we adhere to.

- To make clear how all members of the school community can contribute to providing an environment where students and staff feel safe, secure and confident in classrooms and around the school premises.

- To make clear the basic conditions for an effective classroom. Our learning environment is purposeful, to remind, recap and inspire knowledge for our students.

**Objectives of the Policy for the Learning Environment**

- To enable the learning environment to give positive messages to young people. This includes messages about equality of opportunity, the value of learning, recognition of success, collective responsibilities, cultural diversity and the importance of quality. In brief, the learning environment should reflect our academy's vision to inspire, learn and achieve.
- To provide a safe, caring, comfortable, welcoming atmosphere and an attractive and well-maintained environment in which we can stimulate, maintain and develop lively enquiring minds.
- To acknowledge and celebrate the richness and diversity of British society and to help prepare young people for their part in that society as confident, well informed and tolerant adults.
- To ensure that our learning environment supports our key teaching and learning principles that underpin our key pedagogical practices and research as to how students learn best.

**Basic Principles underpinning this Policy**

- Young people and adults tend to respect and look after an environment that has a pleasant, orderly and cared for appearance, and one that they or their peers have helped to create. We also want our resources to be informative and challenging, without burdening our students' cognitive load.

- Our learning environment supports our six key teaching and learning principles, notably number one which is about having the highest standards of learning.

- Adults and young people have a right to the best that can be provided.

- All resources in classrooms, corridors and shared areas should promote or support learning; they should aim to raise self-esteem and they should show respect for learning and for learners. In all cases these resources should either be useful, informative and / or attractive.

**The Classroom Environment**

In order to ensure our classroom environment is conducive to our high expectations, all classrooms should have the following:

- **Furniture is arranged according to the predetermined seating plans.** Check the layout of the desks, tables and chairs.  Are they arranged in a neat and orderly manner?  If furniture is damaged, please report this to the classroom monitor.

- **Equipment is easily accessible.** Each classroom should contain:

  - cupboards and/or shelving where students' work and textbooks can be safely and neatly stored.
  - labelled boxes for class sets of books.
  - a projector and appropriate screen.
  - easy access to audio visual equipment.

- **Appropriate ambient temperature.** Check the ventilation in the room. Is it too hot or too cold?   Sometimes a simple thing like increasing the ventilation can cure the "rattiness" that goes on when a class is hot and tired.  Please notify your classroom monitor.

- **Lighting and glare.** Check the vision in the room.  Is the board/whiteboard easy to read?  Do the lights work and are on throughout all lessons?   If curtains or blinds are damaged, contact your classroom monitor.

- **Pupils are seated appropriately.**  Teachers should have a seating plan. It is for the teacher to decide where pupils should sit, not pupils.

- **Health and safety.**

  - There should be no trailing or taut wires across areas that adults or students walk through.
  - Damaged or dangerous equipment should be reported to the classroom monitor and removed by premises.
  - Adults' cups and mugs should not be left in the students' working environment during work time.
  - There should be a clearly labelled hand sanitising unit in all rooms, along with wipes in those specialist teaching rooms where equipment will need to be cleaned between groups.


**Display in Classrooms**

Displays perform a number of functions:

- The quality of display work within a school reflects the values and ethos of the school. It can give powerful messages about the value the school places on learning and learners, about equality of opportunity, cultural diversity and the importance of quality.

- Displays reflect back what students have achieved and show what is possible. They can give positive recognition for a quality piece of work and as such are seen as rewarding and affirming of a young person's worth.

- Displays can arouse curiosity or stimulate enquiry.

- They can provoke discussion and questioning.

- They can give students a chance to grasp visually an explanation they might not have understood aurally.

- Displays allow spatial learners an opportunity to look at diagrammatic representations, again reinforcing our teaching and learning practices surrounding Dual Coding.

- They enable students who have missed parts of a topic to catch up without feeling awkward, (possibly with the help of a friend).

- They can provide step-by-step explanations of a long process

- Displays can help in re-orientating those students for whom school life is just an intermittent interruption to a distracting or threatening outside life.

- Displays can reinforce the school's Equal Opportunities policy by acknowledging and celebrating the richness and diversity of British society.

- They can make the environment attractive, and can be enjoyed and appreciated.

**Procedures and Protocol for Display**

1. All classrooms which are home to a tutor group, must have a **tutor board** present. This display must include:

    a. Map of the Values Curriculum
    b. Ground rules that are established in the first week of all values lessons
    c. Excellent work from values lessons. This will help to establish a learning and achieving tone within the classroom.

2. All other tutor displays and presentations should be non-discriminatory and represent our academy values. Displays should reflect and celebrate the diversity of our urban community.

3. Displays should be well maintained, and modified or dismantled when they have 'run their educational course', rather than being allowed to 'age' or disintegrate. They should be

removed and replaced immediately if they have been damaged.

4.  All classrooms **must** have the following on display:

    a.  **Word Wall.** These word banks for each subject and specific to the year group will be updated on a modular basis. Literacy lead will coordinate with the DoLs to ensure that these are kept up to date and reflective of the topics being taught within each subject area.

    b.  **Numeracy Display.** These displays are also specific to each year group and will be updated every other module by the Numeracy Coordinator.

    c.  **MYP displays**. These are to be updated every other module and are to further enhance the MYP programme throughout the academy.

    d.  **WOW work.** This is an opportunity to display our students' work. The work displayed will be of the highest quality and will represent pupils with various levels of ability. The work will be regularly changed, at least three times during the course of the academic year to reflect the current learning that has been taking place within each subject.

5.  Where there is available space on the display boards, please keep the following guidelines in mind for the creation of your displays:

**DO:**

- Do pin/blu-tac, rather than staple, items to display boards. This makes work easier to replace without damaging the backing paper.
- Do make sure your display has a clear title (in capital letters) and a sub title (upper and lower case) explaining the context of the work on display. Use a medium or bold weight and a size that can be seen from some distance.
- Do plan your display layout before you fix items to the wall.
- Do try to achieve a balanced composition with items aligned with the horizontal and vertical edges of the display board.
- Do discuss your display plans with your line leader to ensure that they are appropriate and fit with the overall aims of the curriculum/pastoral area.
- Do update your display in readiness of the annual main school and Post 16 Open Evenings.
- Do seek help from the admin team if you need it.

**DON'TS:**

- Don't use Word Art or a font that is difficult to read.
- Don't use too much text - there's a limit to the amount of time a viewer will be prepared to spend looking at the display.
- Don't have pictures or other elements fixed at odd angles without a good reason.
- Don't leave lots of empty space around items in the display.

- Don't fix items to the board until you have a clear plan/layout in mind.
- All student work must be marked and should not be more than one academic year old.
- Don't forget about your display once it's up. Check to see that it's still relevant and take it down if it's no longer serving a useful purpose.
- Display personal information regarding the students.


## Displays in Corridor

- Work should be trimmed and mounted carefully; otherwise it shows little respect for the time and effort put into it by the student. Student work will also be attributed to them, so that the academy can celebrate their achievements.
- Displays usually require some explanation. Labels and captions should be carefully prepared and positioned.
- Notices for public display should be typed, not handwritten.
- Displays should not be stuck on to newly painted or plastered walls.
- Posters should be straight and all staff must take responsibility for ensuring these displays remain stuck to the wall.
- An ALT member of staff has responsibility for a corridor and must report any discrepancies with premises.

South Ground:  EPA
South First:  EGO
South Second:  CSR
North Ground:  JKA and HPA
North First:  IRU
North Second:  KNQ
Sixth Form:  JCW
Sports Centre:  KCR

Displays on the corridor for each year group **will** have:

a. **Small school notice board:**  celebrations, bulletins, attendance figures  - small schools will take responsibility for these boards and they will be updated on a modular basis.
b. **MYP or IBCP displays -** JCW and EPA to provide materials to promote the IB across the academy.  These displays are to be updated every other module.
c. **Best Reads** - Librarian and Literacy coordinator to update these displays every other module.  Each display will be specific to the year group.
d. **Numeracy displays -** The numeracy coordinator will update these displays every other module.

Other displays that will be included in the corridor will include:

a. **Artwork / Technology / Music work from our students -** this will need to be displayed with names, year group and a brief summary of the project being displayed.

b. **Themed months**, such as  Black History Month, Internet Safety, Sports week - EGO and HPA to provide with topics and guidance for resources, which will then be prepared for the boards.
c. **Students - progression / careers**, IRU and JCW to provide display materials
g. **EAL -** Key words and display material to be provided to reflect our values and cultural diversity.

## Classroom Monitors

- In order to ensure we have a clean learning environment that is reflective of the high expectations we have for our students, each classroom has now been assigned a couple of monitors, including members of the ALT.

- The staff assigned will be responsible everyday for these classrooms and ensuring our high standards are adhered to.

- A checklist is provided for all classroom monitors.

- Our classroom monitors will take responsibility for their assigned classrooms and report any problems to premises.

- All classroom monitors are signposted on the door labels of each classroom. Classroom Monitors The monitors will ensure that standards are adhered to within the class.

## Classroom Checklist

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| Desks facing forwards with chairs underneath<br>No door stops<br>Windows are working<br><br>Please report to premises if these are not in place<br><br>In rooms which have cupboards, all shelves should be kept in an orderly state.  There should be nothing left on the floor and where possible, books and equipment should be stored in boxes. | |
| All books stored neatly in cupboards or on appropriate shelves | |
| Front desks are tidy, with no scrap paper/lesson materials | |
| Boards are clean | |
| Displays are neat and tidy | |

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| Classroom posters are visible at the front of the class:<br><br>Safeguarding Poster<br>Respect Code<br>One Voice Poster<br>4 to Enter, 4 to Exit<br>THA Values<br>Presentation Poster<br>Chromebook Modes<br>Attitudes to Learning Poster<br>Safer Internet Use Poster<br>Individual / Paired / Group Work<br>Approaches to Learning Poster | |
| No graffiti on classroom furniture.  If this is the case, please report to premises | |
| Broken blinds / furniture has been reported to premises | |
| Floors are tidy | |
| Blinds are open | |
| Working clock, with the correct time | |