



# The Trinity Learning Environment

"Worship the Lord in the beauty of holiness." Psalm 96:9

At Trinity Primary we know that the learning environments we create for children are incredibly important. The environment communicates our core values and the attitudes to learning we wish to promote. It is therefore essential that these are well thought out, promote high expectations and make our Trinity values explicitly clear.

## A well organised and resourced environment:

It is important that our classrooms remain tidy, organised and stimulating. Children should feel proud of their classrooms and should also take responsibility for maintaining it.

This is achieved by:

- Clearly displaying the school mission statement, behaviour policy and Terrific Trinitarian traits
- Having labels on all trays or resource boxes
- Storing art equipment so they are neat and easily accessible to children
- Adding to and changing displays
- Ensuring work is not peeling off displays
- Tidying book corners daily
- Replacing labels if they become tatty
- Keeping exercise books neat and tidy – no scribbling or bending covers
- Ensuring there are no piles of paper or resources laying around in the classroom
- Surfaces are uncluttered – including teacher desks
- Ensuring pupils tidy their desks and resources before leaving the classroom or ending sessions

## High Quality Display:

What we display in our learning environment is a direct reflection of what we value and wish to promote. At Trinity Primary we believe this should include:

- High quality learning outcomes produced by the children in all subjects, with a specific emphasis on high quality writing
- Visual aids and resources to support and reinforce key learning objectives at the year group's level or above

Displaying children's learning outcomes creatively shows we value it. It promotes high quality presentation skills and motivates children to succeed further. At Trinity Primary we seek to enhance our displays through collaboration with subject leaders, SLT and creative members of staff. Although creative licence is given to teachers, we agree that all displays should have:

- A clear title and blurb explaining the learning and putting it into context
- A background relevant to the theme or a well thought out colour scheme
- Straight borders



# The Trinity Learning Environment

- A font or typeface which reflects either the learning outcomes or the handwriting policy (eg. Sassoon Primary Infant, **never** Comic Sans)
- Work which has been mounted, except if agreed with SLT
- Work which is creatively spaced and arranged

As well as this, many high quality displays in the classroom will also have:

- 3d elements which really help the display to entice the viewer in
- Fabric or lights to add mood and interest
- Open ended questions to entice the reader to think
- Speech bubbles of children's responses to learning before, after or during the learning
- Photos of the children participating in the learning
- More than one type of outcome (eg. Writing broken up with pictures drawn on the topic)
- Surface displays which are interactive and help children engage in exploration. They can include artefacts, captions, questions and books

## Distinct Areas within the Classroom:

At Trinity Primary we wish to promote a love for reading and children's own mindfulness. It is therefore vital that our classrooms reflect this.

## Book Areas:

We know that literacy skills and communication are key life skills: exploring books gives children the opportunity to develop their vocabulary, enter imaginary worlds and answer their many questions. A well-stocked, inviting book area encourages children to pursue their interests and make informed choices. It demonstrates the value we place on books. All book areas should:

- Be separate from the rest of the class (this can be accomplished through draping, positioning of shelving and seating)
- Use material to good effect
- Be bright, stimulating and accessible
- Be relaxing and comfortable, using bean bags, seating, rugs etc
- Have posters of book fronts displayed attractively
- Have books well organised into genres
- Have clearly labelled boxes
- Part of the display is contributed by children (examples of art linked to books, written book reviews)



# The Trinity Learning Environment

## A Working Reflection area:

As part of our distinct Christian character we understand the importance of having a place to reflect, pray or be mindful. In each class we have created a reflection area which is similar in design. It should be easily recognisable for pupils wherever they are in the building throughout their schooling. These areas should all have:

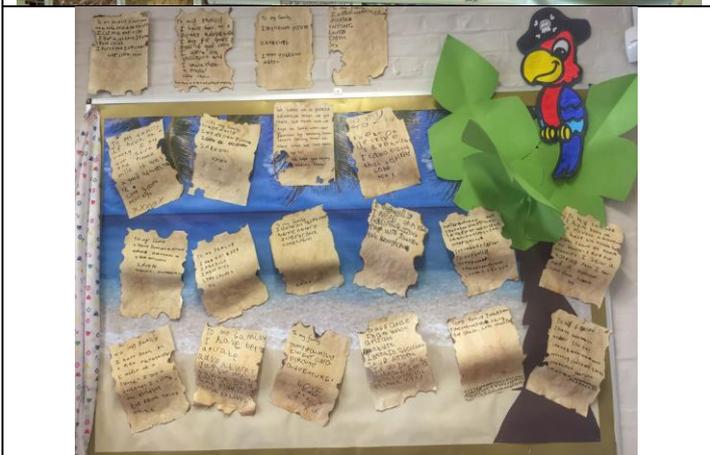
- A blue cloth draped to signify its place in the classroom
- The 'RE box' which houses the candles and opening and closing prayers for RE sessions
- Significant pieces of RE learning which are contextualised with a blurb and title



# The Trinity Learning Environment

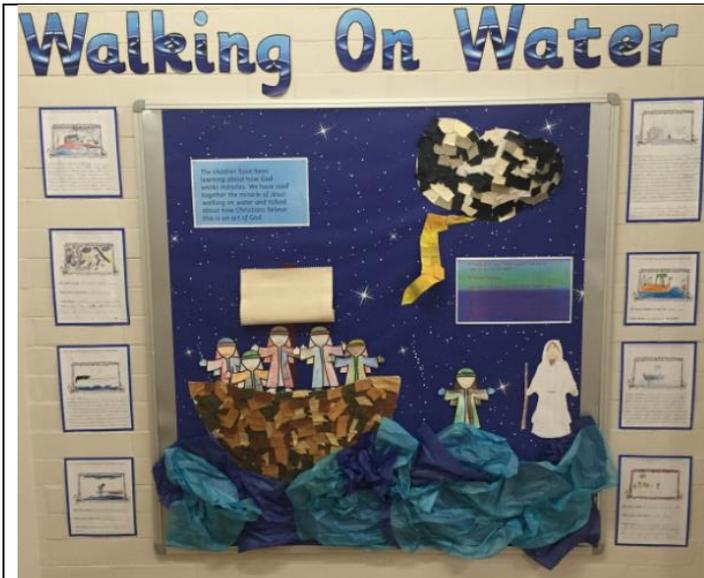
## Appendix 1:

Examples of high quality display:





# The Trinity Learning Environment





# The Trinity Learning Environment

Examples of High Quality Book corners:





# The Trinity Learning Environment

## Appendix 2

 <b>KS1 and 2 Learning Environment Feedback</b>		
A well organised and resourced environment:		
Criteria:	Met?	Comments:
Mission statement, behaviour policy and what makes a terrific Trinitarian on display		
Labels on all trays or resource boxes		
Frequently used equipment stored so they are neat and accessible		
No work peeling off of displays		
Book corner is neat and tidy		
Exercise books are stored tidily and look well cared for		
<b>Surfaces are uncluttered – including teacher desks</b>		
High Quality Display:		
Criteria:	Met?	Comments:
Obvious evidence throughout the classroom of high quality writing outcomes		
Visual aids to reinforce key learning objectives at the year group's level or above		
All displays have a clear title and blurb		
Background is relevant to theme or well thought out colour scheme is shown		
Straight borders		
A font or typeface which reflects either the learning outcomes or the handwriting policy (eg. Sassoon Primary Infant, <b>never</b> Comic Sans)		
Work is mounted unless agreed with SLT		
There are 3d elements on display boards		
Fabric or lights enhance displays		
Open ended questions on displays		
Photos of children participating in learning		
Displays broken up with more than one learning outcome (writing broken up with pictures drawn on the topic etc)		
Hanging space in classroom has: Key spellings taken from Assessment Framework and Evidence of 'ongoing learning'		
Book Areas:		
Criteria:	Met?	Comments:
Material used to good effect		
Bright, stimulating and accessible (the teacher should be able to see children from most angles they are likely to be sat in the classroom)		
It is a relaxing place to be, using bean bags, seating, rugs etc		
Posters of books fronts displayed attractively		
Have books well organised into genres		
Have clearly labelled boxes		
Part of the display is contributed by children		
Fairy lights used to enhance mood		
Reflection/Prayer Areas:		
Criteria:	Met?	Comments:
Obviously placed with blue cloth to signify where it is		
Houses 'RE box' with candles and opening and closing prayers inside		
Significant pieces of RE learning displayed and contextualised with a blurb and title		



# The Trinity Learning Environment

## Appendix 3

 <b>EYFS Indoor Learning Environment Feedback</b>		
A well organised and resourced environment:		
Criteria:	Met	Comments:
Mission statement, behaviour policy and what makes a terrific Trinitarian on display		
<b>Labels on all trays or resource boxes</b>		
<b>Frequently used equipment stored so they are neat and accessible</b>		
No work peeling off of displays		
Book corner is neat and tidy		
Exercise books are stored tidily and look well cared for		
Surfaces are uncluttered – including teacher desks		
High Quality Display:		
Criteria:	Met	Comments:
<b>Obvious evidence throughout the classroom of high quality writing outcomes</b>		
Visual aids to reinforce key learning objectives at the year group's level or above		
<b>All displays have a clear title and blurb</b>		
Background is relevant to theme or well thought out colour scheme is shown		
Straight borders		
A font or typeface which reflects either the learning outcomes or the handwriting policy (eg. Sassoon Primary Infant, <b>never</b> Comic Sans)		
Work is mounted unless agreed with SLT		
<b>There are 3d elements on display boards</b>		
Fabric or lights enhance displays		
Open ended questions on displays		
<b>Photos of children participating in learning</b>		
<b>Quotes from children displayed</b>		
<b>Children's learning displayed</b>		
<b>An area for displaying 'WOW' cards shows learning at home and parental engagement</b>		
Displays broken up with more than one learning outcome (writing broken up with pictures drawn on the topic etc)		
Hanging space in classroom has: Key spellings taken from Assessment Framework and Evidence of 'ongoing learning' ( <b>one hanging space displays larger writing using felt tips or crayons on sugar paper or similar</b> )		
Book Areas:		
Criteria:	Met	Comments:
Material used to good effect		
Bright, stimulating and accessible (the teacher should be able to see children from most angles they are likely to be sat in the classroom)		
<b>It is a relaxing place to be, using bean bags, seating, rugs etc</b>		
Posters of books fronts displayed attractively		
Have books well organised into genres		
Have clearly labelled boxes		
Part of the display is contributed by children		
Fairy lights used to enhance mood		
Reflection/Prayer Areas:		
Criteria:	Met	Comments:
Obviously placed with blue cloth to signify where it is		
Houses 'RE box' with candles and opening and closing prayers inside		



# The Trinity Learning Environment

Significant pieces of RE learning displayed and contextualised with a blurb and title		
<b>Provision:</b>		
<b>Criteria:</b>	<b>Met</b>	<b>Comments:</b>
<b>There is a clear focus on making provision link to the topic and/or needs/interests of the children</b>		
<b>Provision is changed regularly to maintain engagement (this will often be daily)</b>		
<b>Learning questions are displayed and provide sufficient challenge</b>		
Opportunities to record or mark make are set up around most provision to promote writing, number and fine motor skills		
There is always provision set up for self selecting writing activities or phonic word play		
There is a clear Ipad area with high quality apps working towards and beyond the early learning goals with appropriate e safety measures on		
Provision for maths is set up which clearly links to the development matters framework		
A role play area is set up with high quality resources and costumes to enable imaginative role playing		
A small world table is set up		
There is provision enabling construction		
Provision for creative development is set up		
Fine motor or malleable provision is set up		



# The Trinity Learning Environment



## EYFS Outdoor Learning Environment Feedback

### A well organised and resourced environment:

Criteria:	Met	Comments:
Material and storage systems clearly separate and define areas of learning for: construction, writing, role play, creativity, mud kitchen		
Areas of learning are clearly labelled		
Labels on all trays or resource boxes		
Frequently used equipment stored so they are neat and accessible		
Photos of children participating in learning in each area		
Quotes from children displayed related to learning in each area		

### Provision:

Criteria:	Met	Comments:
<b>There is a clear focus on making provision link to the topic and/or needs/interests of the children</b>		
<b>Provision is changed regularly to maintain engagement (this will often be daily)</b>		
Opportunities to record or mark make are set up around provision to promote writing, number and fine motor skills		
Games or activities with a number focus set up daily		
Construction activities are easily accessed and clearly modelled		
A writing area is easily accessed and well resourced with a variety of writing instruments (ie. Pens, pencils, chinks, chalk boards, paints, sugar paper etc)		
An engaging role play area is set up with a variety of costumes and props easily accessed		
Provision for creative activities is well resourced and varied (eg. junk modelling, painting, printing, collage etc)		
A mud kitchen is set up and ready to use daily		
The sand pit is always full and contains a purposeful activity		
When appropriate, a water tray is set up outside with a purposeful activity		