



**ALL SAINTS
MULTI ACADEMY TRUST**
BIRMINGHAM
GOD'S LOVE IN ACTION

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Policy Name:
Quality Environment Policy

Policy Group:
Misc Policies

Committee reviewed by:
Resources Committee

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Mission Statement

All Saints Multi Academy Trust Birmingham

God's Love in Action

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self-belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

1.0 Introduction

The environment plays a key role in supporting and extending children's development and learning'

This policy applies to all areas of the schools (both inside and outside), including halls, corridors, eating areas, the staffroom, offices and storage areas.

It is important to provide a quality environment because

- It is attractive and motivating to children
- It is part of how we promote and value children's learning
- It is easier to ensure health and safety in clean and well organised areas
- Children, staff and parents will enjoy being in the school if it is a cared for environment
- Clean clear learning spaces contribute to order rather than chaos
- It sends out positive messages to parents and visitors about the quality of our provision

It is important to look after the environment, resources and materials because

- Children have a right to learn in quality environments and be offered equipment in good condition
- Complete sets of equipment need to be readily available for use by children and staff. Time is wasted when resources are not where they should be or in complete sets
- Children need to know where and how resources are kept, so that they can participate in tidying up
- To ensure that equipment is safe and hygienic for children to use
- Resources are expensive and budgets limited

By 'resources' we mean all equipment including books, and consumable items such as paper and collage materials

By 'environment' we mean furniture, carpets and wall coverings, as well as the complete outdoor environment

In essence we aim to look after the Schools to a very high standard

2.0 Good practice means

- A place for everything and everything in its place
- Every person taking responsibility for equipment and resources
- Ensuring that equipment is put away in the right place as soon as possible after it is finished being used
- Ensuring that equipment is clean and undamaged. This includes covering tables for very messy activities
- Ensuring that equipment is complete, and locating 'missing' pieces, before putting away

- Using common sense about which resources should (or should not) be used outside. For example, fabric such as dolls clothes will get dirty in one session if used outdoors in the winter. Musical instruments and books can get damaged outside unless being used with an adult
- Labelling storage so that children and / or staff can find it easily
- Identifying broken or damaged equipment and arranging for repair or replacement
- Following instructions or asking for help when using resources e.g. electronic, ICT and media equipment
- Taking care to lock away desirable items such as digital cameras
- Looking after CDs and disks, by putting them away in their boxes, and returning to their storage place after use
- Taking a common sense approach about which resources should be handled by children and what should be 'adult only' – use the 'my own child' test
- Cleaning and/or sorting equipment regularly but always at the end of the academic year
- Specifically teaching children how to care for books including big books.
- Presenting activities to children in a high quality way (e.g. one set of felt tips with lids, a sharpened set of pencil crayons) and teaching them to put them away correctly
- Washing paint pot lids, brushes and easels regularly, so they look attractive at the start of the next day. Wiping down paint driers after use to keep them free from paint
- Taking care to store consumables carefully and use them appropriately. For example store paper and card flat so that it does not get spoiled. Use appropriate paper for activities; don't use the best/most expensive card for an everyday activity when A4 paper is adequate
- Taking care of carpets, rugs and floors. Clean up spills such as milk, and remove play dough and other solid material as soon as you notice them, or notify the caretaker or cleaning staff
- Taking care of furniture. Affix labels using blu-tac if possible. Remove sticky residues afterwards, if you have used other adhesive materials
- Having a clear desk policy at the end of each day
- Keeping underneath desks tidy and clutter free
- Opening blinds/curtains during the day unless they need to be closed for a specific reason
- Throw rubbish away for example after the completion of a collage activity
- Replace unused resources in their original storage containers
- Ensuring fruit and water bottles are hygienically stored
- Letting the BSS know when there has been a spill, or when an particular cleaning job needs to be done

Please DO NOT

- Draw on walls or floors or encourage children to do so, either indoors or out
- Use the top of wardrobes for storage purposes
- Place items on window sills which impair the blinds hanging correctly
- Leave delivery boxes unpacked as they look unsightly and can cause health and safety issues
- Use old cardboard boxes for storage or to transport items around school

- Leave deliveries laying around school
- Leave unwanted items (rubbish) by the side of bins either inside or outside

3.0 Quality Display Guidelines

Some purposes of display

- To enhance the quality learning environment
- To enable children to show their work and to encourage them to be proud of what they have achieved
- To support children's learning
- To encourage children to talk about what they did yesterday or last week
- For parents to understand more about their child's school experiences e.g. through seeing their child's work, or looking at documentation
- For visitors to see and value the work of the school

Locating displays

- Displays can be created on display boards, on table tops or on cupboards
- Displays should not be put onto the large elevation of windows at the front of St Thomas CE Academy or the rear of St John's & St Peter's CE Academy
- The schools have suspended ceilings and movement sensors in some rooms, so care should be taken when positioning mobiles
- Nothing should be on the wall which the children cannot clearly see. As a rule of thumb do not put anything higher than the top of the white board. Where a purple line is present, nothing should be attached to the wall above it. Signs, door labels etc. should be located at the children's eyesight level
- Coat peg labels and door signs should be in the house style

Quality can be achieved by considering the following points:

- Backing paper should not be used on new boards
- Matching backing paper to coordinate with the décor of the room.
- Most displays will have a title and captions. Captions could be an explanation of the work displayed, or questions to promote children's discussion
- Titles and captions should be high quality, but could be hand written or computer generated.
- Children's names (first and last name) should be displayed alongside their work, and both names should be correctly spelt
- Usually children's work should be mounted, but sometimes mounting can detract from what is being displayed, so a professional judgement has to be made
- Paper should be cut accurately when straight edges are required
- Gun tackers are a good way of fixing a display, Blu-tac should not be used on cork boards
- Take a display down only when you have a new one ready to replace it
- Keep border rolls tidy, and consider what, if any kind of border will enhance each display
- Remove staples when taking a display down

General and phase specific displays

Staff notice board:

- Care Plans for children

All Classrooms:

- Language rich environment
- SEL learning objectives for current half term
- School Rules
- Sliding scale behaviour chart
- IEP's/SEN one page profiles
- Writing working wall - a dynamic vocabulary and ideas space where gathered intelligence for each unit of writing is put e.g. technical language or modelled pieces of writing. This must not be static / pristine but is there to build upon as the children gain confidence with the genre being taught.
- Celebration of reading area with appropriate 'book language' displayed. Some books will be kept in the class (especially related to topic) but not for this to become a 'library'
- Labelling of key furniture/equipment as well as resources
- Age-appropriate VCOP display
- For those year groups following Maths Mastery Meeting display - days of week / weather / months of year / clock / data handling / place value / 100 square / key vocabulary for each maths lesson.

EYFS specific:

- Number line & grid
- Shape names
- Letters and Sounds
- Topic
- Star of the Week
- Next Steps
- Phonics display specifying tricky and non-tricky words

KS1 specific:

- Phonics working wall - including GPCs learnt and to revisit over time
- High frequency Words (including tricky words)
- Number-line
- Handwriting focus - distinction between capital and lower case letters as well as reminder of specific join groups.

KS2 specific:

- Spelling / grammar working wall
- Place value chart including decimals to thousandths
- Number line
- Multiplication facts