

Learning Environment Feedback Report 2022-23

Leaders Involved:

SNMAT Officers Involved:

Date:

Teacher(s):

YG:

Background Information				
Relevant previous feedback / TIPS / DPE				

Question	Not Yet Effective	Effective	Ambassadorial	Evidence/Why?
Progressive				
Is the learning journey for English purposeful and effective?	<ul style="list-style-type: none"> The learning journey does not yet meet academy expectations 	<ul style="list-style-type: none"> The colours and background used are in line with the current school policy: muted colours of blue/beige. The pitch and sequence of learning displayed is in line with curriculum LTP. Essential components are displayed clearly and effectively: <ul style="list-style-type: none"> YG Non-Negotiables: Using agreed format on left hand side Language Acquisition Words: display the most recent words (i.e. upto 8 from the last two weeks) PAFT: using the agreed format is displayed in large size (KS2) and TAP for KS1. (P – purpose; A – audience; F – formality; T- text type). Models for learning: high quality written WAGOLLS for the appropriate stage of the learning process Grammar Terms: linked to year group expectations Helpdesk: containing resources pertinent to topic/lesson EYFS: phonics graphemes, word aware words <p>Pupil Voice: pupils are clear on the purpose of the display and can articulate how they use this to good impact in the classroom.</p>	<ul style="list-style-type: none"> Judicious and carefully selected models and resources provide explicit scaffolding: this deepens understanding, enables autonomy, and promotes progression. 	<ul style="list-style-type: none">
Is the learning journey for Maths purposeful and effective?	<ul style="list-style-type: none"> The learning journey does not yet meet academy expectations 	<ul style="list-style-type: none"> The colours and background used are in line with the current school policy: muted colours of blue/beige. The pitch and sequence of learning displayed is in line with curriculum LTP. Essential components are displayed clearly and effectively: <ul style="list-style-type: none"> YG calculation strategies: displayed for each operation down the right-hand side. These should contain the written strategy unless it has not yet been taught Number based resources: along the bottom, display a 100 square, place value grid and other useful resources. Models for learning: flipchart paper to display modelled learning and worked examples moving through the week/unit. Helpdesk: containing resources pertinent to topic <p>Pupil Voice: pupils are clear on the purpose of the display and helpdesk and can articulate how they use this to good impact in the classroom.</p>	<ul style="list-style-type: none"> Judicious and carefully selected models and resources provide explicit scaffolding: this deepens understanding, enables autonomy, and promotes progression. 	<ul style="list-style-type: none">
Reflective				
Does the prayer area promote reflection and denote the school's values?	<ul style="list-style-type: none"> The prayer area does not yet meet academy expectations 	<ul style="list-style-type: none"> A distinct, accessible and invitational prayer area enables times of prayer, silence, stillness and reflection. Essential components are aptly arranged to promote pupil engagement: <ul style="list-style-type: none"> <i>age-appropriate version of the school's vision and values</i> <i>inviting opportunities and space for pupils to add their own thoughts and prayers (e.g. book, trellis, jar, writing resources)</i> <i>prominently displayed year group cross</i> <i>an age-appropriate Bible and appropriate scripture quotes</i> <i>comfortable space for pupils to sit and engage (e.g. chair, beanbag, throw, cushions)</i> <i>natural themed resources to promote prayer and reflection (e.g. candles, lights, prayer books, plants)</i> <p>Pupil voice: pupils know the value of the prayer area and use it in moments of quiet contemplation, and/or prayer. They speak thoughtfully about scripture, the school values and how they apply in their own lives.</p>	<ul style="list-style-type: none"> The prayer area is both invitational and inspirational: pupil voice demonstrates its profound impact on their spiritual life. Pupils take ownership of the prayer area: they take a lead role in maintenance and evaluation of the space. 	<ul style="list-style-type: none">
What evidence is there of high-quality pupil engagement with the RE curriculum?	<ul style="list-style-type: none"> There is limited evidence of high quality pupil engagement in RE 	<ul style="list-style-type: none"> High quality, recent work linked to the curriculum sequence for RE is displayed in a distinct set of frames with accompanying blackboards to highlight key learning and vocabulary. <p>Pupil Voice: pupils talk knowledgeably and enthusiastically about their learning in RE.</p>	<ul style="list-style-type: none"> The work displayed denotes rich and engaging curriculum delivery which impacts on pupils' learning and thinking. <p>Pupil Voice: pupils share in depth knowledge and respond to their learning with original thought and meaningful reflection: RE has a profound impact on their thinking.</p>	<ul style="list-style-type: none">
Creative				
Does indoor continuous provision in EYFS and KS1 give pupils and meaningful and age-appropriate learning opportunities?	<ul style="list-style-type: none"> Continuous provision does not yet meet academy expectations 	<ul style="list-style-type: none"> Resources for learning effectively support and challenge pupils' common play behaviours Resources are open-ended and neutral to engage and facilitate age-appropriate learning opportunities for all children Provision empowers the process of learning, meaning this is as significant as pupils' physical outcomes. The environment is 'fluid'; children are familiar with the layout which provides opportunities for children to transfer resources to support their age-appropriate play elsewhere Children have access to open ended role play and small world resources (i.e. deconstructed role play items [e.g. logs, crates, boxes, tubes, plants, reels, fabric, clips, pegs], wide selection of small world characters, dressing up clothes. Text is displayed in meaningful ways around the provision (e.g. through signs, labels, questions, working walls, literature, questions, visual TT, story baskets, language structures etc.); Where appropriate, this is modified regularly to ensure pupils' continued interest and engagement. Literature is used in authentic ways so children see the value of literacy 	<ul style="list-style-type: none"> Resources for learning support and challenge play and these develop over time based on gaps and strength analysis; staff reflect on these at least termly to ensure that children can access differentiated, age-appropriate provision Text in the environment directly influences learning (i.e. HF words displayed are used by pupils independently, children use signs and labels to support their learning, pupils access the learning environment to write independently so that it is evident of the way it has been supportive). Termly gaps and strengths analyses and ongoing assessment (i.e. through observations, journals, focus groups, sustained shared thinking) contribute productively to staffs' adaptation of provision; as a result, opportunities for children to achieve next steps in learning are provided in the environment 	<ul style="list-style-type: none">
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EYFS & KS1: Do enhancements give pupils meaningful opportunities to engage with focus texts?	<ul style="list-style-type: none"> Enhancements do not yet meet academy expectations 	<ul style="list-style-type: none"> Age appropriate, real items are used to enhance continuous provision (e.g. role play and small world), support pupils' meaningful engagement and extend the provision to address key curriculum skills, or a topic/theme linked to the year group/KS. <p>Pupil voice: through discussion, pupils can make clear links between the enhancements and the focus text, though in play may use these in their own stories.</p>	<ul style="list-style-type: none"> Judiciously chosen items promote curiosity, awe and wonder. Resources elevate pupils' creativity and imagination in their storytelling behaviours. Enhancements gainfully extend the provision because they are honed to address pupils' interests, individual next steps/needs (i.e. specific knowledge or skills such as cutting), or for explicit challenge 	<ul style="list-style-type: none">
KS2: Do immersive environments give pupils meaningful opportunities to engage with novels?	<ul style="list-style-type: none"> The immersive environment does not yet meet academy expectations 	<ul style="list-style-type: none"> A high quality, large immersive space denotes a key setting from the class novel and supports pupils' meaningful engagement because it: <ul style="list-style-type: none"> takes centre stage in the classroom uses real items (i.e. a real fire surround rather than makeshift cardboard) is large enough for 3-4 children to work comfortably is ready day 1 of the new term provides writing resources (e.g. clip boards) <p>Pupil Voice: demonstrates that the space is used regularly as the basis for the hook day, and subsequently during group and independent activities such as drama, analysis and writing.</p>	<ul style="list-style-type: none"> An inspirational immersive space provides experiential stimuli which heighten pupils' senses and interaction with the novel because it: <ul style="list-style-type: none"> fills the user's visual field incorporates a variety of modes e.g. sound, digital media, smell, lighting delivers a sense of physical presence in the setting enables meaningful and stimulating interaction <p>Pupil voice: pupils speak of a sense of wonder and awe resulting from the use of the immersive area, especially on hook days. Their recounts of learning demonstrate that their interaction with the immersive space sparks discussion, exploration, discovery and contemplation about the novel.</p>	<ul style="list-style-type: none">
Communicative				
Is the classroom* inviting: does it support learning and reflect scholastic excellence? *also denotes adjacent corridor spaces	<ul style="list-style-type: none"> The classroom is untidy and/or uninviting 	<ul style="list-style-type: none"> Cloakrooms and drawers are tidy and safe: coats and bags are stored neatly, not blocking fire routes. The classroom is welcoming, attractive and organised. Resources are high quality, displayed thoughtfully, and stored in an appropriate, permanent place to make them accessible for pupils (e.g. there are no temporary piles on surfaces or the floor). Learning areas and displays are carefully designed to make them accessible, appealing and practical for pupils: continuous provision resources are aligned with the school's agreed progression in play behaviours document. Furniture is in keeping with the school's muted, natural colour scheme: it is cared for and appropriately arranged to support all pupils' learning and ensure that fire routes are always clear. Decorative items/displays are in keeping with the school's muted, natural colour scheme. The space/walls are clutter free, creating a calm atmosphere, free from visual overload. <p>Pupil voice/action: pupils are clear on routines and about their teacher's high expectations to keep learning spaces tidy and organised. They share a sense of pride in their classroom.</p>	<ul style="list-style-type: none"> The classroom is an inspirational environment where pupils are supported to thrive and embed learning because sharp attention to detail is paid to the both the organisation and appeal of learning materials. The classroom denotes a culture of scholarship: both invitational and inspiring, it is presented beautifully and demonstrates the exceptional sense of pride held by both staff and pupils. 	<ul style="list-style-type: none">
Does the reading area promote a love of reading?	<ul style="list-style-type: none"> A clearly defined, effective reading area is not yet in place 	<ul style="list-style-type: none"> There is a clearly defined, clutter free, enticing reading area within the classroom which promotes a love of reading and is distinctly separate from the immersive space. Forward facing books are displayed with thought and care. A range of no more than 14 language rich, high quality and age-appropriate books are on display at any one time including: <ul style="list-style-type: none"> 6 known novel study text from previous term or year group books shared during story time (*from the reading spine below and whole school themed weeks) range of text types to reflect current topic (sourced from school provision or Library Service) (EYFS/KS1) cuddly toys or hand puppets to read to/with. 	<ul style="list-style-type: none"> An inspirational, well maintained reading area cultivates a love of reading because: <ul style="list-style-type: none"> books are carefully selected to reflect pupils' interests within topics (i.e. linked to questions on KWL grids) Pupils are encouraged to take ownership of the reading area: they contribute to the maintenance, book selection and evaluation of texts. <p>Pupil Voice: pupils express a keen love of reading and are eager users and managers of the area.</p>	<ul style="list-style-type: none">
To what degree is recent, high-quality learning displayed and celebrated?	<ul style="list-style-type: none"> Recent, high-quality learning is not yet displayed effectively. 	<ul style="list-style-type: none"> A range of recent, high-quality pupil work is displayed in frames and clearly linked to planned year group learning and expectations. Accompanying blackboards highlight key vocabulary and explain the learning process. Subject portfolios are displayed prominently and are easily accessible: as a result, pupils use them to review prior learning. <p>Pupil voice: confirms opportunities to review past learning in portfolios</p>	<ul style="list-style-type: none"> An inclusive range of pupils' work is celebrated in frames alongside examples of learning stimuli, and informative, child friendly explanations about the learning involved. Subject portfolios are of the highest quality <p>Pupil voice: confirms that pupils actively use them to review prior learning in lessons.</p>	<ul style="list-style-type: none">
Is staff DPE evident in the learning environment?	<ul style="list-style-type: none"> It is unclear whether staff have applied DPE/TIPS 	<ul style="list-style-type: none"> Staff have successfully acted upon previous feedback from previous learning environments checks. This has impacted positively on pupils' learning. Clear evidence that staff have applied DPE/TIPS in their learning environment. 	<ul style="list-style-type: none"> The classroom demonstrates a high level of engagement with previous feedback and/or DPE. 	<ul style="list-style-type: none">

KS2		
Year 3	Charlie & the Chocolate Factory Scribble Boy The Turbulent Term of Tyke Tyler Ratburger The 13 Storey Tree House Bill's New Frock Cat Tales: Ice Cat The Sheep-Pig Abominables The Battle of Bubble of Speak Hansel & Gretel The Firework Makers Daughter The Butterfly Lion	Roald Dahl Phillip Ridley Gene Kemp David Williams Andy Griffiths Anne Fine Linda Newberry Dick King-Smith Eva Ibbotson Phillippa Pearce Anthony Browne Philip Pullman Michael Morpurgo
Year 4	Harry Potter & The Philosophers Stone The Indian in the Cupboard Matilda How to Train Your Dragon Charlottes Web Bills New Frock Why the Whales Came The Snow Walkers Son Perry Angels Suitcase The Boy at the Back of the Class Journey to Jørgen Kensuke's Kingdom Skellig	J K Rowling Lynne Reid Banks Roald Dahl Cressida Cowell E B White Anne Fine Michael Morpurgo Catherine Fisher Glenda Millard Qqjalk, Q. Rauf Beverley Naidoo Michael Morpurgo David Almond
Year 5	Duckmouth The Time Travelling Cat and the Egyptian Goddess Tom's Midnight Garden Vivaldi's Paw The Wolves of Willoughby Chase Wolf Brother Street Child The Midnight Fox Clockwork Alex Rider Stormbreaker	Shane Hegarty Julia Jarrold Philippa Pearce S F Said Joan Aiken Michelle Paver Berlie Doherty Betsy Byars Philip Pullman Anthony Horowitz
Year 6	Street Child Carrie's War Northern Lights Holes Fireweed River Boy Wonder The Adventures of Odysseus Romeo and Juliet	Berlie Doherty Nina Bayden Philip Pullman Louis Sachar Jill Paton Walsh Tim Bowler R.J Palacio Hugh Lupton Leon Garfield

EYFS/KS1	Title	Author
Reception	Mr Gumpy's Outing Six Dinner Sid Rosie's Walk Goodnight Moon Bobbly Oliver's Vegetables Alfie's Feet Stick Man On the Way Home Mrs Armitage on Wheels The Angry Ladybird The Gruffalo	John Burningham Inga Moore Pat Hutchins Margaret Wise Brown Sally Girdley Vivien French Shirley Hughes Julia Donaldson Jill Murphy Quentin Blake Eric Carle Julia Donaldson
Year 1	Giraffes Can't Dance Hairy Maclary Snail and the Whale Some Dogs Do The Scarecrows Wedding The Man on the Moon Fairy Tale News Meerkat Mail The Day the Crayons Quit Lost and Found The Elephant & the Bad Baby Avocado Baby Cops & Robbers Koutie Bunny Dogger Where the Wild Things Are The Tiger Who Came to Tea	Giles Andreae Lynley Dodd Julia Donaldson Jez Alborough Julia Donaldson Simon Bartram Colin Hawkins Emily Garrett Oliver Jeffers Oliver Jeffers Elfrida Vipont Raymond Briggs John Burningham Alan & Janet Oringer Mo Williams Shirley Hughes Maurice Sendak Judith Kerr
Year 2	Pumpkin Soup Traction Man is Here Tuesday The Owl Who Was Afraid of the Dark Who is Afraid of the Big Bad Book Emily Brown and the Thing The Hedgehog George's Marvellous Medicine The Great Paper Crater The Flower Frog and Toad Together Flat Stanley Willa and Old Miss Annie Gobiolo the Witches Cat	Helen Cooper Mini Grey David Wiesner Jill Tomlinson Lauren Child Cressida Cowell Dick King-Smith Roald Dahl Oliver Jeffers John Light Arnold Lobel Jeff Brown Berlie Doherty Ursula Moray Williams

Overall strengths:	
✓	
✓	
✓	
Next Steps:	Date to check:
➤	
Suggested DPE to support staff	