



The Apple International School

Learning Environment Policy

Purpose

The purpose of this policy is to ensure that our school fosters a safe, respectful, happy, inclusive, and stimulating environment that promotes sustainability, academic achievements, personal, social and emotional development, and well-being for all students and staff.

Scope and Rationale

This policy applies to all students, teachers, staff, administrators, parents/guardians, and visitors on school property or participating in school-sanctioned activities.

Introduction

The learning environment is important as a means of adding greater depth and breadth to students' learning. It also raises self-esteem and encourages pride in the classroom and school. The learning environment at AIS reinforces the school's commitment to excellence and the drive to continually raise students' achievement.

Aims

The school's aims for the learning environment are:

- To represent the vision and core values of the school towards excellence
- To celebrate varying levels of achievement and enhance students' work
- To increase students' self-esteem and pride in their work
- To motivate students by setting high standards to which they can aspire
- To create an enabling teaching and learning environment
- To encourage aesthetic awareness and a positive attitude to our school environment
- To arouse curiosity, critical thinking and stimulate enquiry
- To reflect and value different cultural backgrounds
- To ensure understanding of Islamic values and awareness of Emirati and world cultures
- To inform and inspire parents, carers, governors, teachers and visitors to the school

Respect and Inclusion

All members of the school community are expected to treat each other with respect and dignity. Discrimination, harassment, bullying, or any form of exclusionary behavior will not be tolerated. Cultural, linguistic, religious, and individual diversity will be respected and celebrated.

Safe and Orderly Environment

Physical and emotional safety of students and staff are priorities. Any threats, violence, or unsafe behavior must be reported and addressed immediately. Classrooms and common areas will be maintained in clean, organized, and accessible conditions. Students and staff are expected to follow all safety procedures and emergency protocols while creating and using the learning environment.

Academic Integrity and Engagement

Students must engage actively in their learning and complete assignments/projects and learning activities with honesty. Teachers will provide a supportive and challenging curriculum, differentiated to meet the needs of diverse learners. Collaboration, communication, critical thinking, creativity, and problem-solving will be encouraged and nurtured.

Positive Behavior and Discipline

A positive behavior framework will guide the development of respectful conduct and self-discipline. Restorative practices will be used to address conflicts and promote accountability. Disciplinary measures, when necessary, will be fair, consistent, and educational in nature.

Learning and Teaching style

All classroom environments should be safe and provide the following at an age - appropriate level for the students using the room:

1.Health and Safety

- Fire evacuation procedure should be clearly displayed by the classroom door
- Fire exits should be always kept clear
- Windows should be kept clear
- Lock down blinds should be fully up, unless in a lock down situation
- The classroom should be kept at a comfortable temperature
- Corridors should be kept clear to ensure free movement
- Students should bring their own water bottles which they can access throughout the day

- When in the outside learning environment caps/hats should be worn and sunscreen is recommended
- Cables and wires should be stored in a way that reduces the risk of any accident
- Extension cables and any additional electrical equipment are not permitted without prior approval from the H&S committee
- Corridor displays must not block CCTV or obstruct evacuation routes
- Displays must not be attached to the ceilings. Only hooks provided by Operations team can be used
- Only furniture and equipment purchased through a LEAMS approved teaching aids provider is permitted in the school.

2. Teaching and Learning: Classroom Displays

- Students should be involved wherever possible in classroom organisation. Themes and displays should be relevant and updated to the current topics and concepts
- Learning objective/s and the success criteria should be displayed clearly and referred to in all lessons
- Students' work should be celebrated and displayed on walls and display boards. This should be an ongoing practice that is marked if being used as exemplary, and work that the students and teachers are proud of
- Working walls should be used wherever necessary. The focus is to be used as a teaching tool and should be adapted to your lesson/topic focus
- Names should be clearly printed on the students' work
- Use clear labelling on displays e.g. clear title, subheadings, questions and key learning words
- Hanging displays are allowed, but only after taking advice from the Manager of School Operations (MSO)
- Event boards should be displayed around the school to communicate what is happening in the school community
- Behaviour reward systems should be clear for all to see
- The staffroom should be equipped with a staff noticeboard where communication can take place throughout the day
- You may use:
 - On windows and noticeboards: Bluetack (but do not let it go hard). No sellotape, glue, double
 - Sided tapes. Staples on noticeboards only, pins are not permitted in student areas.
 - Nothing can be placed on ceilings, walls or IT equipment

The Classroom and School Environment

- Resources need to be clearly labelled
- Where possible, a range of different languages should be used when displaying key words, etc.
- Teachers and Teaching Assistants should be mindful and share resources wherever possible
- Class policies and agreements/ contracts should be displayed
- Every primary and language classroom should have a class library/book corner
- AIS vision, mission and core values must be displayed in the reception, classrooms and offices
- At all times, classrooms should be left in a fit state and ready to welcome visitors
- All personal items should be labelled with the individual's name
- Noticeboards/information boards should be kept up to date
- All teachers should have access to ICT support to ensure problems do not impact on teaching
- No naked flames, heat sources, candles, or incense

Curriculum Planning

The Learning Environment should be referred to in planning documentation across the range of subjects as a tool to support teaching and learning, so that students take ownership of their own learning within the school.

Inclusion including reference to SOD, EAL, G&T

- The Learning Environment should be inclusive and adapted to all learners, e.g. interactive displays should be highly appropriate.
- With the support of the Inclusion Team, class teachers will need to ensure that their learning environment is accessible for all learners.
- For EAL learners, displays must be as visual as possible and where possible, key vocabulary is displayed in their home language. Where possible, bilingual dictionaries should be made available in classrooms or in the school library
- Teachers should be mindful of interactive extension tasks or challenges for all pupils

Equal Opportunities

The school recognises the value of, and seeks to achieve, a diverse school community which includes people from differing cultures and backgrounds, with different skills and abilities. The school will take positive steps, through its governing body, leaders. Teachers, students and other employees, to create a school culture in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

Parental involvement

Where possible, parents should be encouraged to support the learning environment. We welcome parents to school who can support the class teachers with developing their classroom learning environment and corridors.

Foundation Stage

The Learning Environment in the Foundation Stage should be fluid with stations set up around the classroom and the outside area to support pupil-led learning.

Roles and responsibilities

- a. The SGB ensures that the learning environment meets the high standards set by LEAMS.
- b. Senior Leadership Team - Through regular learning walks, all members of the SLT and middle leaders will support teachers with constructive feedback. The SLT will ensure consistency of best practice across the school. The SLT will ensure that shared learning spaces around the school are a shared responsibility for all staff members.
- c. Middle Leadership Team – middle leaders will ensure that they carry out regular learning walks to ensure that their subject is fairly represented in all the classrooms/corridors and also that there is monitoring of progression throughout the school in their subject. Where possible, subject leaders will supply the class teachers with standardised learning resources to display in their classrooms.
- d. Teachers - Teachers need to ensure that their Learning Environments are positive, informative, inspirational, current, interactive and vibrant. They need to make sure that the learning environment is a happy space for all learners where their work is celebrated.
- e. All Staff - Staff are role models and must demonstrate professionalism, empathy, and fairness. Ongoing professional development will be encouraged to support high-quality instruction and inclusive practices.
- f. Students – All students are responsible and accountable for ensuring they contribute to the learning environment displays and using appropriately for learning in all lessons.

Student Voice and Well-being

Students will be given opportunities to express their views on matters affecting them. Mental health and well-being will be promoted through support services, open communication, and inclusive school culture.

Family and Community Engagement

The school will foster strong partnerships with families and the wider community. Communication will be regular, transparent, and collaborative to support student success.

Review and Monitoring

This policy will be reviewed annually with input from students, staff, and families to ensure its relevance and effectiveness.

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Executive Principal

The Apple International School, Dubai

Enacted and enforced: 1st of May 2025

Reviewed Annually

Last date of Review: The 7th of May 2026