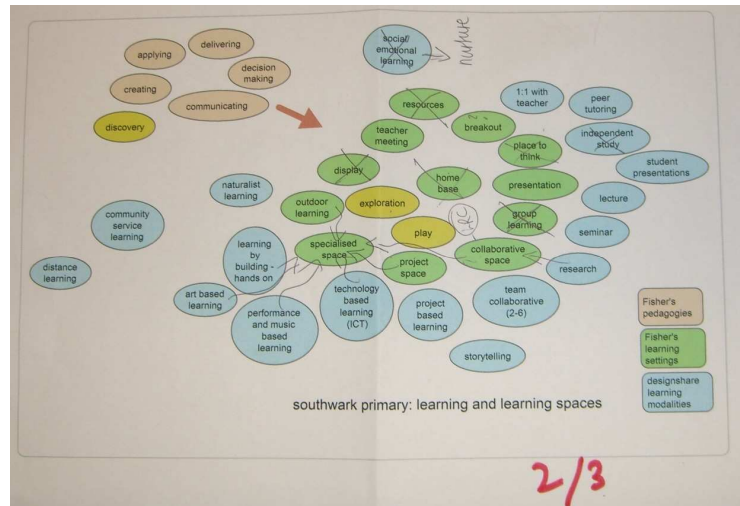


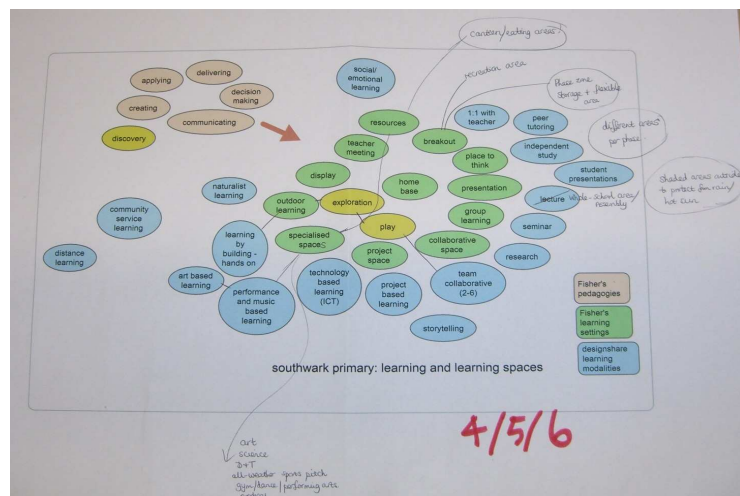
1 LEARNING SETTINGS

FOUNDATION / YEAR 1 YEARS 2/3

- Play
- Exploration
- Home base
- Collaborative space
- Project space / project based learning
- Group learning
- Storytelling
- 1:1
- peer tutoring
- independent study
- student presentations
- research
- outdoor learning
- naturalist learning
- learning by building – hands on
- art based learning
- performance and music based learning
- integral technology based learning
- specialist space
- social / emotional learning across all learning settings
- interactive space
- pre visit meeting, teacher/ child/ parent
- quiet area for parents
- community room
- differentiated spaces
- flexible spaces



YEARS 4/5/6

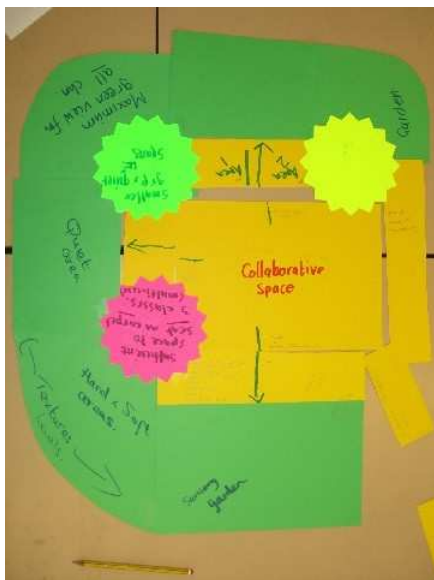


Added notes:

- Canteen/ eating areas
- Recreation area
- Phase zone – storage and flexible area
- Different areas per phase
- Whole school area / assembly
- Specialist – art, science, DT, all weather sports, gym/dance, performing arts, cookery

2 DEVELOPING FLEXIBLE LEARNING SPACES

FOUNDATION / YEAR 1



- Shared collaborative space at centre – opportunities for children of different ages to work together – large flexible space with smaller spaces within. Natural light, natural colours. Access to outside. Link to main school – needs to feel part of whole school.
- Enclosable multi-use shared spaces – community/ parents, music, drama, places to think, sensory, SEN, staff space
- Nursery, foundation and year 1, separate base areas directly linked to collaborative space. Each to have outside area and ‘drop off’ for parents/ children. Each with 3 ‘class’ bases – large enough to seat 30 children on the floor.
- Maximum green view from all spaces
- Outside to have quiet area, sensory garden, hard and soft areas, textures, levels...

YEARS 2/3



- 6 home bases form year 2/3 hub. Large group area for all year 2/3, shared area/ carpet area
- Indoor physical learning space
- Music/ performance space
- ICT space
- Practical space – art/ cooking/ DT
- Dining/ large assembly space (whole school?)
- Garden
- Woodland (for reflection)
- Pond – science experiments

HOME BASES

- Learning: whole class, group work, 1:1, reflection, storytelling
- Role play/ drama area
- Storage for children, staff, resources
- Linked to outdoor

NURTURE SPACE

- Situated away from learning spaces – visual and oral privacy
- 1:1 / small groups
- Inside and outside provision
- Multi-sensory

ICT SPACE

- Learning: whole class, group, 1:1
- Inside space Huge!
- Climate control
- Calm colours
- Compartmentalized – group learning (5/6),



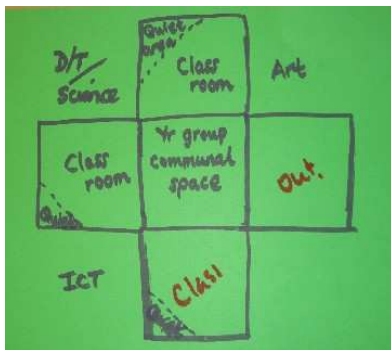
- learning space
- Personal to year groups (colours)
- Climate control
- Low ceilings 'cosy' feel but adaptable for whole class teaching
- ICT access
- Away from playground
- Views to other classes, outside green areas
- Light
- Oral privacy
- Intimate/ cosy/ small
- Art activities
- Calm colours plus display space
- Food preparation and consumption
- Views to reflect on
- collaborative space, sound, storage
- Sound proof
- Oral/ visual privacy
- Light level controls
- Close link to main learning spaces

YEARS 4/ 5 /6



Central area for 'Big School' – hall, food, offices etc

- Centre piece
- Parents meet
- Celebration of success
- School identity
- 'Big' meet
- Stage
- Big screens



- 3 class rooms organised around a year group communal space, with specialist art/ DT/ Science and ICT areas, and an outside learning space
- Shared year group space used for year group assemblies, drama, paired/ team learning/ sensory, immersive, flexible – max 100 people
- Qualities of space – high ceilings, moveable ceilings, plain/ neutral colours/ materials (sandy, beech, hessian), multi-use, moveable screens, variable lighting, acoustic separation when doors are shut

4 WHERE NEXT

- John to prepare initial relationship diagrams for discussion
- Next meeting focus on 'big school' / 'mini town' / whole site