

**First Communication Friendly Spaces™ Inspiration Award presented to
Trimdon Grange Infant and Nursery School**

Elizabeth Jarman presented the first **Communication Friendly Spaces™ Inspiration Award** to Trimdon Grange Nursery and Infant School at Exchange 09 held on Wednesday 8th July 2009.

The **Communication Friendly Spaces™ Inspiration Award** acknowledges the achievements of all the staff in a school/ setting who have made visionary changes to their learning environment, demonstrating clear links between pedagogy and the physical environment created.

Catherine Worton the head teacher of Trimdon Grange Infant and Nursery School, said: *"We are delighted to accept the first of these awards and I'm looking forward to sharing it with all the staff in school as well as the children and parents."*

Elizabeth Jarman, said: *"This award recognises the significant impact that the learning environment can have on children's speaking and listening skills particularly. It is essential to continue raising awareness of this so that practitioners and teachers can develop environments designed to effectively nurture and support children's language skills- creating optimum conditions for learning. It is critical to understand how the physical space connects with and supports pedagogy. It is essential to observe, reflect and then make informed decisions about the way the children interact with the environment if a developmentally appropriate responsive learning space is to develop."*

Trimdon Grange School has developed an outstanding learning environment which responds to the needs and interests of the children and importantly reflects the underpinning pedagogy developed there by the whole staff."

A DVD of Catherine Worton receiving the award can be viewed at:

www.fictionfactory.co.uk/eaward09.wmv

ELIZABETH JARMAN



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Notes to editors:

Communication Friendly Spaces™ focuses on the role of the learning environment in supporting the development of speaking and listening skills. Elizabeth Jarman conceptualized and has developed the **CFS™** approach over the last four years. It involves examining practice and changing approaches to teaching and learning, based on the following key areas:

- Resources
- Physical Environment
- Adult Input

CFS™ has drawn on global research evidence and so far over 10,000 delegates have accessed our **CFS™** training programmes. Practitioner response and impact is overwhelmingly positive.



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