Aspire Learning Trust

Learning Environment and Display Policy

Policy Reference: Learning Environment and Display
To be reviewed: Annually
Policy Owner: Local Governing Body (New Road Primary School and Park Lane Primary School and Nursery)

Policy Progression Revisions		
Date	Reviewed	Description of changes
		New Policy

Date Approved	
Date Reviewed by	
Signature of Chair	
Print Name	

New Road Primary School and Park Lane Primary School and Nursery
Learning Environment and Display Policy

<u>**Rationale of the Policy**</u>

Displays celebrate pupils' achievements, support learning and showcase the school's curriculum. Schools need to effectively manage displays and the classroom as a learning environment.

Purpose of display:

To give children a sense of enjoyment and pride in their work and to celebrate and value the work of all pupils.

To promote questioning and learning through interactive/informative displays.

To create a bright, stimulating, attractive learning environment.

To arouse curiosity and promote ideas for their own work from seeing what others have produced or from what has been on display.

To display relevant artefacts that stimulate children's imaginations.

To reflect the cultural diversity of contemporary British society and the global dimension of the curriculum.

Displays In all classrooms

The learning Environment – Working walls

The classroom learning environment for English, mathematics and topic is based on the working wall approach where teachers' modelling and prompts are displayed as ongoing learning in each classroom.

The classroom literacy/ numeracy / topic wall evolves as each day progresses. **It is the public display of the learning process.** It clearly displays the long term learning objectives as well as short term intentions. The success criteria is developed with the children and is displayed. It is used to demonstrate to pupils how they will be able to achieve the learning intention.

Key vocabulary is also displayed. Mind mapping, modelled examples, re-drafting and pupils' examples are regular features of a working wall

Elements to a working wall
1. What the children are learning to do
2. Explanations / examples of what pupils are learning to do
3. Success criteria: what a pupils are required to do to be successful
4. Key vocabulary
5. Use of visual prompts and interactive resources
6. Key questions
7. Shared work to exemplify what is required
8. Children's work that provides a good example

Each working wall needs to be accessible to the teacher and visible to the children as part of normal classroom teaching; ideally the English and mathematics working walls will be adjacent to the interactive whiteboard and class whiteboard. 'Washing lines' are a useful way of extending the working wall.

There must be an interactive element in working wall displays, where children have the chance to interact with the display in three ways

- **during the main teaching input** as part of the development of a genre or unit so children have clear examples and success criteria on which to base their work (see appendix for examples of literacy and numeracy walls and working wall checklist
- **as part of their lesson** during the independent section – use of the wall ensures these skills are transferred
- **Informally to extend their learning** beyond the lesson and ensure the transference of skills becomes truly cross curricular.

In line with the mastery approach work on the working walls reflects theend of year expectations for each year group.

Work is not mounted, as it is expected to develop rapidly and change frequently. Teachers and pupils may write captions, add vocabulary, interesting sentences or new phrases or connectives to develop a particular genre. However, handwriting should always be consistent with the school agreed style, be neat, legible, formed correctly and joined from Year 2 summer term upwards.

Staff can support themselves by having pre-cut sheets of bright display paper ready to write on. These can then go directly onto the working wall.

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Finally please remember - Stand back and evaluate the display

 Has it worked?   Are the children using it? Talking about it? Is it a useful tool for teaching? Does it celebrate work effectively?

Other Items which need displaying in each classroom
Include
- Classroom rules and codes of behaviour
- British Values
- Fire exits and protocols

<u>The learning environment – display as celebration</u>

Celebration of work is displayed in corridors, shared areas and the school entrances

Display Guidelines:

- A title or heading – bold and clearly visible.
- The name of the class and children's first names, printed or written neatly, will accompany the work.
- Captions to explain the learning process or provide contextual information;
- Questions to promote curiosity and encourage interaction.
- Work (written work, captions and questions as well as paintings and photographs) should be mounted neatly – where possible double mounted).
- Borders should be used to frame the display board– please staple in place securely as these are easily ripped as children pass by.
- The use of artefacts, drapes or plants can be used to enhance a display. Using boxes and other devices to make a display 3D is recommended.
- A rota for display is established and organised by the lead teacher for art.
- Displays should always belong to the children and not be window dressing. They provide one of the best ways of demonstrating that every child is valued and a range of abilities should be evident.

Responsibility

Classroom display: teachers will make professional decisions in determining what material is displayed in and around their classroom.

Senior leaders are responsible for coordinating work around the school, to ensure displays are of a high standard, updated and replaced regularly following a rota. Classroom displays are the responsibility of the class teacher in line with workforce reform but they may be arranged and 'put up' by the TA in the time delegated for these tasks. All displays must be checked regularly to ensure they remain neat and any repair work should be undertaken as soon as possible.

Monitoring and evaluation

The learning environment will be monitored as part of regular senior leader environment walks. The impact of working walls will be monitored as part of lesson visits and observations. The senior leadership team is responsible for monitoring of shared celebration displays.

<u>Generic</u>

- ✓ Need to reflect current learning
- ✓ Uses school's handwriting scheme Letter Join
- ✓ Easy to use and see
- ✓ Include examples of children's work that meets success criteria for the work – this should be annotated and assessed as an example of what is needed
- ✓ Success Criteria
- ✓ An overview of the learning (e.g. in the form of learning objectives, statement from overview re: genre etc… or prompts such as can you see why this is Year 3 writing? This is Year 3 writing because…WOW this is Year 3 writing because…)
- ✓ To be changed regularly – it is a work in progress
- ✓ Colourful, attractive and interactive
- ✓ Targets relating to an annotated piece of work of the current unit being studied
- ✓ Age appropriate work at the standard required by the year group.

English: Writing

- ✓ Key features of a text type annotated on a model
- ✓ Word bank – appropriate to genre
- ✓ Modelled and shared writing
- ✓ Sentence level work, e.g. display examples of compound, complex sentences

Mathematics

- ✓ Annotated model of the appropriate method
- ✓ Examples of how the learning can be used and applied.
- ✓ Mathematical vocabulary that is appropriate to the process
- ✓ Resources available for the children to use – clearly labelled, with examples of use shown on the working wall
- ✓ Models and images relevant to the learning
- ✓ If shape and space – it is important that shapes are displayed in different views

Classroom environment: checklist for effective learning
This is used by teachers to audit their own classroom environment or as a monitoring or observation tool by peers or the school's senior leadership team.

Checklist for effective learning

Focus area	Desirable elements	Evidence
Sharing and reviewing learning	• Using joined cursive script form Year 2 • Objectives displayed and discussed • Key questions and prompts available to support children's talking and thinking about learning • Curriculum displays include statements and questions to highlight key learning points • Working walls used to support the English and Mathematics teaching • Success criteria explained and visible	
Curricular targets	• Key English and mathematics targets are displayed • Classroom displays, visual prompts and resources support key curricular targets	
Vocabulary	• Key words and technical vocabulary displayed for a variety of curriculum areas • Vocabulary referred to and used within teaching • Definitions of words discussed with children • Collections of words or phrases to support key writing forms, e.g. sticky notes, cards, pocket charts	
Positive affirmations	• Successes are celebrated	

- **Are the resources, displays and prompts used as a teaching tool?**
- **How interactive are they?**
- **Do displays celebrate children's work?**

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