



Wibsey Primary School

Policy for The Learning Environment and Display

Aims

- To provide an environment that promotes the highest quality learning in a 21st century school.
- To be an environment in which children engage with and learn from their surroundings.
- To be an environment that provides consistency and emotional security to children as they move through school.
- To provide an environment that is ordered, purposeful, tidy and clean.

Application

Display

- Excellent display does not have to be time consuming and can include photographs of learning moments, immediately copied children's work or research children have done outside the classroom.
- Display in classrooms is the responsibility of the class teacher. Whilst work may be prepared and put up by associate staff, the content, quality and consistency is the responsibility of class teachers.
- Display will be of a high quality and for clear purpose, supporting the curriculum – at least one display will be a showcase for best work and it will often be double mounted.
- Over the year, display will reflect the depth and breadth of the curriculum.
- Accurate learning objectives will be displayed. BLP development will be displayed in the common format
- The focus of teacher language on displays should be on drawing out learning – through questions or comment and reflect the ongoing learning challenge.
- Working walls will be evident for core subjects
- 1 class display (possibly part of a working wall) will feature AT1 maths work
- 1 class display (possibly part of a working wall) will feature exemplar written work – often annotated copied pieces.
- Prepared (sparkle box type) display materials will be used sparingly and only where they enhance learning and save time. These resources need placing in context with the work children are producing
- A communal display from each phase will be a best example of interactive AT1 maths work or best and extended writing.

- Communal displays will mostly be double mounted and double bordered. Communal display should have the wow factor – it is the principal showcase for your work to parents and visitors.
- Some class and communal displays will change termly.

Resources

- Both communal and class resources should be replaced after use, everything will have a home.
- Audits of bought resources will be held by subject/area leaders and the Resources and Events Manager.

Communal Areas

- A member of associate staff will have oversight of each area, as directed by the Resources and Events Manager. Display remains the responsibility of the providing class/year group. It is the responsibility of classes to ensure areas such as The Library, Halls etc are left immaculate and ready for next use.
- The Entrance Hall is the first impression the school presents of itself. Deliveries will be moved as they arrive. Information will be updated weekly.
- Cloakrooms need monitoring at the end of every use and everything placed correctly. This will be checked by staff/ children depending on year group.
- External information boards will be kept updated. The Northfield Road double display will showcase high quality work.

Classrooms

- Nothing will be left on window ledges. If space is at a premium do children need trays? Do staff need desks? Resources will be clearly labelled in school agreed fonts and will follow on from previous year groups so children are familiar with surroundings. Equipment will be common across classes within a year group.

Signs/Notices

- Communal signs will be in the school font. Labels and displays will be in school font unless a change supports quality display eg cursive script on a history display or the school handwriting font as an exemplar.

Evaluation

As a profession we have a responsibility to develop ourselves as well as undertaking formal training. The Learning Environment and Display are ideal areas for sharing best practice with and amongst colleagues, and for learning from colleagues in other schools and settings.

Evaluation may take the form of written feedback, learning walks, observation feedback and peer to peer review.