

**Wibsey Primary School**

**Policy for The Learning Environment and Display**

**Aims**

* To provide a fully inclusive environment that promotes the highest standards and expectations and celebrates a high quality learning journey.
* To provide an interactive and stimulating learning environment with which children engage, and which, by recording, visualising and assisting learning, supports them in their progress towards their curricular targets.
* To ensure the environment provides consistency and emotional security to children as they move through school.
* To promote pride and respect for the school environment by providing an environment that is ordered, purposeful, tidy and clean.

**Application**

It is the responsibility of the class teacher to ensure that their classrooms reflect policy with year group teams, subject leads and curricular teams responsible for communal displays.

**Working Walls**

Children’s learning progress is at the centre of the working walls. Working walls are a public display of the learning process within the classroom, they are interactive, reflect the current learning and build up over a unit of work. They are purposeful, helpful, relevant and above all useful for learning. Working walls:

* Provide pupils with visual exemplars of expected curricular outcomes and visualise how their learning towards this is developed. This is achieved by providing a model of the learning process with clear, identified small steps of learning;
* Are a place where children can find key information about their current learning;
* Positively impact effective learning and teaching for individuals, groups and the whole class;
* Are accessible to pupils, build their confidence and support and encourage independence in learning;
* Are age related and reflect progression in learning across school;
* Act as a teaching aid to reinforce teaching points and are constantly used and referred to by pupils and teachers;
* Celebrate learning within the inclusive classroom.

Mathematics Working Walls (Please see Appendix 1 for modelled guidance)

The Maths working wall should include:

* Clear learning outcomes that reflect the current learning;
* Key vocabulary, signs and symbols which are used in modelled examples;
* Modelled calculations with methods according to the calculation policy;
* Resources specific to the year group eg number lines, 100 squares, multiplication squares, place value boards modelling decimals, percentage, decimal and fractional equivalence, which are there as reference points for pupils and which aid fluency and accuracy. Resources should ensure challenge for more-able pupils;
* KIRFS which aid fluency – as agreed per year group per term;
* WAGOLLs providing modelled examples of what children have to do to get to the next stage and which also celebrate progression in learning;
* Reference boards in Key Stage 2 which alongside application make connections between learning for pupils;
* Using and application examples of mathematical knowledge and understanding which are challenging.

English Working Walls (Please see Appendix 2 for modelled guidance)

The English working wall should include:

* Clear learning outcomes that are skills based and that reflect the current learning;
* A clear reading process with a focus on key skills: retrieval, inference and deduction.
* A clear writing process with toolkits for promoting independence;
* Key vocabulary and new vocabulary;
* The text of the term;
* Grammar and punctuation appropriate to current learning with modelled examples;
* Modelled spelling rules appropriate to current learning;
* Resources specific to the year group eg year group spelling lists;
* WAGOLLs providing modelled examples and which also celebrate progression in learning.

**Reading Areas**

All classrooms have a stimulating and welcoming reading area which promotes and encourages reading across a range of genres. Reading areas encourage pupils to engage with, and respond to, a wide range of fiction, non-fiction and poetry. Over the course of the year book corners will reflect the termly theme, author and genre foci dependent on current learning with a range of books from the school library which are changed regularly.

**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.
* Over the year, display will reflect the depth and breadth of the curriculum.
* BLP development will be displayed in the common format (see BLP Policy).
* 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
* 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.
* Resources to support learning eg mathematical resources should be accessible to all pupils and stored in a manner that supports independence in selection.

**Communal Areas**

* A member of associate staff will have oversight of each area. 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 Hallis 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. Senior leaders and external consultants will review the learning environment as part of our school improvement foci. Formal feedback will be provided for staff from time to time.

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| Agreed by GovernorsDate:  08.05.18 | Full Governors | 08.05.18 |
| Finance and General Purposes |  |
| Teaching and Learning |  |
| Chair of Committee | Lisa Knowles | 08.05.18 |
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