

**WIBSEY PRIMARY SCHOOL**

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| **Policy for the Learning Environment and Display** |

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| Agreed by Governors  Date: | Full Governors |  |
| Finance and General Purposes |  |
| Teaching and Learning | x |
| Signed on behalf of Governing Body by Chair of Committee: |  |  |
| Approved |  |  |
| Review |  |  |

**Aims**

* To provide an environment that promotes the highest quality learning.
* 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.
* To promote and value all subjects within the primary school curriculum.

**Application**

**Display**

* Excellent displays do 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.
* Classroom displays are the responsibility of the teacher. Whilst work may be prepared and put up by associate staff, the content, quality and consistency is the responsibility of class teachers.
* Displays 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 may be double mounted.
* Over the year, displays will reflect the depth and breadth of the curriculum.
* Accurate learning objectives will be displayed and Wibsey Skills for Life development will be evident. BLP development will be displayed in the common format with accurate muscle logo.
* Displays in classrooms promote and develop oracy and subject specific vocabulary.
* 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 with learning objectives, numbers, key questions, Blooms Taxonomy or numbers etc used to highlight clear learning journeys.
* Maths working walls will feature AT1 Maths work, mental arithmetic strategies and highlight mastery approaches to learning.
* English working walls will feature a Reading Toolkit to focus on reading development linked to classroom novels, a Toolkit Phase to develop grammar and punctuation and a Writing Phase to show writing development (planning, drafting, edit and revise, publishing, WAGOLL). It may also feature exemplar written work which will often be annotated copied pieces.
* Foundation and Year 1 will have a Phonics display. From Year 2 upwards 1 class display (possibly part of a working wall) will focus on reading progression, including: orientation, vocabulary, reading skill development and application. Year 2 will transition from the Phonics display to the reading progression display over the course of the year.
* 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
* Classrooms have inviting and exciting reading areas, linked to the class novel/ half termly topic/theme and include BLP reading targets, to promote a love of reading.
* Communal displays remain the responsibility of the year group and will mostly be double mounted and double bordered. Communal displays 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.
* Large PE, Music, RE, Spanish and Computing exemplar books will be available across year group classrooms for staff and children to revisit and to highlight learning journeys.

**Resources**

* Both communal and class resources should be replaced after use, everything will have a home.
* Audits of purchased resources will be held by subject/area leaders.

**Communal Areas**

* 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 information about: curricular clubs, holiday lists, breakfast and after school clubs, half term topics, attendance figures and upcoming events. It will also celebrate learning and BLP champions.

**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.
* All paper trimmers will be placed securely in cupboards when children are in the classroom.

**Signs/Notices**

* Communal signs will be in the school font. Labels and displays will be in school font unless a change supports quality display e.g. cursive script on a history display or the school handwriting font as an exemplar.
* Investor’s In Pupils (IIP) and Everyone Reading In Class (ERIC) signs should be displayed on all classroom doors.
* The classroom risk assessment, fire evacuation procedure and child protection notice will be displayed in all classrooms.

**Evaluation**

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

Monitoring and evaluation may take the form of oral and / or written feedback, learning walks, observation feedback and peer to peer review.