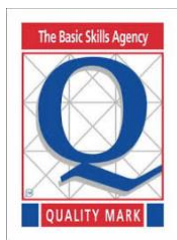




**Learning Environment and Display Policy**



## Document Control

<b>Organisation</b>	The Saints Federation
<b>Title</b>	School Learning Environment and Display Policy
<b>Author</b>	School
<b>Owner</b>	Head Teacher and Governing body
<b>Protective marking</b>	NOT PROTECTIVELY MARKED
<b>Review date:</b>	Every Three years or sooner if needed

### Revision history

Revision Date	Revision	Previous version	Description of revision
November 2019	1.0	N/A	Policy created and signed off
December 2020			Annual Review

Signed by Chair of Governors on behalf of the Governing Body:

.....

Signed by the Head Teacher:

.....

Date approved: ..... (by full Governing Body)

Date of review: .....

### **Our Vision**

Guided by our Christian values, we strive to promote a nurturing learning environment that values difference and enables all pupils to become happy and independent lifelong learners.

### **Our Ethos**

Learning together through fun, friendship and faith.

### **Our Mission / School Aims**

- To create a respectful community promoting compassion towards others.
- To nurture lasting friendships based on truth and trust.
- To encourage responsibility and foster positive attitudes.
- To strive for excellence in teaching and learning within all aspects of school life.
- To develop creative and independent thinkers who are happy and successful in an ever-changing world.

## School Learning Environment and Display Policy

### Introduction

At The Saints Federation we aim to provide a lively, stimulating, exciting environment in which our children work and learn. In order to achieve this, the whole staff see displays to be of vital importance. Displays of any kind in and around the school building are of the highest standard at all times.

The school-learning environment must create a welcoming atmosphere and set the scene for purposeful learning. It should be purposeful and eye-catching but most importantly it should say to the children **“We value your work.”**

Where the learning environment is well organised and used flexibly to support a range of different interactive teaching and learning approaches, personalised learning can be considerably enhanced. The school and classroom environment, and the organisation of resources within it, can have a very significant impact on the quality of children's learning.

### Aims

- ensure displays around the school inform, celebrate and enhance learning;
- encourage pupils to have pride and confidence in their work and achievements by demonstrating that **we value their work and learning**;
- **create a learning environment that stimulates interest and discussion** to challenge children's knowledge and understanding of the world;
- **encourage respect for the school environment** and actively work to ensure it is an enriched place to work and learn;
- influence children in best presentation, personal organisation and general tidiness;
- **celebrate achievement** and raise self-esteem for all;
- use display and resources to **positively impact on learning**; through consolidation/reminder of previous learning and introducing new information & knowledge.

### Reasons for Displays

- We want all children and adults to enjoy pupils' work.
- To model expectations and support children's learning.
- To foster motivation and to focus discussion.
- To add interest and to enhance the classroom environment.

### General Points for the Learning Environment

*“Visual clutter inhibits learning. Studies suggest that disorganised or cluttered learning environments can impair cognition. Such environments cause the eye to dwell on a scene for significantly long periods in an effort to make sense of the chaos – a task that requires substantial cognitive energy detracts from meaningful learning time.”*  
(Vecera et al, 2001)

- Classrooms and corridors should be **absolutely clutter-free**. Everything should have its place and where visible, be stored neatly.
- Tray labels and other resource labels should be typed and mounted. In the Foundation Phase these labels may include images of tray contents to support early reading skills.
- If displays are damaged they should be repaired (or replaced) as soon as possible.

- All displays in communal areas should include a year group, title and information about the work.

## **Learning / Working Walls**

Learning Walls are a crucial tool in supporting children with their learning and should be used consistently throughout the school. At The Saints Federation, all staff are expected to use the philosophy behind the 'Learning Wall' for both English and Mathematics displays although this may well extend to other subjects such as Science, ICT and others.

Learning Walls should include:

- The title of the topic/theme/unit
- Key Learning Objectives for the topic
- Initial investigative/analysis work – this maybe; *annotated examples of text, posters of text features, vocab lists, number investigations, idea sharing activities etc*
- Established success criteria (*steps to success*) for learning intentions, outcomes, targets
- Planning – to write own text
- Teacher Modelling – what does a successful example look like? – annotations relating to identified success criteria to reinforce learning e.g. this could relate to a piece of writing or the working through of a calculation method
- Publishing – 1st draft of children's efforts – annotated – WWW (What Went Well) – EBIs (Even Better If)
- 2nd Draft – annotated against success criteria
- Questions or challenges to enhance learning.

The ongoing process of working through the learning wall will also support children with the process of peer assessing and self-assessing their work and learning. This is crucial in our drive to promote a personalised approach to learning and to create reflective and thoughtful learners.

## **Expectations on Classroom & Common Areas Display**

A high-quality learning environment has a direct impact on the standards and attitudes of the pupils in our school.

Initial stimulus displays should be in place before the children return to school in the new academic year.

### ***These should include:***

- Key questions and key vocabulary related to topics / specific subject areas.
- Posters with accompanying questions to stimulate the children's interest.
- Table top displays of artefacts / books / resources linked to the curriculum.
- Book corners to be set up / labelled and books attractively displayed (preferably an area to demarcate the area from the rest of the classroom).
- As work is generated from the children this should be used to replace the majority of adult generated displays and resources.
- Welcome/learning boards outside of classrooms (including children's photographs) must be completed and displayed **by the end of the third week of the Autumn term** at the latest.
- Full display in classrooms should be fully in place by the first week back after Autumn half-term.

***Displays over time:***

- Every child's work should be displayed at least once every term.
- Work displayed should reflect the school's focus on developing key skills across the curriculum and national literacy and numeracy framework skills along with other work.
- Each classroom must have a display for Welsh, English, Mathematics, RE, Science (KS2), topic and a reflective Worship area. Other subjects should be well represented throughout the year.
- Displays should be a balance of celebrating children's work and modelling to support children's learning (see section on Learning Walls). Children are encouraged to participate in all aspects of display. Displays challenge children to think by asking them a range of questions or giving them statements and comments to read so that the children (and adults too) interact with the displays.
- Work selected for display is chosen because of its quality or effort.
- All work is mounted – single or double – using paper of a good quality which has been accurately cut on a slide cutter. Work is put on display boards using Blu-Tack or staples.
- Displays are a valuable source of information for visitors to the school, especially parents, and as much detail as possible about the work which is or has been undertaken is included. Displays must be titled, labelled and provide contextual information explaining the purpose of the work along with children's comments and responses to their learning and learning journey.
- Children's work must be named on displays.
- The use of interactive and Welsh labels will also engage the viewer further. The Welsh language should be clearly identified through the use of a Welsh flag logo.
- Display lettering must be in an appropriate font and size so that it can be read easily by a child.
- Displays must be kept in good condition – clean and tidy. You should not use old display lettering or resources unless they are still in excellent condition (our children deserve better!).
- Borders must always be used around the backing paper.
- Displays should be changed at least every term to reflect the work taking place in the classroom and changes in topics.
- Collective displays should show a range of work from selected classes.
- Each class is responsible for particular subject boards around the school. These are agreed before the start of each term.
- Particular care should be given to 3D work around the school.
- Care should also be taken with artefacts borrowed for display purposes.

**All displays must have:**

- A title (computer generated or created using stencils and coloured paper / card)
- Open / closed questions
- Learning Objectives
- Process (what the children did)
- Reinforcement of key vocabulary
- Quality labelling

Written work on display (final draft work) should be acknowledged, neatly marked and the learning objective should be clear to the audience reading it. Emergent writing of younger pupils and those with ALN should be annotated.

### **Equal Opportunities**

At The Saints Federation we believe that all people have the right to equal opportunities to help them reach their full potential. We value and celebrate diversity and treat every member of the school as an individual, actively promoting equal opportunities.

The ethos of our school supports the development of self-respect and self-esteem in all pupils, staff and the community we serve. We aim to ensure that the curriculum reflects the issues and needs of a diverse society.

We are opposed to all forms of inequality, discrimination and harassment. In these respects, we aim to meet the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.