



Learning Environment and Display Policy

Inspiring happy, **courageous**, independent, curious, creative, life-long learners. So that all can achieve their full potential, striving academically and socially with **humility** and **dignity**.

Believing being anchored in Jesus Christ will guide us with **hope**, **compassion** and **wisdom** in becoming successful members of a global community.

Reviewed & approved by Governors: July 24
Next Review: July 26

Rationale:

Classroom environments can both support and enrich the learning of all children. As well as being vibrant and welcoming, the classroom environment is a learning resource, the second teacher and a way of engaging children and building the class community. It can create a sense of ownership and be used to support and promote learning as well as celebrating children's work. With careful thought and planning, an effective classroom environment is used as an interactive resource supporting teaching, learning and assessment. At St.Clement's Academy we believe that a well organised and stimulating environment has a direct impact on the quality of teaching and learning, and therefore supports raising standards. It enables pupils to develop independence as learners, building on good Foundation Stage practice.

This guidance document sets out to clarify the common expectations at St Clement's so that we provide consistency for all pupils in supporting, whilst challenging pupils to give their very best and develop a shared sense of what high standards look like.

Aims

At St Clement's C of E Academy we work towards providing a lively, stimulating, exciting environment in which our children can learn effectively.

To this end, all staff regard the learning environment and displays to be of vital importance. Displays of any kind, in and around the school building, are to be of the highest standard at all times.

Teaching, non-teaching staff and children are involved in the production of displays. Displays communicate our work to a range of stakeholders including children, parents, staff, governors and visitors. We believe that inspiring excellence is reflected through the quality of our learning environment. We value the importance of displays, pictures, objects and teaching aids that appear in classrooms and throughout the school building.

We believe that high quality display as part of the learning environment: -

- Stimulates curiosity and appreciation of the world.
- Celebrates children's effort and achievement.
- Is an effective learning and teaching tool.
- Reflects the rich and varied experiences of current learning.
- Creates an appreciation and awareness of aesthetics which adds to the quality of children and adults experiences at school.
- Reflects a variety of cultures and promotes equal opportunities to learn and take account of stereotypes, disabilities and gender balance.

- All displays should have a unicef article and Bible quote linked to it. This shows how we are always considering children's rights and our Christian ethos and values.

Working Walls

At St Clement's we believe that working walls can make a positive contribution to children's learning. The core purpose of a working wall is to:

- support children's understanding in the process of learning
- provide a visual resource and a reference to scaffold learning
- support current learning and pertinent prior learning
- represent the work in progress, the learning journey steps
- model specific unit modelling for children to access, including children's examples.
- help independent learning
- show progress in learning concepts or steps
- model essential concepts, processes, vocabulary.

Features included on a writing Working Wall:

Genre checklist – exemplar text – identifying purpose and audience, language features, structure. This is annotated to highlight examples.

Text Map – whole class – children's WAGOLs (What A Good One Looks Like).

Planning – boxing up examples.

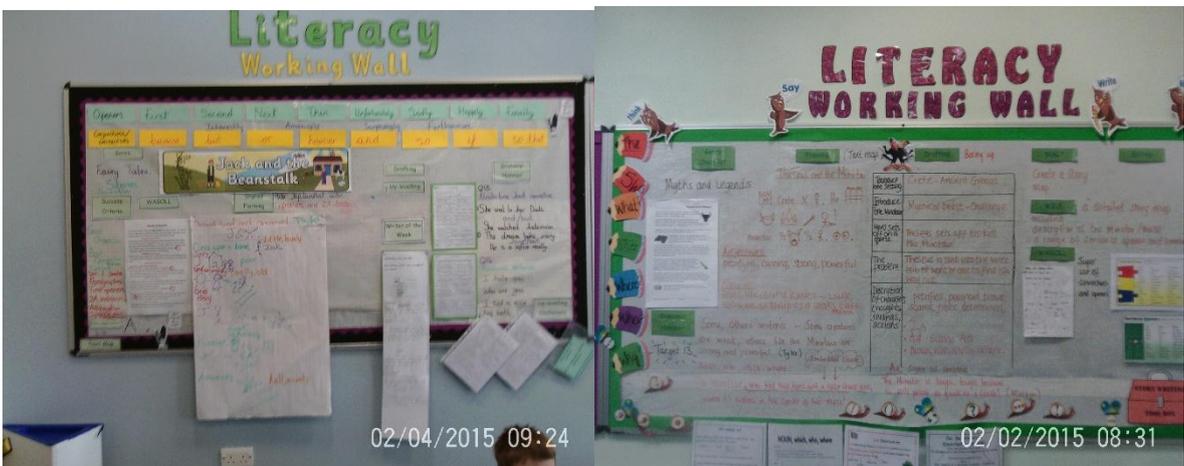
Success Criteria – relating to the genre/children's spto writing targets.

Drafting – shared writing/children's WAGOLs.

Up-levelling – shared writing/children's WAGOLs.

Examples of – connectives, openers, punctuation and vocabulary/wow word section. (this can be on a SPaG display with examples of how these are used in a sentence/text)

Most importantly, the Literacy Working Wall is used by the children who add to it throughout the session/genre.



Features included on the Maths Working Wall in Years 1 to 6:

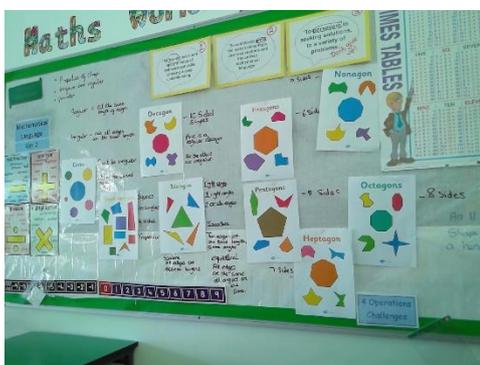
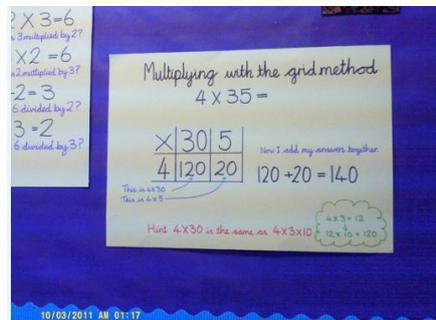
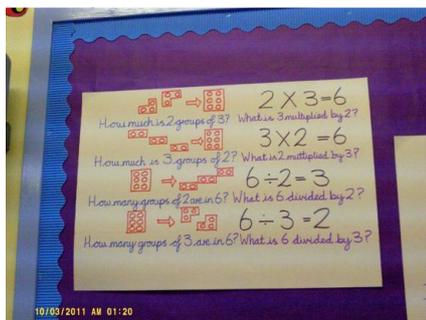
Learning Outcomes.

The Three Aims (with fluency, reasoning and problem solving highlighted in each one).

The Times Tables in which the children are currently working on.

Modelling of the current Maths learning (including Mental Arithmetic).

A Maths problem related to the current topic.



Where should working walls be displayed for maximum impact on learning?

Working walls will be displayed where they are visible and accessible for pupils to see and use. This means displaying them in a central place (e.g. next to the white board) where most teacher led input can be seen and where the eye is drawn. A working wall should be the focal point for whole class learning.

How are working walls presented?

Working walls will most commonly be handwritten using cursive script. They should be written using large sheets of sugar paper or flip chart paper. They should represent “real time learning” and be current to the learning area in focus. (E.g. part of a current topic or unit).

How does a working wall lead to quality outcomes for learning?

- Working walls are supportive and interactive
- They are part of the planned learning experience and referred to continuously
- They are referred to by children
- Children can see their work contributing towards the working wall
- They provide ‘stepping stones’ for children
- Working walls can help children think through ‘higher order thinking skills’, especially when they contain open questions. E.g. ‘35 is the answer, what is the question?’

Interactive Displays

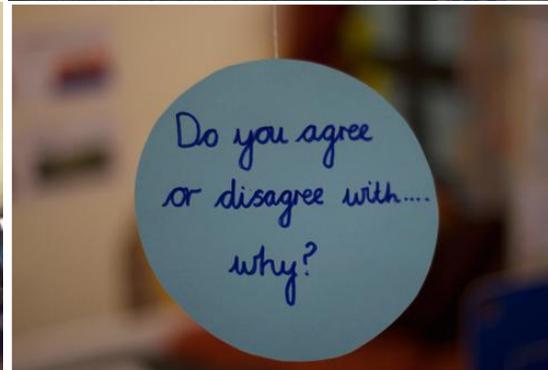
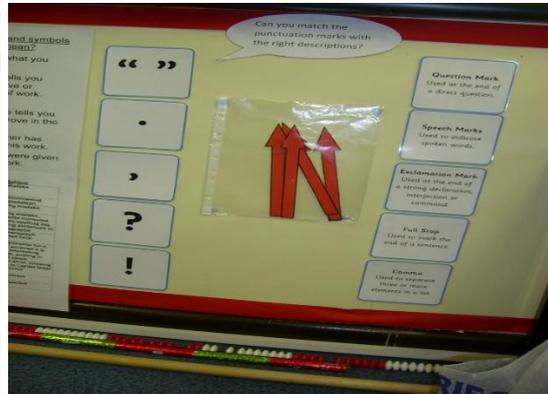
Why are interactive displays important?

- They encourage children’s thinking from enquiry and engagement with learning
- They support the development of sustained, active thinking
- Interactive displays can provide next steps for learners. (E.g. form an enquiry or homework opportunity)
- Interactive displays help extend learning beyond the teacher modelling
- They support deeper learning and reinforce key language development

Using learning questions to promote learning

Every display to include open questions

- Linked to AFL, linking learning, applied in different contexts
- Relevant and accessible
- Develop deeper thinking
- Differentiated outcome
- Child friendly and include challenges for more able
- Time to explore and demonstrate how to use (problem solve)
- Open questions are planned for and displayed
- Apparatus to demonstrate; whiteboards ,post-its, word cards, tray of cubes, number cards etc



Use of Success Criteria and Modelling 'What a good one looks like- Wagol'

It is important to display examples of what makes good features of current learning because:

- Children can access Wagol and know what they are working towards
- It models high expectations, to show what success looks like
- Shared understanding of judgement criteria
- Know what it looks like – successful model
- Show key features, aims and reminders of current learning, so children can see where they are and next steps
- Provides a reference to success for pupils
- When pupils encounter problems – they can self check and improve

Obviously, all teacher modelling should reflect 'what a good one looks like' and teachers should check they have modelled all the elements required by children before the put models on display.

Use of Humanities displays and Interest/ Topic Tables In Classrooms

Humanities or non-core displays should always contain current area of learning. They should almost look like a giant version of the knowledge organiser for the unit and this will make them useful during lessons. The giant knowledge organisers can be used during recap sessions at the beginning of lessons or as a means of AFL/exit tickets. There should be;

- a range of relevant vocabulary, with images preferably
- key learning questions
- a range of books (both fiction and non-fiction if possible) linked to topic
- artefacts/equipment linked to topic

- children's completed work/ photographs (mounted) to be celebrated if possible

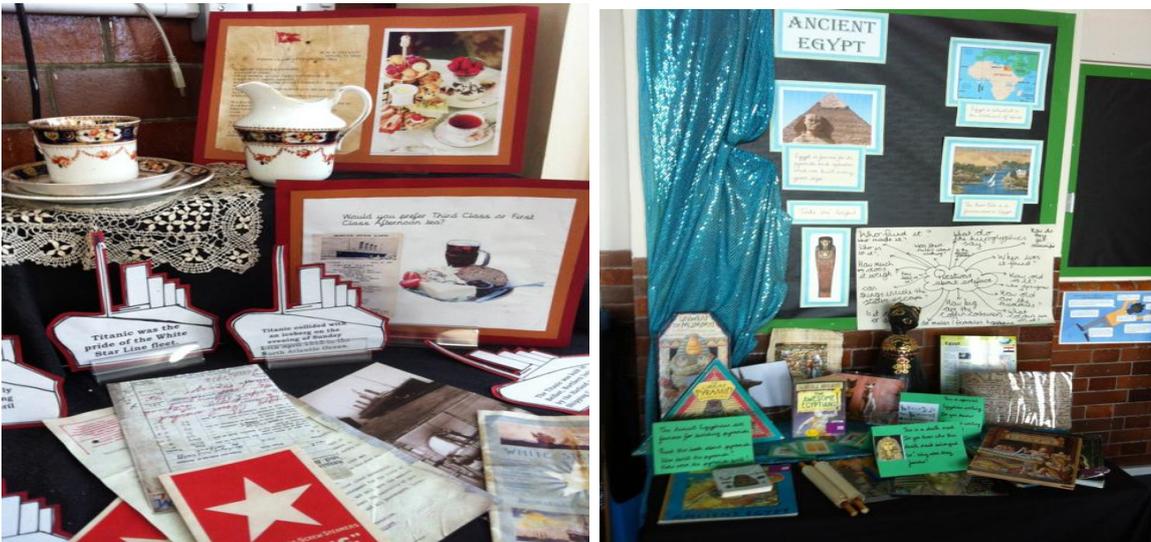
Humanities and/or interest tables/shelves, create an instant reference to a learning theme. They promote enquiry and stimulate the sense, drawing learners in.

Humanities and interest tables provide a variety of opportunities in the classroom including:

- stimulating discussion in lessons linked to a curriculum theme
- generating enthusiasm towards a topic area or an aspect of a theme
- providing children with concrete examples / artefacts that prompt thinking
- role play and drama opportunities
- opportunities to display learning questions and link learning across curriculum areas.

We expect all learning environments to contain humanities or interest tables linked to a current or 'live' unit. They are used as a reference point by teachers and children to plan learning opportunities around and should be stimulating and inviting parts of our classrooms.

All classes should have the key skills for each unit up on their display including for music, Art, DT, and computing. **All wording and vocab should be large enough to be read across the whole classroom.**



Key to effective display

1. Aim for quality (and do never second best!)

All pupils are capable of producing quality work regardless of age, ability or need. Having high expectations and timetabling quality time for pupils to publish work for display is the key for achieving good results. If a pupil finds it difficult to sustain longer pieces of work for publication, publish extracts or even just a small section of work.

2. Keep it simple

A good quality display is not about the brightness of the backing paper or the size of the title but more about quality of work. It should speak for itself and should stimulate interest.

3. Use Drapes and Props Sympathetically

Drapes and fabrics can really enhance a classroom display, generating interest in the display and creating textures for pupils. The same is true of the use of 3-D objects and materials. Aim for objects, fabrics and drapes which compliment the display and children can handle.

4. Use Photographs In Display To Help Show the Learning Process

Photographs in display are really great for those "you had to be there" moments. Especially when the learning takes place over a period of time, photographs are great for capturing the learning processes.

5. Quotes, Context and Key Vocabulary and questions

Always ensure displays contain quotes from children which emphasise what they have learnt and the impact of learning. Alongside this add any key vocabulary linked to the learning and a context which explains what children have been learning. Questions encourage children to extend their thinking when using the display or to consolidate and/or reaffirm their knowledge.

6. Published children's work

Children's work should always be mounted appropriately and precisely (eg no torn or unstraight edges)so that children see we always strive to produce the highest quality of work we can. In developing a culture of sharing high quality work we believe that:

- children can be aspirational and aim for high expectations
- it provides learning with a purpose - to a wider audience
- it enables us to show progress and a broad range of learning across the curriculum
- it provides a real live purpose for editing and refining work
- perseverance is developed
- life skills for producing work in education / work are promoted
- children are empowered to feel like an author
- we celebrate quality of working
- we provide good models, proof that it's achievable
- we create a sense of pride in work and achievement

Modelling Handwriting

Teachers should follow the school handwriting policy in all written feedback, labelling, modelled work and display. There should always be good models of cursive and pre-cursive handwriting on display around the classroom. To this end, teachers must ensure that displays are not completely made up of printed and laminated resources.

Book Corners

Book corners should be inviting, stimulating places to learn to read and learn.

The use of soft fabrics, cushions, lights and plants can 'soften' the area making it more inviting. The use of key questions, topic links and displays of featured genres can all enhance the learning experience for pupils using a book corner well. Books should always be stored in neat, accessible, pupil friendly ways using storage containers or pupil friendly labels. This ensures that pupil books are always maintained in good order and do not become dog eared or worn. Each term the books will be boxed up and exchanged for a new set of books so the children have a range of different books to access throughout the year. The children themselves should sort and group the books and create eye catching labels for sets/genres of book. The idea is to give children more ownership of their book area and create a sense of responsibility and pride in their environment.

General

Key areas for the storage of equipment must be clearly defined and easily accessible for pupils. They should **always be organised and tidy** with clear (possibly inc images) labels. If resources are stored in under sink cupboards, they should be stored neatly so that should a child open the door to look for something, it is easily accessible. **Stock cupboards**, should be clear of clutter and easily accessible. There should not be piles of stuff on the floor or dangerously overloaded shelves. Adults should model high expectations in ensuring all equipment is well cared for and treated and stored appropriately. **Children should be expected to clear tables and floor of resources/ rubbish at the end of each session so that the classroom is always presented a valued working environment.** Shelves should not be piled with papers and text books/exercise books in an unorganised and messy manner. **Teacher's desks should reflect the expectation of the pupil's tables and remain clear of clutter and piles of work.** Take a look at your desk- what would you say if your children's tables looked like that?

Lighting-Good natural light helps to create a sense of physical and mental comfort, and its benefits seem to be more far-reaching than merely being an aid to sight. This owns in part to the soft and

diffused quality of natural light, its subtle changing value and colour, which electric lighting does not have. Although natural daylighting should always be the main source of lighting in schools, it will need to be supplemented by electric light when daylight fades. Minimising or avoiding displays on the windows, encourage more natural lighting. Similarly, not placing large items of furniture against windows. Keeping the glazing clear can maximise environmental benefits from natural light. Active use of the internal blinds (shading coverings) to address any glare problems. Keeping access to the blind controls clear. When there is a low risk of glare, **keeping the blinds open, instead of simply switching the light on** can maximise environmental benefits as well as saving energy.

Air quality- Opportunities to improve air quality should be grasped. In a typical classroom with thirty pupils it will normally be necessary to open a window within the duration of a lesson. **Excess CO2 can cause drowsiness** .

Temperature- If local temperature control is possible (using a thermostat) the classroom should be kept cool, but comfortable, for optimum learning conditions. If sun heat gain is a problem and there is no external shading, then active use of blinds and ventilation is essential to mitigate the problem.

Ownership- A classroom that includes pupil-created work in displays is more likely to provide a sense of ownership.

The classroom can be made readily recognisable from others by distinctive class-made displays / artwork of, for example, people, houses, animals, trees. Allowing pupils to personalise aspects of the classroom, such as lockers, coat pegs or drawers, creates a sense of belonging. All classes should have their 'Class Cross' on the classroom door to add to the sense of ownership.

Corridors & communal areas- Should be kept clear for circulation and orientating "landmarks" provided. Displays outside the classroom are changed termly. The work should be of high quality and any wear/tear should be repaired. It is a prime opportunity to display children's published work. Especially that work linked to special themed weeks and high quality writing and art examples.

All classrooms must have:

- High quality writing displayed across the curriculum (improving pupils' writing is a continuing whole school focus)
 - Support resources displayed e.g. A maths 100 square, number lines, place value charts, times tables, relevant calculation policy models, speaking & listening prompts, high frequency/ spelling words, alphabet & phonics where appropriate
 - Planning & Timetable displayed
 - Fire evacuation procedures (Health & Safety requirement)
 - Number Wizard
 - Presentation expectations
 - Learning Behaviour display (Rockets) & STARS behaviours
 - Class cross on the door (**please DO NOT put anything else on your class door**)
 - Prayer / reflection area
 - Unicef / class charter
 - School vision statement
 - Well being display
 - maths resources trolley
 - pencil pots on desks
 - visualiser
- (see non negotiables for more detail)

As the class teacher, ultimately it is your responsibility to ensure pupils respect and value the environment and equipment. Therefore, you will be held to account for preventable damages and loss- especially with blinds. Always turn the blinds to 'open' position before drawing them open across the window, this will prevent damage to the blinds.