



Cliffe VC Primary School

Display and Learning Environments Policy

Date adopted	October 2016	Responsibility	Full Governing Body
Date of next review	September 2019	Headteacher	<i>Suzanne Hay</i>
		Chair of Governors	<i>Mrs C Middleton</i>

Learning Environments in Cliffe VC

Learning Environments should stimulate 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

Expectations on classroom and common areas

High quality learning environment has a direct impact on the standards and attitudes of the pupils in our school

- As work is generated from the children this used be used to replace the majority of adult is generated displays and resources
- Display should be carefully planned for and time built in for children to take forward work of the highest possible quality into display
- Classroom curricular displays should be changed termly. High quality displays can be recycled and moved to hall / Yorkshire room/ entrance.
- Classroom topic displays must be changed as a new one starts

What should displays contain?

1. Labels should emphasize the aspect of learning that children have made progress in the subject and emphasize key vocabulary that the children have learnt- as an additional opportunity to reinforce it

2. Work should not overlap a border unless it is done as an intentional design as children's work should be thoughtfully positioned and spaced.

Use the expertise we have on staff to ensure high quality presentation.

3. A high percentage of display should be pupils' work. This should significantly outweigh other display resources (although these can be very effective in consolidating/ extending learning)

4. At a practical level staff should be able to refer to displays when teaching to make meaningful links with previous/ new learning.

Display are not intended as decoration- it celebrates achievement, gives wonder, gives wider audience to learning, reminds pupils of what they have been learning / achieved, encourages higher standards through accessing the work of others and enrich learning .

5. Classroom displays should include: Class Charter, Maths, English, Science (working walls), Topic, ICT through whole curriculum/ RE. Please do not use a display board for organisational papers . Keep these close at hand in a file.

6. All Displays must have:

- A title (computer generated or created using stencils and coloured paper/ card)
- Open / Closed Questions
- Learning objectives / aim
- Explanation of the progress of skills or knowledge
- Process (what the children did)
- Reinforcement of key vocabulary

7. Larger displays should have word processed banners or lettering cut out using wooden stencils and be edged Letters can be laminated for high use areas or if the display is to be reused.

8. All children's work should be mounted unless on a working wall.

9. Please ensure that work is trimmed and mounted evenly and intended straight edges are straight.

10. Classrooms must have

- High quality writing displayed across the curriculum (improving children's writing is a focus on SDP)
- Learning behaviour links to SDP
- Support resources e,g 100 square, number , lines, place value charts, speaking and listening prompts, high frequency words
- Evidence of ICT through displays (not just word processed work)
- PE timetable and expectations of kit to be displayed
- Fire evacuation procedures (H&S requirement)
- Classroom Charter (liP board)
- A focus on high quality writing

11. Book / reading areas should be tidied daily and regularly sorted / changed . Not too many books .

12. Teachers are encouraged to delegate some responsibility to named pupils for upkeep

Good routines for tidying away are crucial and labour saving.

All classes must be tidy before lunch / hometime

13. Daily timetable should be displayed on board / by board each day.

Expectations on classroom organisation and around the school

The overall effect of the classroom environment should be one of space and organisation. This is challenging when we have little space in our school and so means it is even more essential that we work together to ensure all is done to keep the following in place:

- Piles of junk / books/ teaching resources/ pupils work should not be left scattered in disorganised piles
- Do not hoard resources! When you have finished put them back. We have designated set areas for all school resources including paper/ card/ fabric/ paints/ maths , science equipment etc. Please support your colleagues by putting resources away properly in the correct place. If you are unsure, ASK!
- Return all shared resources to shared areas.
- Be selective in what you keep. Do not hoard junk or clutter.
- Cupboards and paper chests to be sorted each term to maintain high levels of organisation and effectiveness.
- Teacher's desks must not be piled high with resources/ paper/ folders. Develop organisation systems within your room, set the standard for pupils and staff to see and maintain them. Desks should be tidied and cleared at the end of the day for cleaning.
- Storage files/ boxes need to be in good condition and attractive.
- Chairs to be stacked on tables at end of the day for cleaning
- Use letter join for most printing – if you do not have on your PC see SH or SS
- No items to be left in the hall