



Learning Environment & Display Policy

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Higham Primary School

Learning Environment & Display Policy



Introduction

At Higham Primary School, the learning environment is an important part of children's learning, as it reinforces the school's commitment to high standards, high expectations and our drive to continually raise achievement. It raises self-esteem and encourages pride in the classroom and school. Display of resource material and children's work offers opportunities to develop and enrich the skills of learning and understanding. It is not only a tool to stimulate interest and thinking but also the basis for creative and aesthetic awareness. At Higham, we aim to provide a lively, stimulating and exciting learning environment by providing opportunities for children to be creative, enterprising and independent. It should enable children to feel part of and promote participation in the community. In Summary, display is a vitally important component of the learning environment, and is highly valued by staff and pupils.

Aims

To create and maintain a learning environment which:

- Increases self-esteem and pride in their work, by valuing the contribution of all pupils and celebrating their achievements.
- Encourages respect for others, their belongings and the environment by insisting on a high standard of tidiness and organisation
- Stimulates and motivates children to learn by setting high standards to which they can aspire
- Encourages aesthetic awareness and a positive attitude to our school environment
- Generates curiosity, stimulates enquiry and the ability to pose questions
- Reflects progression throughout the school, particularly in writing and maths
- Reflects and interacts with class themes being studied across the curriculum and provides a clear link with work going on in the classroom.
- Provides information to consolidate learning
- Makes all pupils feel safe from bullying and harassment by ensuring that all areas are safe and accessible
- Encourages children to be independent and take responsibility
- Reflects and values different levels of achievement and cultural backgrounds
- Informs and inspires pupils, parents, carers, governors, staff and visitors to the school

Staff will:

- Create a calm, welcoming, stimulating environment where high value is placed on learning
- Display work which is representative of all children and all ability levels
- Insist on high standards during induction week and consistently throughout the year and take time to instil them
- Emphasise the shared nature of the learning environment: call it our classroom, our area, our school
- Be a clear role model for tidiness and organisation
- Teach the children to have roles and responsibilities for tidiness and organisation so that they understand that tidiness is everybody's responsibility
- Demonstrate an understanding that the environment has a direct impact on learning and attitudes
- Make effective use of music and visual images
- Ensure that all furniture and resources are used effectively
- Ensure that all areas are kept to an appropriate standard to meet health and safety requirements
- Be responsible for their own laptops and keep them secure at all times
- Have child centred displays which reflect the achievements of the children

Classrooms

- Class teacher is responsible for tidiness, organisation and displays in their classrooms
- All classes to have designated reading area that is vibrant, inviting and promotes a love of reading.
- All resources are labelled and accessible
- Classrooms should be ready for anybody to use
- Display boards will have up-to-date displays reflecting current learning.
- Classrooms may have one designated small area for information for teachers – this must be of tidy appearance and remain unobtrusive and comply with GDPR in terms of confidential information on pupils including full names, only first name to be visible
- All classrooms will have interactive white boards and Internet access
- All classrooms will have working blinds for security as well as shading



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Shared areas

- Cloakrooms to be kept tidy. Class teacher to train children during Induction Week with reminders consistently throughout the year.
- Outside each classroom, teachers will display samples of termly work from across the curriculum.
- To promote a love of reading, adults display the book they and their class are currently reading.
- Librarians to ensure the library is kept neat, with books in the correct sections on the shelf, vertically and with spine facing outwards. Teachers to remind pupils regularly to treat the library with respect when taking out and returning books.

Hall

- Equipment stored neatly and safely in designated area
- Displays to reflect our whole school values and community

Outdoors

- Use of the outdoors to be written into curriculum plans
- Outdoor play equipment to be carried out and returned by monitors / play leaders / midday meal supervisors
- Pupils to be taught about looking after the environment in Induction Week and at other times as necessary

General Comments

- Avoid loose paper e.g art work goes into portfolios, teachers' documents filed
- Have storage boxes that are appropriately sized – no overflow
- Leave floors and surfaces clean and clear at the end of the day
- Teachers' areas to provide a model of good practice and left tidy at the end of the day.
- Have appropriate furniture but leave enough space for creative work
- Keep ICT equipment wires to a minimum and stored neat and tidy
- Keep display boards neat and tidy, repairing where necessary
- Do not leave things lying around school and get rid of unnecessary clutter
- Be aware of mud and encourage pupils to wipe their feet when entering the building.

Display

Displays in school reflect a broad and balanced curriculum both in the classrooms and in the shared areas of the school. Displays of any kind in and around the school are of the highest standard at all times.

Displays reflect what is being taught either for the current term or for the previous term and are thus changed regularly.

A balance of displays is created in classroom areas including those that are informative, provide reference materials for the children, are used as a teaching aid by staff and represent a range of children's work.

All classes must have:

- Working wall for English (See below)
- Working wall for Maths (See below)
- Theme display (linked to humanities, art, design and technology) including key vocabulary
- Science display including key vocabulary
- Reading corner display
- A speed sound chart (Year R to Year 3 only)
- A UK map (Key Stage One) or a UK map and World map (Key Stage 2)
- A History timeline (Key Stage Two only)
- A visual timetable
- House point and traffic light charts

All displays must have a clear title, an explanation of the learning that took place and children's work clearly labelled (First name only). Titles could be created using stencil lettering, cut out letters, computer generated, or hand written. Where possible the school's handwriting font should be modelled (either typed or handwritten) and used to create the explanation of work and pupil labels. However other fonts may also be used for artistic effect.



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All work is mounted (unless this impacts on the intended overall effect of the display) – single or double – using paper of a high quality that has been accurately cut on a slide cutter. Work is put on display boards using blutak or staples. Written work, wherever possible, is placed at a suitable height for children to read. Displays are surrounded by various style borders. Wall displays should be limited to display boards only – work should not be attached directly to walls. All staples should be completely removed when changing a display. Display items may also be hung from ceilings and 3D items may be displayed on shelves or other surfaces.

Working Walls

Working walls provide an opportunity for teacher's and pupils to model, scaffold and provide prompts as part of the ongoing learning in English and Maths lessons. They are used to display key vocabulary and record key elements of the learning journey and provide a visual and interactive tool for pupils to use to meet desired outcomes. Working walls should be referred to and added to throughout the lesson and unit of work. Work is not necessarily mounted as it is expected to develop rapidly and change frequently.

Monitoring and Evaluation

The Senior Leadership Team and subject leaders will regularly review the learning environment and classroom/school displays throughout the school, by observing lessons, learning walks, speaking to pupils and visitor feedback. Teachers and subject leaders will keep evidence of high quality displays for future reference.