

Learning Environment Policy



Wheatley Hill Community Primary School

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Wheatley Hill Primary – Presentation of Display & Learning Environment Policy

Aim

At Wheatley Hill Primary School 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 of the highest standard at all times. Teaching, non-teaching staff and children are involved in the production of displays.

- Ensure displays reflect a broad and balanced curriculum, whether they are mounted in the classrooms or in the shared areas.
- Ensure displays show evidence of creative, linguistic, mathematical, scientific and technological learning.
- Ensure displays are child-centred and reflect the achievements of the children.
- Ensure displays reflect the teachers' current plans or are from the previous term.
- Displays are changed whenever staff members feel it is appropriate.
- Balanced displays are created in all areas – these include displays that are interactive, provide reference materials for the children and are used as a teaching aid by staff.
- Ensure all Classrooms include at least one working wall.
- Establish consistency, continuity, progression and high quality of displays throughout school.
- Ensure learning environments and displays promote equal opportunities to learn and take account of stereotypes, disabilities, pupil rights and gender balance.

The Learning Environment

We believe that the physical environment we provide for children has a direct impact on learning. It gives children a clear message about our school culture, high expectations and about how we value them and how we value learning and supporting independence. It is important that teachers keep the classroom and shared areas tidy and free of clutter both for health and safety reasons and to ensure an aesthetically pleasing environment and setting a good example for children.

Displays

Displays are a valuable source of information for visitors to the school, especially parents, and as much detail as possible about the learning involved in creating the display is given. This includes:

- A title (reference is made to the topic that the learning was based upon)
- How and why the learning was undertaken (written explanation incorporated into the display)
- Learning stories embedded into display if appropriate.
- Who produced the learning and their Year Group (to be written at the bottom of the piece of learning)
- Titles and captions should be appropriate to the display and decided upon by the classroom teacher.

Working Walls

A learning wall is an evolving display/resource that supports children with their current learning. An effective learning wall should engage children during lessons, allowing them to seek support independently. They help children understand the structure of a unit, how it progresses and how lessons in a subject are linked. A working wall is used to indicate on a display board the starting point and learning outcome of the lesson unit being taught. A working wall is there to show everyone what is being learned, why it is being learned, what will be achieved and to track the progress through those aims, making the children active participants in the process. They are a functional tool and may not necessarily look beautiful.

What should a working wall include?

- A learning wall is a flexible model, so it is down to the individual teacher to make it work in the way they feel is most effective for their children. However, the following are some general guidelines:
- Displays should show progress and will evolve over time.
- The learning wall is about showing the learning pathway from start to finish.
- Key vocabulary, questions and mind maps.
- Key extracts of learning stimulus e.g. letter, photos or prompts from WOW experience.
- Examples from teachers and children of what a “good one” looks like.
- If a child says something that shows they understand something fully, this could be written up in a speech bubble.

Making displays accessible for children with SEND and ensuring equal opportunities

Some children may need special arrangements in order to access displays i.e. a visually impaired child may need larger print. It is therefore important to tailor some areas to the specific needs of the child. Throughout the year, teachers will ensure that all children will have had the opportunity to contribute to work on display in the learning environment in the classroom or around the school. The school (if appropriate) will make adjustments to displays in order to further meet the needs of children integrated into the school’s EMP (Enhanced Mainstream Provision).

Presentation, colours and mounting

At Wheatley Hill we agree to have a consistent approach to presentation therefore displays should :

- Have subtle background colours and not distract from the children’s work
- Work to be mounted appropriately and this may include double mounted work which contrasts with the background.
- All work especially writing should be in the child’s best handwriting.
- In general all work should demonstrate the child’s potential best and of a high standard.

Consistency in Classrooms

In addition to the above we have an agreed approach to classroom organisation and key information.

- Displays should be stimulating, engaging and trigger enthusiasm and curiosity in children.
- Displays should demonstrate a balance of information, interaction and celebration of pupils' work (Limit printed internet resources to a minimum)
- Displays should be updated as and when required (Minimum termly unless consent taken from HT / DHT)
- Working walls should be updated and relevant to the current learning.
- Where possible, Maths and English walls should be positioned at the front of the classroom or support materials available on desks rather than on walls.
- Displays should include a title.
- All labels and titles should be clearly visible and accessible.

Classroom Environment (EYFS)

At Wheatley Hill we aim to keep our classrooms free of clutter with clearly labelled resources. Our classrooms show a balance between information for learning, interaction and celebration of children's work. The following are displayed showing consistency and progression in each year group.

- Behaviour systems - charter, expectations and rewards as well as class traffic light system.
- Identification of children's rights are displayed when appropriate in class and throughout school.
- Visual Timetable + "Hello" board with staff / family group information
- Quality examples of children's work.
- Learning stories and documentation displayed on the wall.
- Learning journals and learning stories available for parents.
- Parental comments & involvement evident.
- Photographs of children learning.
- Welcome wall and parental information.

Classroom Environment (KS1 & 2)

- Behaviour systems - charter, expectations and rewards as well as class traffic light system.
- Identification of children's rights are displayed when appropriate in class and throughout school.
- Learning Objectives will be displayed during lessons, as necessary, within clear view.
- Working Wall
- Religious Display – however this should incorporate other basic skills i.e. writing, art etc.
- Visual Timetable.
- Key vocabulary for current work / spellings in all subject areas.
- A piece of quality, sustained writing from each child in the class.

- Gem recognition, habits of mind & weekly assembly info.
- Writing of the week
- SEAL and Global Learning Display
- Evidence of children's work in a range of curriculum areas
- Good housekeeping – work tops and window sills are clutter free.
- All displays maintained to a high standard eg no borders or work hanging off.

Other Classroom Considerations

- A well resourced tidy and pupil accessible studio area.
- Internet printed prompts (Twinkl) laminated and placed on tables rather than walls – only if needed and an identified impact on learning has been considered.
- Independent writing journals.
- All children sit so they can see the whiteboard (No children with backs to the board).
- Floorbook available to staff and children at all times
- Communication Friendly Space

Building and Dismantling Displays

The following procedures should be observed:

- Care should be taken when putting up displays and the policy for Health and Safety should be followed.
- No staples, pins or any other sharp objects should stick out or used in areas other than display boards without permission.
- Displays should be put up ideally in pairs if a step is required. Displays in higher areas will require support of the caretaker who is trained at 'working at height.'
- Corridors or fire exits should not be blocked at any time. When displays are built consideration should be made to any possible fire risks, eg: sockets should not be covered.
- Displays should be taken down carefully, so that individual children's learning can be taken home or filed.

Monitoring and Evaluation

- All displays will be frequently monitored by the Headteacher and members of the SLT and feedback will be provided with action points if needed. Staff should accept any feedback as supportive and in the best interests of school improvement.
- Displays and the learning environment will form part of lesson observations, learning walks and drop ins.
- The presentation of children's work both on displays and in books will be monitored frequently.

Roles and responsibilities

The Headteacher and SLT will:

- Communicate and monitor policy to practice

Lead by example The SLT will:

- Support and provide examples of good practice for colleagues.

The SBM and admin staff will:

- Ensure the school is fully resourced at all times with suitable display paper/equipment.

The Governing Body :

- May carry out learning walks with the Headteacher or be involved in school monitoring processes if requested.

At all times all staff will implement this policy into practice, model high standards and will maintain quality of display and presentation ensuring a clean, safe and purposeful learning environment.