



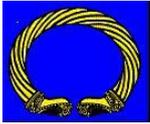
A policy for display, presentation and the learning environment

Snettisham Primary School

September 2016

Reviewed and agreed by Local Governors:

Review date:



DISPLAY, PRESENTATION AND THE LEARNING ENVIRONMENT

(Updated September 2016)

Purpose

At Snettisham Primary School we work towards providing a lively, stimulating and 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.

Aims:

- 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 half term. 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 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 how we value them and how we value learning and supporting independence.

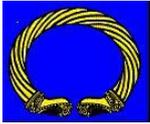
It is important that teachers keep the classroom and shared areas tidy and free of clutter both for health and safety reasons and to ensure an aesthetically pleasing environment and setting a good example for children.

Labelling 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)
- Who produced the learning and their Year Group (to be written at the bottom of the piece of learning)

Learning together, succeeding together



Labels should be written in the following formats:

- Cut-out letters
- Hand-written in line with the school's handwriting policy
- Computer printed labels in a legible font

Learning Walls

What is a learning wall?

- 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 learning wall is used to indicate on a display board the starting point and learning outcome of the lesson unit being taught.
- A learning 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 learning wall include?

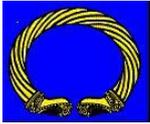
A learning wall is a flexible model, so it is down to the individual teacher to make it work in the way they feel is most effective for their children. However the following are some general guidelines:

- The start and end points of a unit and the journey between. **Displays should show progress.**
- Key vocabulary, questions and mind maps.
- Examples from teachers and children to model the learning.
- If a child says something that shows they understand something fully, this could be put 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.



Presentation, colours and mounting

At Snettisham we agree to have a consistent approach to presentation, therefore displays should:

- Require mounted work which contrasts with the background unless it is a working wall.
- Be mounted using staples or blu-tac. Drawing pins should not be used except when initially arranging the display.
- 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. (see appendix 1)

Consistency in Classrooms

In addition we have an agreed approach to classroom organisation and key information. (See appendix 2)

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.
- Displays should be put up ideally in pairs if a step ladder is required.
- Corridors or fire exits should not be blocked at any time.
- Displays should be taken down carefully, so that individual children's learning can be taken home.

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. Displays and the learning environment will form part of lesson observations 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:

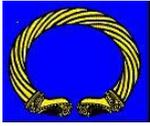
- Communicate and monitor policy to practice
- Lead by example
- Support and provide examples of good practice for colleagues.

The 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 if requested.



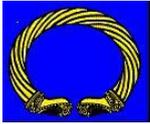
Appendix 1

The Classroom Environment

We have agreed that our classrooms should be well organised with clear labelling and resources stored appropriately. Our classrooms aim to provide a balance between information to support learning and displays that celebrate the children's achievements and attainment.

The following elements are found in all our classrooms:

- ✓ Behaviour systems-rules and rewards
- ✓ Learning Objectives (IWB or labels on whiteboard)
- ✓ Plenary questions/Key questions
- ✓ Key vocabulary for current work in all subject areas
- ✓ English and Maths working walls are as accessible as possible
- ✓ Maths basics – 100 square, multiplication square, place value chart, calculation methods reflecting school policy
- ✓ English basics- Grammar (vocabulary, connectives, openers, punctuation and Read Write Inc)
- ✓ Evidence of ICT/Computing reflected in cross curricular work
- ✓ Display boards labelled to show curriculum area
- ✓ Evidence of children's work in a range of curriculum areas
- ✓ Planning and Assessment File – which should include: timetables, class lists, seating plans, photo permission and medical alerts lists, SIP, marking and presentation policies, 4 year topic cycle, planning, groups, OBTLs, progression grids, assessment records.
- ✓ World map or globe (global learning)
- ✓ Good housekeeping – work tops and window sills are clutter free
- ✓ All displays maintained to a high standard e.g. no borders or work hanging off



Taking a pride in your work



- You will be taught to form your letters correctly using the school's agreed approach to the teaching of handwriting.
- When writing you will use pencil until your letter formation is good enough for you to use ink pen or roller ball. You will use pencil for Mathematics. You will not be allowed to use Biro pen.
- When you do a piece of work, put the date in the top left hand corner at the beginning of each piece of work and underline this with a ruler. Leave a further line before writing the learning objective against the left hand margin. You will centre the title on the next line down and underline it. You will be asked to write the full date as often as possible until you can spell the months correctly.
- Use a ruler in your Numeracy Book when you need to draw a straight line e.g. under a calculation, a bar chart.
- You will use a single line to cross out a mistake, not scribble. No Tippex to be used!

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