

# Baden Powell Primary School



## Whole School Display and Learning Environment Policy

The quality of the physical learning environment....goes hand in hand with academic progress (Global Educator Institute (GEI) 2015).

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## Display and Learning Environment Policy

### OVERVIEW

The purposes of this policy are to inform and share expectations with all stakeholders so that a clear and consistent approach to the learning environment is embedded within the school.

Our learning environment and displays are representative of the work covered through curriculum areas and aim to give a 'snapshot' of the learning and progress.

### OBJECTIVES

- To provide a safe, stimulating and purposeful learning environment for pupils
- To provide a school environment, both indoor and out, that is well maintained, clean and safe, and contributes positively to the attitudes, behaviour and motivation of the pupils
- To accelerate pupil's achievement through display for learning
- To nurture pride in and respect for the school environment, the work produced and the pupils themselves
- To celebrate achievement and illustrate standards
- To make maximum use of the opportunities provided by both the grounds and buildings of the school

### LEARNING ENVIRONMENT: INDOOR

The class teacher is responsible for maintaining a well ordered and tidy classroom environment and for all display boards in the room.

A classroom environment which sets clear and high expectations across the school can be an invaluable asset in improving outcomes:

- Establish a safe and stimulating environment for pupils, rooted in mutual respect
- Surfaces to be kept clear and clean with staff/pupils encouraged to store personal effects in trays and cupboards
- Areas such as reading corner, role play area, investigation area should be clearly defined and labelled.
- Resources should be easily accessible to pupils to encourage independence
- Pupils should be encouraged to respect their classroom environment and positive attitudes towards equipment and resources developed.
- All classrooms must be left clean, tidy and organised at the end of every session and pupils must contribute towards this
- Providing a safe environment is of paramount importance. Due regard must be given to health and safety procedures when organising classrooms. Report any maintenance issues to school estates manager.
- Wires and cables to be made safe and where possible kept out of sight. Any wires and cables which are felt to be unsafe are to be referred to the school estates manager.

- Organisation of furniture should encourage free movement around the school
- Shared rooms/shared areas/store cupboards/corridors are the responsibility of ALL staff.
- It is non-negotiable that that areas are kept clean, tidy and clutter free. These rooms include:  
ICT room, Store cupboards, Hall, All corridors, Cloakrooms, Staff room, PPA room, Communal areas  
Learning Environment audits will be undertaken regularly to ensure that high standards are maintained.

## LEARNING ENVIRONMENT: OUTDOOR

*Research shows that school grounds have a significant effect on pupils. These grounds are the one external environment to which all children have regular access, and for some provide the only regular experience of the outdoors. They can provide unique experiences, enrichment opportunities and resources for teaching and learning in a safe and supervised external environment.*

Wherever possible use of the outside environment should be utilised and planned for in order to:

- Enrich all areas of the curriculum, by providing a varied context for learning
- Stimulate motivation and curiosity, encourage creativity and help pupils to develop a broad range of skills, competencies, knowledge and understanding
- Create opportunities for pupils to increase their understanding of sustainable development
- Develop self-confidence and promote positive behaviour
- Afford opportunities for pupils to work together, encouraging a sense of pride, ownership and responsibility
- Develop different learning strategies and styles
- Promote 'hands-on' experiences
- Develop sporting ability, discipline, skills and promote healthy lifestyles

## LEARNING ENVIRONMENT: DISPLAY

Displays have many purposes. They can provide a bright and stimulating environment, reflect and enhance learning, promote high standards and celebrate achievement. Accelerated learning research shows that 'display for learning' has a positive effect on pupils' achievement

- Classroom displays to reflect a balance of curriculum areas, current learning and support the learning needs of pupils
- All displays must contain a title, a learning intention, quality labelling, captions, questions and information which explain the learning. For example, *'Our Year 5 mathematicians have been investigating adding and subtracting decimal numbers as part of our Maths work this term...'*
- Work, captions and photographs should be mounted as appropriate, with mounting even and straight.

- All display boards to have borders and be well maintained
- All pupil's work to be labelled with first names only
- Where possible displays should be interactive, including items for pupils to investigate and questions to answer. For example, *lift the flaps, signs, take away copies of problems to solve, spin wheels, the facility to add words to sentences, putting in full stops with blu-tack, word walls with removable high-frequency words for children to access independently etc.*
- Involve the pupils in developing a display - this will increase their sense of ownership and they will be more likely to use and refer to the resources.
- Aim for all pupils to have at least one piece of work displayed in the classroom
- Work on display should not overlap the border, unless as an intentional design element
- Photographic evidence to be used to celebrate diverse and rich pupil experiences (indoor/outdoor/trips/visits/etc.)
- Remove a display **only** when there is a new one to replace it.

### GENERAL DISPLAY TIPS

- Tilt the wall stapler slightly as this will drive staples in at an angle which makes removal easier
- Staples only to be used in display boards **not** directly into walls
- Staples to be removed before putting up the next display
- Generally blu-tac is best suited to attach work to paper, not pins (H&S issue)
- Do not use glue/adhesive on windows or painted walls
- Avoid covering windows

### COMMUNAL AREA DISPLAYS INC ICT SUITE

Communal Area displays are changed annually. Communal Area displays are to be based upon a decided theme which is the responsibility of the leadership team. The display boards are assigned to year groups and AoLE leaders.

### HALL DISPLAYS

Hall displays are changed seasonally. Hall displays will be based upon a decided theme which is the responsibility of the leadership team.

### CLASSROOM DISPLAYS

Classroom door with staff names

School vision statement

Class rules

Visual timetables to help children know the structure of the day. These should be displayed at the front of the room, talked through every morning and changed daily (resources will be prepared for staff to laminate)

Fire procedures

*As a minimum, classroom displays should include:*

- Literacy and Numeracy Working 'Working Walls' display
- Assessment for Learning / Marking Code display
- Topic display with x-curric links
- "Wow" work display
- Cornel Cymraeg

*but should include other curriculum areas where space.*

Reflect the diversity of the class.

Have a focus on high quality writing across the curriculum in line with whole school priorities.

Have pupils' work significantly outweigh other display resources

Be referred to when teaching to make meaningful links with previous learning/new learning.

## **THE PRINCIPLE OF 'WORKING WALLS'**

'Working Walls' are a display of the learning process. They are about 'capturing' the learning from lessons, evolving as each day progresses.

These walls may change weekly and evolve daily depending on the learning focus.

Teacher modelling and prompts are displayed as part of ongoing learning.

Teachers and pupils may write captions and posters or checklists by hand as part of the lesson, which are then put on the wall for reference.

Pupils' work is used to affirm features of work that are desired.

Key vocabulary is also displayed. Mind mapping, modelled examples, re-drafting and pupils' examples are regular features of a working wall.

Pupils have the chance to interact with the display, either during the main teaching input, as part of their independent work, or informally to extend their thinking beyond the lesson.

## **HEALTH AND SAFETY**

Outdoor, fixed equipment will be checked annually by The Royal Society for the Prevention of Accidents (RoSPA). All other resources are to be checked before use and stored **appropriately** at the end of each day. The grounds are maintained by a contractor employed by the school. Please refer any health and safety or other issues to the school site manager.


Staff should employ a degree of common sense and self-reliance when creating displays. However the following information should be adhered to:

- Staff should use step ladders to mount work on displays which are at a high level and this should be done with the assistance of another member of staff
- Guillotines or 'cutters' should have a safety guard. If the guard is broken do not use it and notify school office that this needs repairing or replacing
- Fixatives should only be used in a well-ventilated area at the end of the day when pupils have left the building


**Finally please remember - Stand back and evaluate the display**

- Has it worked?
- Are the children using it/talking about it?
- Is it a useful tool for teaching?
- Does it celebrate work effectively?
- Has it made you feel proud? • Has it made the children feel proud?

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Signed: Chair of Governors: 

Date: 23/11/18

Headteacher: 

Date: 23/11/18