Orchard Community Primary School

Learning Environment & Display Policy

This policy was approved by the Governing Body of Orchard Primary School at their meeting on...........................

Signed....................................... Chair of Governors

Version	Date	Author	Reason for Change
0.1	4/2019	FS	New Policy
0.2	3/2023	FS	Review

Review Frequency	Next Review Date
Every 3 years	3/2026

Introduction

The school environment, both indoor and outdoor, must contribute positively to the learning, motivation, attitudes and behaviour of pupils. At Orchard we are committed to creating, developing and sustaining a physical learning environment that maximises every child's learning capacity.

Aims

At Orchard we take great pride in how our classrooms and learning environments are organised and how our displays encourage and celebrate children's achievements. Through inspiring displays and motivational learning environments, both indoors and outdoors, we aim to:

- Create a learning environment that stimulates 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 and knowledge
- Represent all children in our displays including that of children's outcomes and learning

Classroom Organisation - All classrooms should have:

Tables arranged for:
- Ease of working
- Purposeful discussion
- Flexibility

Chairs should be:
- An appropriate size for the children
- In sufficient numbers for activities in the classroom
- Of matching colour

Storage should be:
- Labelled with words and/or pictures as appropriate to the age of the children.
- Arranged to encourage independence

Routines and rules in the classroom contribute to a secure and happy learning environment. To be effective they will be:
- Agreed and clearly understood by all children and continually enforced
- Written in child-friendly language

Health and Safety - Providing a safe environment is of utmost importance. The learning environment must be clean and safe. Children are taught to have respect for the equipment and facilities in the school and to play their part in looking after their classroom and the school environment in general. Children are expected to leave classrooms in a neat and tidy condition; therefore this must be modelled by staff who should contribute to the overall tidiness of the school by not any leaving clutter in classrooms or communal areas and ensuring that equipment and resources are returned to the correct places.

The Outdoor Environment - The outdoor environment has a significant effect on children and their learning and enjoyment. It provides unique experiences, opportunities and resources for teaching and learning in a safe, supervised external environment. We therefore aim for our grounds being a stimulating and enjoyable place for all pupils.

The Indoor Environment - Every aspect of the indoor environment must be taken into consideration in order to create a sense of pride in the school and to promote learning.

Displays - At Orchard we recognise that displays convey something of the ethos of the school to pupils and visitors. Displays impart information to the viewer and are a means to inform and share with others and celebrate achievement across all ability levels. They also illustrate the high standard and presentation of the children's work.

A good display will stimulate discussion and curiosity and stimulate a response. Displays should be changed regularly to maintain this level of interest. As well as contributing towards an attractive and stimulating learning environment, displays provide a learning resource that can be used for reference and reinforcement. They set standards of quality and should raise expectations. Children's work should be displayed both in class and around the school.

All displays must have:

- A title (computer generated)
- Open / closed questions
- Learning Objectives/ Aim
- Process (what the children did)
- Reinforcement of key vocabulary
- Quality labelling
- Childrens work /photographs
- Neat/attractive mounting
- Teachers' writing that reflects the Handwriting Policy

Hall and corridor boards displaying pupils' work should be changed (or, in the case of on-going information boards, at least refreshed with some new material) every two terms.

Subject Leaders should try to ensure that their subject is promoted somewhere in the school.

High quality classroom displays should provide support for learning as well as celebrating and demonstrating high quality work. As a minimum, **each classroom** should have:

- A 'Behaviour Policy' display that contains – Golden Rules, class anti-bullying charter, traffic light system rewards area, BETIEs
- Character Education reference display
- Working Wall * for Writing (to include GPS elements as well as samples of interactive, shared or modelled writing, post-it note ideas, mind maps);
- An interactive Numeracy display board/Working Wall/Anchor Board with modelled strategies, resources
- Shared Reading/Reading reference e.g. VIPERS, morphology, reading display showing the current book being read by the class, rewarding children for success on Accelerated Reader
- Science investigation vocabulary/prompts/anchor boards (for Science focused topics)
- A board/interactive display to show the theme/unit being studied as evidenced by artefacts, artwork, books, resources linked to the topic etc.
- A visual timetable for the day where necessary
- Evidence of questioning/key questions e.g. KWL, key question washing line, curiosity corner etc.
- KS1 – book 'corner'
- A class notice board 'area' with key information e.g. PE days, homework, changing reading books etc.
- Fire evacuation procedures (Health & Safety requirement)

Other:
- Displays should reflect our high standards and expectations (mounting, lettering, work samples etc.)
- There should be a balance between children's work and materials produced by the teacher (as work is

produced during the half-term from the children this should be used to replace the majority of adult generated displays and resources)

- The use of computer generated resources such be selective with material being rotated to avoid the 'wallpaper' effect
- Displays should be well maintained, and modified or dismantled when they have 'run their educational course', rather than being allowed to 'age' or disintegrate. Borders should be replaced immediately if they have been damaged. Outdated posters should be removed
- Resources should be well organised and accessible; labels should be attached to cupboards/trays to help children become independent learners
- No staples should be used to attach items to walls, cupboards or woodwork. Wherever possible, staff are also asked not to blu tac items to the walls – please use display boards
- Drawing pins must not be used to display work as they are a health & safety hazard and detract from pupils' work
- Please ensure that work is trimmed and mounted evenly and intended straight edges are straight
- With care, laminated cards can be hung from the edge of the ceiling using treasury tags but nothing should ever be hung from light fittings
- Use the steps ladders if working at height – do not stand on chairs to complete displays

Working Walls - Working Walls are the "brain on the page" for the whole class and reflect the current thinking and learning. They provide support for children as they engage in independent learning.

Working Walls should be positioned around and close to the focal teaching point e.g. IWB, so that they can be sued interactively as the class engages in learning. Whilst learning walls are necessarily a "work in progress", they should be sufficiently organised so that children can easily access the thinking, modelling and conjecturing they contain.

Quality indicators of effective learning walls:

- They reflect the ideas, strategies and skills being developed of the week/half term
- They celebrate ideas and connections being made
- They contain rough notes, diagrams, labels, pictures, photographs and questions
- The contain modelled learning
- They support learning by acting as a reference point for independent learning and self-assessment
- They reflect learning from across the curriculum
- They contain hypothesis and conjecture
- They contain thought and mind maps
- They contain "things" that children have added independently
- They contain "live" maths thinking and problem solving
- They contain key vocab, sentence and text structures

A working wall is:
- Situated close to where I most often teach
- A place where children can find key information about their current learning
- Added to over a series of lessons
- A place where anyone can make a contribution
- A storehouse of information and ideas – vocabulary, guidance, images, diagrams
- Frequently changed to be current
- Adapted to suit purpose
- Age related
- A place to display targets
- Explicit acknowledgement of children's contributions
- A place that has visual impact
- Constantly used and referred to
- A place for planning / structure of children's work

- A teaching aid reinforcing teaching points
- A wall that WORKS!!

A working wall is not:
- A display
- A permanent fixture
- A receptacle for every bit of information relating to a topic/ series of lessons.

What kinds of display?

- Graffiti walls – can children add vocabulary powerful verbs, interesting phrases
- Cross curricular work
- Table top display for active engagement e.g. magnetic letters/whiteboards
- Key vocabulary – common words, better words for said
- Pictures, diagrams, samples of writing, examples of text types
- The process of writing/learning to spell
- Annotated writing
- Speech and thought bubbles
- Display of books related to current work/topics
- Questions
- Pictures/diagrams – visual e.g. photographs showing children engaged in the process
- Challenge boards – Can you…? How many…?
- Genre check lists
- Interactive e.g. lift the flaps, washing lines

Expectations of Classroom Organisation - The overall effect of the classroom environment should be one of space and organisation. This sets a high standard of organisation and display which will support the further raising of educational standards and create a working environment which is attractive and stimulating. Please keep your classrooms neat and tidy. Use cupboard space to store teacher resources. Try to keep surfaces clear, other than for interactive displays for children.

This means:
- Piles of junk / books / teaching resources / pupils' work should not be left scattered in disorganised piles.
- Do not hoard resources. When you have finished using them they should be promptly returned to the resource cupboards so other staff can access them easily (please support colleagues by putting resources away properly in the correct place. If you are unsure, ask).
- Be selective in what you keep. Do not hoard junk and clutter.
- Cupboards should be sorted out each term to maintain high levels of organisation and effectiveness.
- Teachers' desks should not be piled high with resources / paper or folders. Develop organisation systems within your room maintain them. Desks should be tidied and cleared at the end of each day to allow for cleaning.
- Storage mechanisms (files / plastic boxes etc) need to be in good condition and attractive.
- Chairs and tables should be kept straight and tidy and chairs tucked under.