Display & Classroom Environment Policy

Approved by: Headteacher & SLT

Last reviewed: September 2022

Next review: September 2024

Rationale

'Aesthetically pleasing surroundings influence both learning and social behaviour. Displays are focal points for learning. They show to a wider audience what the children have achieved while reaffirming the value of their work. Displays help children and teachers to see things in different ways and to make connections between ideas.'

Art, Craft and Design in the Primary School – Editor John Lancaster

'The way in which work and other material is displayed and arranged in a school is more than a matter of convenience: it is a reflection of the atmosphere and attitudes that prevail there.'

The Arts in School Gulbenkian Report

At Gaskell we believe the school environment is the silent teacher. It supports us all in giving messages about our ethos, values and celebrates learning of a high quality. It must be well organised, clean and tidy. It should entice children to learn and demonstrate our high expectations and standards. At Gaskell every member of staff is accountable for maintaining an environment of a very high standard.

The aims of our displays are to:

Encourage children to have pride and confidence in their work and achievements by demonstrating that we value their work and learning
• 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 & knowledge
• To support the whole school teaching and learning pedagogy of Rosenshine's Cognitive Load Theory

The School's expectations

This section sets out the school expectations on standards of display.

TYPES OF DISPLAY – Displays have many purposes for example to focus attention, to stimulate, to showcase, to be interactive, etc. Displays should help to promote the children's learning and encourage their understanding of a subject.

Classroom Displays/Learning Walls:
• A learning wall is viewed as 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.
• A learning wall is used to indicate the starting point and learning outcome of the lesson being taught.
• A learning wall is there to show everyone what is being learned, why it is being learned, what will be achieved, and will track the progress though those aims, making the pupils active participants in that process.
• Learning walls must be considered an integral learning tool to the learning. Maths, English, Science and Topic should all have Learning Walls.

What should a Learning Wall include?

A learning wall is a flexible model and as such it is down to the class teacher to present the learning that is most effective to the cohort.

The following are some general guidelines:
• The start and end points of a learning journey must be included. These displays must show learning progress.
• Key vocabulary, open questions and mind maps.
• Examples of what quality work looks like.
• Children's work in the different stages of the final desired outcome are to be used to affirm features expected. This work can be first drafts modelling that we all learn from mistakes along the way.
• If a child displays understanding verbally then this can be displayed as a speech bubble or on a post it note.

Making displays accessible for SEND pupils and ensuring equality:
• Some children may need special arrangements in order to access displays and it may be necessary to tailor displays to meet the needs of all learners e.g. larger print for visually impaired pupils.
• Throughout the year teachers are to ensure that SEND pupils have had equal opportunity to having their work displayed.

Embedding Technology:
• Embedding children's work digitally is also recommended e.g. QR codes, photographs, voice recording etc.

LABELLING – A display should be labelled clearly to express the learning that has been undertaken and showcased. The following colours should be used: Maths – Blue, English – Yellow, Science – Green. These need to be stencilled onto the appropriate coloured card and laminated. Teacher modelled handwriting should also be evident on each display.

BORDERS AND BACKING - Plain wall backing unless produced by children eg. a mural. This will show the pupils' work to best effect without detracting from it or appearing cluttered. Thoughtfully and tastefully selected colours please no luminous yellow / orange / pink card for labels etc. The borders must be made of purchased border rolls. Work on display should not overlap the border, unless as an intentional design element, as children's work should be thoughtfully positioned and spaced. The following coloured border should be used: Maths – Blue, English – Yellow, Science – Green.

LAYOUT AND MOUNTING – Children's work should be presented with care and consideration to their purpose. Work is to be trimmed and mounted evenly and intended straight edges are straight. A display board can be the basis of a display and should not be limited to this space. The use of shelves, tables and the area around the display is encouraged.

TIMESCALES – school display boards should be changed half termly. Classroom displays are changed according to topics and how the class teacher is using them.

POLICING – Everyone has a responsibility (staff and pupils) to ensure all displays are looking their best at all times and should correct or repair any damage done immediately when they see it.

QUALITY OF WORK ON DISPLAY – This needs to be the highest quality and a model for other children to aspire to.

Examples of Displays
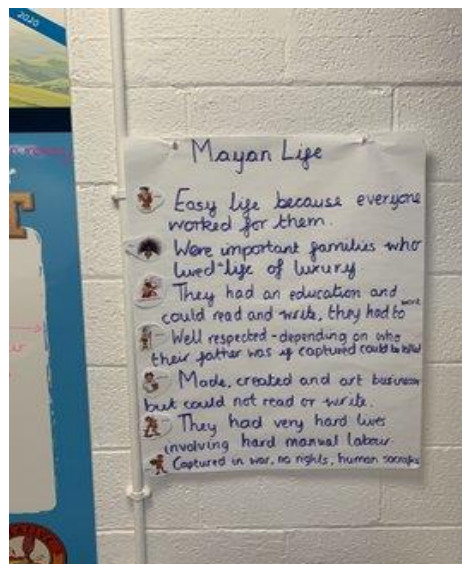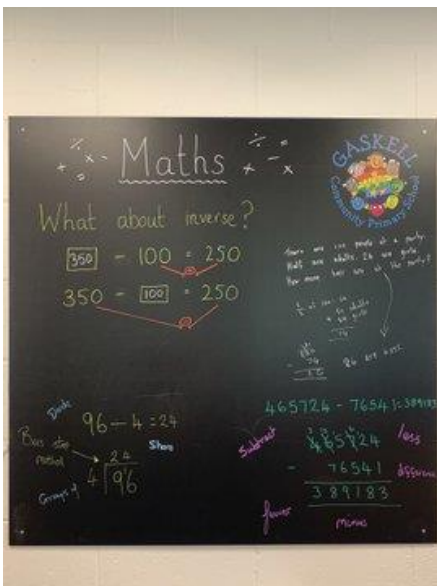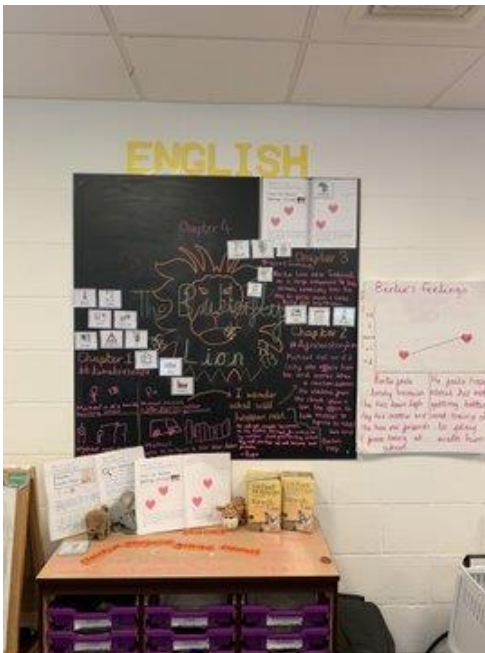
Displays in Classrooms should be current and support the children's learning. White Flip charts should be added next to the working wall to promote sticky knowledge and long term memory.

Daily Classroom Environment Checklist
All Classrooms/teaching areas should have the following:

Timetable saved onto the system – (Timetables 2022 – 23)
All planning using the new formats saved on the staff shared drive each Monday morning
A Bookcase – a range of books linked to the ability of the children in your class, washing line of books covered, books linked to the topic/science (Library Loans), Key author books
Maths table as part of an interactive maths display under the Maths Display – This must be linked to your current unit of work.
Staff Storage in built in storage room/cupboards. Children's resources displayed only in Freestanding units and trays.
History/ Geography Display – updated as each lesson is taught – Vocab dozen and knowledge organiser to be displayed. English Display – Yellow stencilled lettering Maths Display – Blue stencilled lettering Science – Green stencilled lettering Vocabulary Displayed Hooks for flip charts displaying work (Sticky Knowledge) **No displaying on Walls**
A piece of every child's writing displayed on a Washing Line
Key vocabulary for each lesson displayed on IWB/Whiteboard using the new template
House points displayed and accessible to the children
Exercise books provided by Steven & Alice
No clutter – If it isn't used it goes in the bin!!
A coat hook for each child labelled with their name (EYFS/KS1)
Access to water/ water bottles

EYFS Daily Classroom Environment Checklist
All Classrooms/teaching areas should have the following:

Timetable saved onto the system – (Timetables 2022 – 23)
All planning on the staff shared drive each Monday morning.
A range of books linked to the topic and children's interests, washing line of books covered. Selection of fiction, non-fiction and poetry books in the library.
Maths Area, focus equipment and variety of mathematical resources.
Organised, accessible resources in clearly labelled cupboards or baskets that encourage independence.
Topic Display – updated weekly Vocab on bricks displayed in writing areas (HFW) and topic vocabulary displayed in areas.
A piece of every child's worked displayed - **Reception** A variety of children's work/photos on display- **Nursery**
Reward system on display - **Reception**
Exercise books labelled with child's name, class and teacher's name.

Tidy Classroom, each area ready for learning each day.
A coat hook for each child labelled with their name.
Access to water/ water bottles and snack.
Outdoors – areas tidy and safe. Any broken/unsafe equipment to be thrown away. **Writing equipment** – check pens have lids and that they work, replenish paper. **Reading area** – books accessible and of a good quality. **Bikes, scooters and helmets** **PE equipment trolley –** organised