St Luke's C.E. Primary School

Learning Environment and Display Policy

Langport Avenue

Longsight

Manchester

M12 4NG

<u>POLICY CONTAINS</u>

- **Purpose of learning environment and display.**
- **Expectations regarding types, frequency, location, standards and presentation.**
- **Checklists:**
  - **Working Wall**
  - **Learning Environment**
  - **Display Presentation**
  - **Shared Area**
- **Examples**
- **Equal opportunities/inclusion**

SECTION 1 – PURPOSE

Why Display?

- To create a stimulating, welcoming environment where children's own work/ideas are celebrated.
- Set high standards for pupils' work/outcomes/contributions.
- Curriculum coverage and standards e.g. subject displays – science, history…
- Support and encourage further learning and reflection e.g. working walls, PHSE…
- Evidence - quality of teaching and learning (work scrutiny).
- Teaching tools to enable pupils to further access learning (times tables, maths facts, handy lists, vocabulary, phonics…
- Ongoing assessment for learning (e.g. working walls)
- Ensure recognition and celebration of diversity – different faiths, cultures, perspectives, relationships…

Learning environment

- Accessibility – movement, positioning so that all pupils are able to move around easily and fully access tools/equipment/learning…

Supports pupil's wellbeing by being:

a) Welcoming.
b) Organised – so all pupils/staff can easily access what is required to ensure a smooth learning experience.
c) Clean and tidy – hygienic, clean and clutter free.
d) Well aerated and lit.
e) Has due regard to the health and safety policy and pupils' safety and wellbeing
f) Stimulating through displays that support teaching, celebrate pupils work, support inclusion and equal opportunities (with regards to all protected characteristics as well as SMSC and mental health).
g) Explicit on expectations of pupils regarding standards, attendance and where to access support for learning and wellbeing.

SECTION 2 – EXPECTATIONS

A) Each classroom **must** have the following displays:

- Literacy
- Numeracy

- Science
- Foundation subjects – all foundation subjects should be covered over the period of 6 half-terms
- Elements of Art
- PHSE/SMSC/Wellbeing
- Working wall – ongoing Assessment for Learning in the identified subject/topic.
- Vocabulary – rich, diverse and supportive of subjects as well as extending repertoire for speaking, reading and writing.
- Heavy focus on reading and daily opportunities to support and encourage and foster a love for reading
- Class noticeboard – general knowledge e.g. 'Where we live?'
- Maps and globes.
- Photos of displays saved in a folder on school network.
- Handy hints – saved topic vocabulary/resources for the following year and use plastic backing to facilitate blutack/quick changes to the display.

B) Displays except working wall should be complete and changed at least termly. Where it is topic based – a new display should be in place to reflect each topic or subject. It is not acceptable to have blank walls and unfinished displays unless it is an active working wall.
C) All displays must follow the presentation checklist.

Classroom/All areas

The learning environment must have clear regard to

- Health and Safety
- Pupils wellbeing
- Being conducive to effective learning
- Accessibility for all pupils
- Must be a positive, stimulating purposeful learning space

SECTION 3 – CHECKLISTS

- Working wall
- Learning Environment checklist
- Display presentation checklist
- Presentation
- What to display and frequency

St. Luke's 'Working Wall' Expectations

Please adhere to the working wall checklist, as agreed in our Active Feedback policy.

Ensure it provides guidance and reminders of how to succeed in a particular lesson / unit of work. Include challenges for children to extend their learning.

Working Walls / Active Learning displays – what to include	Done (✓)
Include key information relevant to current learning e.g. step-by-step strategy walk-throughs, examples of sentence styles, grammar in context, spelling structures, other prompts	
Include key vocabulary	
Include models for current learning	
Include key features checklists e.g. story flashback features list, instructional writing features list	
Must be up to date / regularly updated	
Interact with your working wall while teaching (engaging with it will encourage children to do so independently)	

LEARNING ENVIRONMENT CHECKLIST

What to include	Detail	Frequency
Labelling	• All resources and trays must be clearly labelled	Ongoing
Organisation and layout	• Tables and furniture must be arranged with regard to all pupils and staff being able to move around easily (including SEND) and access support and resources easily. • Encourages independent learning. • **Health and safety** – a) hazards are removed, b) clean surfaces and clutter free, c) sink areas also clean and clutter free, d) all resources and equipment are appropriately stored. • **All children can easily access learning** – a) are able to see universal resources such as the whiteboard, b) are in view of the teacher so they can be actively engaged in learning – carpet area, table layout, c) pupils' books and work neatly and visibly stored.	
Accessibility of work	• Work presented ensures a) neatness, b) font/size/legible are appropriate, c) at children's eye level especially younger children, d) all written work must be easily accessed and read by children whether on display, worksheets,	

	• whiteboard, flipcharts etc. • Individual pupil needs must be met e.g. visually impaired, hearing impaired, SEND pupils	
Lighting	• Classrooms must be well lit.	
Ventilation	• Keep classrooms aerated – keep a window or door open.	
Writing - Instructions - Aid memoirs - Vocabulary - Prompts	• Must be legible, bold, large font	
Displays	• Celebrate all pupils • Stimulating • Create a positive, stimulating environment – support learning.	
Wellbeing	• Access to water bottles at all times. • Clear times when to go to the toilet. • Opportunities to move around.	

DISPLAY PRESENTATION CHECKLIST

All displays must	Expectation
Careful lettering for titles – cut out or computer prints	Double backed/laminated
Pupils work must be finished best work therefore no marking on displayed work or children's own editing.	Double backed
Display boards	Backing paper and borders
Staple work using staple gun – pins are not acceptable	Except a) working walls and b) walls that cannot be stapled (blutack/double sided tape can be used)
Use a range of mediums – 2D and 3D work	
Clearly labelled	
Rich and appropriate vocabulary	
Reading opportunities	Encouraging children to read further e.g. examples of reading on the display, suggestion for further reading, encouraging children to research further, links to things that children can read and research.
Straight edged work must be straight	Use guillotine at all times.
Thoughtful colour combinations to ensure displays are aesthetically pleasing	

SHARED AREAS CHECKLIST

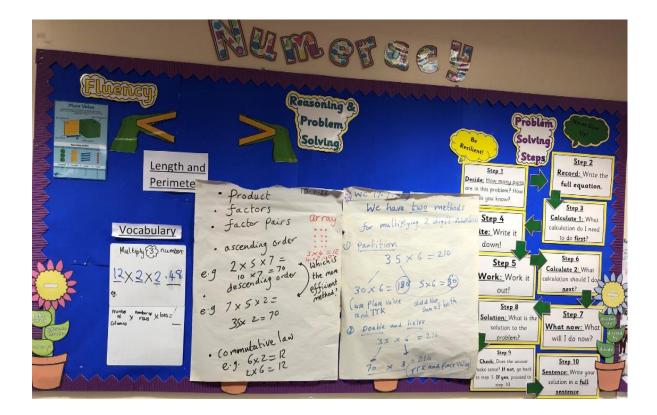| AREA BETWEEN CLASSROOMS	EXPECTATION
YEAR 1	Reading corner – tidy, pupils able to access corner for reading, examples of books and vocab. Boards – displays used to support learning e.g. phonics
YEAR 2	Reading support for EAL pupils, Black History and positive change role modelling displays, trolley of 23 iPads for Year 1/2 use
EYFS (OUTSIDE RECEPTION)	Adult guided reading books Fish tank for social, emotional wellbeing.
JIGSAW AREA (INTERVENTION)	Interactive whiteboard for phonics Tricky words area.
QUAD (NURSERY)	Peace garden, quiet area, opportunity for musical exploration, small group reading intervention.
INTERVENTION ROOM 1	Wellbeing, positive growth display, books to support emotional health, timetables for SEN support, SEN resources for pupil use.
INTERVENTION ROOM 2	EAL groups, booster groups, display with focus on sentence structure and grammar (interactive working wall) bilingual reading area, dictionaries in different languages, benchmarking and materials for new arrivals.
ICT SUITE	15 PC's for whole class use, trolley of 23 iPads for Year 5/6 use, school library with reading displays.
LIBRARY	All books organised according to system in place, subject resources displayed as appropriate e.g. science, tidy at all times, wall displays of children's work focused on topics such as fostering love of reading and wellbeing.

Equal Opportunities

The expectation on all children should be that the standard of work is of a high quality. It is essential that both boys and girls are made aware of this and that the quality is reflected in the display. This expectation and opportunity may require the teacher to edit work in preparation and make careful selections. This is not to suggest that all children's work is displayed all the time. It is important that teachers explain their selection to encourage children to raise their effort.

When presenting images through display, it is also important to avoid stereotypes whilst presenting a range of positive images of various races, cultures and languages where appropriate.

SEND – all displays and learning environments must:

a) Support and provide for the needs of SEND.
b) Enable them to fully access the curriculum at an appropriate challenging level in terms of accessibility (physical) and curriculum adaptation where necessary.
c) Ensure all displays celebrate and include examples of work from SEND pupils.

SECTION 4 – EXAMPLES OF WORKING WALLS AT ST LUKE'S

NUMERACY

+ Addition +

Subtraction Poem

Addition Poem
Adds up to 9,
everything is
fine!
6 3 1
+ 2 3 6
8 6 7

Regrouping
10 or more,
take the extra
next door!
3 0 9
+ 1 2 4
4 3 3

× Multiplication ×
multiply
groups of
lots of
product   times   multiplied by

+ Subtraction +
fewer   difference between
minus   decrease
take from   reduce
take away

÷ Division ÷
share equally   divide by
divide into   divide
share   group   divided by

The value of the digit depends on the place value.

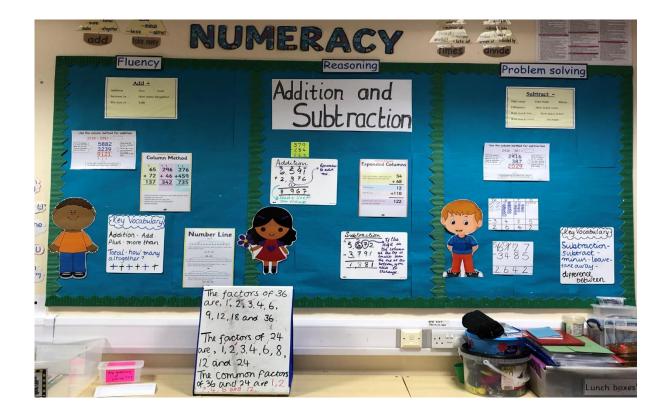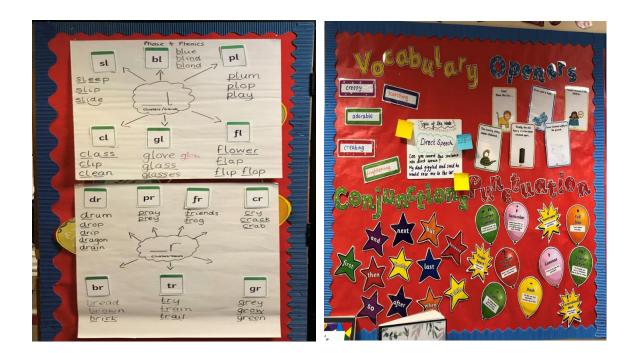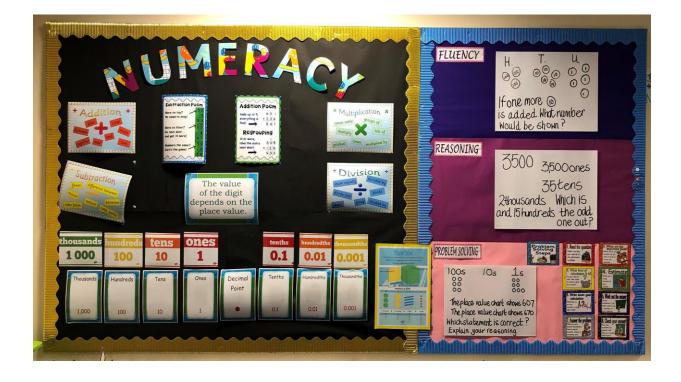| thousands	hundreds	tens	ones		tenths	hundredths	thousandths
1 000	100	10	1		0.1	0.01	0.001

Thousands	Hundreds	Tens	Ones	Decimal Point	Tenths	Hundredths	Thousandths
1,000	100	10	1	•	0.1	0.01	0.001

FLUENCY

H.   T.   U.

If one more 10 is added. What number would be shown?

REASONING

3500   3,500 ones
35 tens
2 thousands   Which is
and 15 hundreds   the odd one out?

PROBLEM SOLVING

Problem Solving Steps

100s   10s   1s

The place value chart shows 607
The place value chart shows 670
Which statement is correct?
Explain your reasoning

Point   **Explanation**   **Evidence**   **Link**   **A PEEL Paragraph**   **prefix**

Point

Explanation

Evidence

Link

A PEEL Paragraph

A PEEL Paragraph

prefix and root words = new word with a new meaning

a prefix is a syllable placed at the start of a word in order to change its meaning

Subordinate clause
part of the sentence that does not make sense on its own
Subordinate conjunction
a conjunction used to introduce a subordinate clause
Conjunction
a word that joins

dis   pre
mis   anti
semi   prefix   non
ir   sub
un   auto   over

mis-take   pre-fix
semi-colon   anti-social
ir-regular   non-sense
un-done   sub-way
dis-trust   over-run
auto-immune

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Document Control	
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