



Learning Environment and Display Policy

The Woodlands

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1. Aims

The Woodland's approach to promoting high quality teaching and effective learning is an integral part of our whole school curriculum, underpinned by the aims of the school. It is based on clear values, high expectations and up to date research of effective teaching and learning strategies.

We also recognise that it is the responsibility of the school to provide high quality teaching and learning opportunities and a high quality, safe environment which will significantly influence the behaviour of our learners.

We accept and recognise that classroom management, teacher behaviour and organisation can have a positive impact on teaching and learning. We will always seek to encourage and support the achievements of our learners through highly effective teaching and a positive learning climate:

To provide a visually rich and stimulating environment which:

- Celebrates and values the work of all learners, across all curriculum areas;
 - Arouses curiosity;
 - Reflects progression throughout the school, particularly in writing and maths;
 - Reflects and interacts with class topics being studied and provides a clear link with work going on in the classroom;
 - Reflects the termly "topic" allowing the sharing of work with peers, parents and visitors.
 - Provides information to consolidate learning;
 - Reflects the schools teaching and learning policy, ethos and individuality;
 - Gives opportunities for learners to be observant and constructively critical;
 - Offer learners an audience for their work, promoting self - esteem and encouraging them to value their own work and that of others;
 - Informs all who visit the school of the work being done in school;
 - Reflects the school's Equal Opportunities, SMSC and SEN policies.
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2. Rationale

The learning climate we create in school is crucial. Learners are affected not only by the physical environment which surrounds them, but also by our own expectations and attitudes.

- Colourful, bright and informative displays create a welcoming and impressive classroom and school, making a more pleasant environment for all.
- The display of learning materials can aid learning in an almost subliminal way. Showcasing learners' achievements can be a celebration and encourage high standards and progression across the curriculum.
- Clean and tidy classrooms contribute to that good climate. All staff should take responsibility for our physical environment, including shared areas of the school such as corridors and communal areas.

3. Purpose

- To create a stimulating environment which reflects the school ethos
- To raise the self - esteem of learners
- To enhance understanding and appreciation and enjoyment of learner's work
- To celebrate learner's work across the curriculum and the school
- To support with learning and provide information
- To inform and create a learning focus

4. Roles and Responsibilities

Responsibility for promoting the highest quality learning environment and creating impressive displays lies with the whole school community. It requires professionalism (based on Teachers Standards and Performance Management) from teachers and staff in the school and in return expects learners to understand the part they play in the process so that they can take responsibility for their own learning.

- The Management Committee in defining and agreeing the principles underlying the school policy and in monitoring and reviewing its application
- The Executive Head Teacher in framing the school policy and, with other members of the Senior Leadership Team, organising support for the implementation of the policy and the monitoring of the school environment
- Teachers in observing the Teachers Standards and ensuring they are fulfilling their professional roles and responsibilities
- All staff in ensuring consistent application of the policy
- Learners in ensuring they respect their learning environment and produce work of a high standard to showcase their learning

5. Expectations

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. Classrooms need to be neat and tidy. Cupboard space should be used to store teacher resources. Try to keep surfaces clear, other than for interactive displays for learners.

- Clear routines and expectations should be established rapidly:
- Greeting the learners (remembering to smile)
- Early work challenges relating to basic skills teaching (maximising learning time)
- Packing away / tidying up - Lining up outside classroom to ensure controlled entry
- Moving around the building
- Classrooms should be fully set up for first lesson before morning briefing. **If staff are on a course, or other expected absence, and leaving work for a supply teacher, the expectation is that the first lesson should be set up the evening before and a file of notes left for the supply teacher clearly labelled on the teacher's desk.**
- Chairs under / tables straight before children leave the classroom (throughout the day as an established routine). Staff need to actively encourage and train learners to take care of the learning environment and equipment. Establish clear routines and expectations ensuring children tidy up the classroom at the end of sessions and at the end of each day.
- Labelling on trays, cupboards and equipment should be consistent in terms of the font used and quality of mounting.

The learning environment should be organised to ensure that students have the opportunity to:

- Work individually or in group
- Make decisions
- Work cooperatively
- Be creative
- Solve problems
- Discuss their ideas
- Develop social skills
- Develop independence
- Use initiative
- Receive support
- Succeed at their own level
- Take risks

Learning takes place in an environment which:

- Is challenging and stimulating
- Is peaceful and calm
- Is happy and caring
- Is organized and well resourced
- Makes learning accessible
- Is encouraging and appreciative
- Is welcoming
- Provides equal opportunities and recognises diversity
- Provides a working atmosphere

6. Implementation

At The Woodlands we believe displays should, wherever possible:

- Have a clear content and purpose
- Engage the audience
- Ensure reflection of a broad and balanced curriculum and try to always include work related to literacy and numeracy
- Maintain balance between celebration and information
- Use various styles, strategies and subjects
- Be current - all work on display is up to date and represents learners currently in the class (or on the school roll)
- Be used actively and purposefully
- Ensure that all learners are represented
- Ensure every child is represented – genuine effort, appropriate to the teacher’s expectations of the child, may be sympathetically displayed
- Have a variety of techniques and media employed in artistic displays
- Not have too many worksheets or poor photocopies which are not suitable as representative of learner’s work, learner’s drawings, writing and other
- Have learners own drafted independent writing on display. It is acceptable to have some mistakes in pieces of extended writing
- Ensure that the main focus is learner’s learning
- Include a year group/key stage label, identify the aim and learning outcome of the work and success criteria and have a title
- Have individual pieces of work labelled with the learner’s name (if appropriate)
- Have labels which include information, facts and question
- Be backed and edged with a border

Refer to **Appendix A** for a checklist of display criteria.

7. Monitoring and Evaluation

The Senior Leadership Team will regularly review the learning environment and classroom/school displays throughout the school, via the school calendar, by observing lessons/classrooms; completing learning walks; analysing visitor feedback; speaking to learners and analysing pupil and parent feedback. After any of these take place, an analysis will be made and feedback will be given to staff.

A review of classroom/lesson observations and learning walks should inform the following:

- Improvement in learners' achievement and attainment
- Improvement in the Teaching and Learning across the provision

The desired outcomes for this policy are improvements in students learning and greater clarity amongst learners, teachers and parents concerning pupils learning, achievement and progress.

The performance indicators will be:

- An improvement in learners' attitudes and attainment
- An improvement in behaviour across the school
- Improvement in the Teaching and Learning across the provision

Appendix A
Display Checklist

When putting up a display, please try and ensure it has the following points (where appropriate):

Presentation of the display	
A clear title	
Eye catching lettering	
Clear, understandable font at an appropriate size	
Backing paper used with a border	
3D element to bring 'learning to life' e.g. books, artefacts linked to the topic	
Pictures	
Year group/Key Stage label	
Work on display	
Synopsis of the display/work	
Work is backed	
Key vocabulary and key questions	
Success Criteria	
Differentiated, quality examples of work	
Work that has been marked (by staff and learners)	
Different stages of work e.g. planning, drafting, final piece	
Evidence of extended writing	
Cross curricular links	
Extras	
Photographs of learners completing the work/activity	
Names of learners	
Challenges so that learners interact with the display	
Learning prompts/facts linked to the display topic	
Quotes from learners	