



## DRET Learning Environment Policy

### Introduction/Overview

The learning climate we create in school is crucial to supporting the progress of all pupils/students. Pupils/students are affected not only by the physical environment which surrounds them, but also by our own expectations and attitudes modelled through the way we maintain that environment.

Purposeful and well scaffolded displays help children to learn, celebrate success and make a more pleasant environment for all. Clean and tidy classrooms contribute to that good climate. We should all take responsibility for our physical environment, including areas of the academy such as corridors, sinks and cloakrooms.

Policy			
Version	Date Approved by Trustees	Date Released to Academies	Next Review Date
V1.0	28 June 2016	1 September 2016	January 2018

## 1. Purpose

Our aims are:

- To celebrate and value the work of all pupils/students
- To arouse curiosity
- To set standards and raise expectations - all children should display work that is their 'best possible' standard
- To create a stimulating, positive and welcoming environment for pupils/students, staff and visitors
- To support teaching and learning
- To encourage children to value and be proud of their work and their achievements

## 2. Procedure

### 2.1 Principles for display:

At every stage of education, stimulating and relevant displays are an essential learning resource. Displays in classrooms will include – working walls for Literacy, maths, science and one other subject, which include essential key words/vocabulary, questions, information and targets to support pupil learning. Classroom displays will also include the celebration and analysis of exemplary pieces of children's work.

2.2 Displays that scaffold learning will change and develop throughout the course of a topic and will change with the start of new learning. Displays that celebrate work will change at least once per term.

2.3 Displays do not necessarily have to be confined to the display board. Depending on where the display is, you can use the wall around them, have things hanging from the ceiling and make the most of 3D display.

### 2.4 The learning environment – working walls:

- The classroom learning environment for literacy, numeracy and science is based on the 'working wall approach' where teachers' modelling and prompts are displayed as part of ongoing learning in each classroom.
- Children's work will be used to affirm features of work that are desired
- Vocabulary relevant to the focus of the learning will be evident in all three subjects
- Work on working walls is not necessarily mounted as it is expected to develop rapidly and change frequently e.g. in literacy in line with the teaching blocks
- Teachers and pupils/students may write captions and posters by hand (make sure handwriting is readable) as part of the lesson, which are then put on the wall for reference

### 2.5 The learning environment – display as celebration:

- Celebration of work is displayed in corridors and other shared areas and is not the focus of the classroom learning environment, although it is expected that the central topic the class is studying will be clear and in evidence within classrooms
- Captions to explain the learning process pose questions or provide contextual information should be part of the celebration display
- The use of fonts is optional although this is expected to be clearly legible and produced by computer
- All work and captions on celebration displays and corridor displays should be double mounted and captions may be laminated. Captions may also be mounted or displayed in shapes e.g. speech bubbles, stars, etc.

- The use of artefacts etc to make display 3D is welcomed
- Corridor display should be backed and bordered in the agreed colour theme for that term
- Displays as celebration of pupils' work should change at least termly.

### 3. Resources

#### 3.1 Dos and Don'ts guidance:

- Make sure the paper is of good quality and isn't looking tired. That it's cut carefully to fit the board and the colours are chosen carefully.
- A combination of thin and thick boarder rolls are to be used in combination to enhance the display
- Academy symbols are to be used to corner each corridor board
- Make sure a range of abilities is evident not just work from the highest achievers.
- Make sure work on the board that is meant to be straight is. Make sure that work at angles can clearly be read or seen.
- Corridor displays should be clearly labelled with the year, have questions clearly displayed – choose font carefully.
- Children's work should be named with their first name only and first letter of their surname if there are more than one pupil with the same forename
- Felt pen rarely looks good for colouring and should not be used for display
- All work will be double mounted
- Work on display for long periods – such as handwriting alphabet or phonic sounds will be mounted and laminated
- Cutting work into shapes such as circles, triangles and squares can add interest to the work
- Don't be afraid to display drafts, sketches or plans that show process followed to get to the finished point
- Finally stand back and evaluate the display – has it worked? Are the children using it or talking about it? Is it a useful tool for teaching? Has it made a child feel proud?

3.2 The SLT will review this policy at least every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the academy.

3.3 This policy does not form part of any employee's contract of employment. The Trust may alter or adapt this policy, and any components of it, at any time provided it notifies the Chair of the Local Governing Bodies.