



# Thornaby Church of England Primary School

## Display and Learning Environment Policy

*Every space is a space for creativity, adventure and imagination.*

Overall the school environment should reflect up to date feeling of what is going on in school. Displays should reflect the topic, maths and literacy being taught.

Displays are monitored throughout school and photographic records kept. Teachers are reminded to up date displays and observation made by SLT during curriculum walks and during curriculum environment walks.

Displays and areas in the communal spaces around school are allocated to members of staff. Displays are allocated to teams and are the responsibility of the relevant Teaching Assistant.

Time in staff meetings is set aside for all staff to tidy, change and maintain areas and displays.

It is expected that within the classroom the following:

- One display board or wall space for Teachers information and planning. (Kept to a minimum but clear that is for the teacher)

- One display board or wall space for the class notices, attendance, star of the week and other school based information relevant for the pupils.

- One display or wall space used for reflection, which should display church values covered by the school (value leaves or tree), the relevant prayers for the age group and other relevant information to promote the school ethos.

- Within the classroom alongside the Christian Values there should be a space for the SMSC logbooks, allowing pupils and visitor to see and reflect upon the week and year.

The school vision is clearly visible to all and is easy to refer to.

The golden rules are clearly displayed and the traffic light system is clear and usable by both the pupils and adults in that area.

### Purpose of displays in school

Display should always have a purpose. The provision of stimulating and thought provoking displays are very much part of the good teachers preparation for their class. The displays are not merely to make our working areas more attractive, but should lead children into enquiring and excite their interests. They can provide excellent starting points for first hand experiences, personal research and discussion. Gradually as children produce work the initial teacher display can be replaced or added to by their own work. The displays around the room should reflect various aspects of the curriculum.

Displays should show purpose from the moment they go up. In the first instance especially in September or the start of a new term, display boards should be mounted and have a title. This ensures they are planned, the pupils can see the purpose and also it engages the mind to what could go on the display.

### Displays and Children's Work

Children should always be promoted to create work fit for purpose and display. It is expected that minimum of one display within the classroom should display children's work in Literacy. Children's expectations and efforts will be heightened when their own work is displayed attractively. Good displays present models for pupils to emulate. In this way high standards of layout, real work and the skills of the craftsman can be learnt. The teacher can direct the children's attention to the displays within the school and ensure that they are involved in both understanding and creating them.

### Shelves, Nooks and Crannies

Every classroom is different with the number of shelves, nooks and crannies. The classroom is for the pupils so every space should reflect that the pupils are the focus. It is important that this does not become just storage.

At Thornaby Church of England we expect:

Teacher's resources to be away in designated teacher's cupboards or places in the classroom out of the sight of pupils.

Teacher's resources should be kept tidy and neat. Labelled for supporting supply teachers or visitors.

All work surfaces around the room kept tidy and used for displays purposes.

Time out tables kept clear and resourced for the purpose of time out

Carpet spaces and in-front of whiteboards and IWBs kept clear and free of clutter

Resources put away once used

Resources for pupils such as textbooks, reading nooks, pens, pencils etc. in places the pupils take responsibility for.

All trays labelled with contents and reviewed to what is useful and what isn't.

It is tempting to fill classroom shelves with rows of books or use them as mere storage spaces.

Nevertheless, even under the most cramped conditions, it is possible to set aside some shelves for the sole purpose of making a display of natural, man-made objects or plants, which make the classroom more pleasant to live and work in.

Small displays in corners of classrooms should beckon children to touch them, and they should be encouraged to care for their working environment and keep it looking immaculate and beautiful to the eye.

It is a good idea once a day to stand in the middle of the classroom and do a 360° turn. The children's attention needs to be drawn to any non-work 'mess' which needs to be tidied up by those concerned immediately. In this way the children are encouraged to jointly take care of their working environment and take a pride in their classroom.

### Cornerstones Curriculum

In school we use the "Cornerstones Curriculum" to inspire pupils to learn through mixed subject lessons. These lessons reflect on the four phases of the Cornerstones Curriculum - Engage, Develop, Innovate and Express.

Within our school classrooms, communal areas and displays we expect to see what the topics are we teach and which phase the children are learning in. As you move through school you will see learning becomes more independent and pupil lead with the development of innovation and expression.

Each team across school must provide opportunities for the children to engage with their topic through a WOW experience. These experiences could include school visits, visitors, videos, unique drama experiences etc.

It is also expected at least twice a year topics will be shared with parents and carers in open afternoons arranged by the classes across school, to form part of the Express stage of the working philosophy. Children are encouraged to talk about their topics and may bring homework or research tasks home at differing stages of the topic being taught.

### Marvellous Me

We share our experiences, learning and good work with the App Marvellous Me. During the school week it is expected that all staff in school will use this tool to engage parents and carers in celebrating the success of our pupils.

December 2010

Reviewed in October 2012

Reviewed in October 2014

Reviewed in October 2015

Reviewed in October 2016

Revised October 2018 - to be revised October 2020