

***‘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

## **The Learning Environment**

At Welsh House Farm Community School, we believe that the physical environment that we provide for our pupils has a direct impact on learning. It gives children a clear message about how we value them both as active, independent learners and as members of the wider school community. We believe that our children can learn more effectively in a lively, stimulating, well cared for environment. As such, it is important that teachers and support staff value school displays and keep the classrooms and the shared areas tidy and free of clutter, both for health and safety reasons and to ensure an aesthetically pleasing environment which sets a good example for the pupils.

## **Aims**

- To create a stimulating, vibrant and thought provoking learning environment.
- To acknowledge effort, celebrate achievement and value the work of all pupils and to encourage pupils to be proud of their work and their achievements.
- To set standards and raise expectations.
- To inform and enhance learning and support teaching.
- To create a welcoming and positive environment for all pupils, staff and visitors.
- To create a consistent approach and standard of presentation and display across the whole school.

## **Expectations**

At Welsh House Farm Community School, we believe that the quality of our teaching and learning is reflected through the quality of our learning environment. We value the importance of displays, pictures, objects and teaching aids that we have in our classrooms and across the school, and as such we take care of them.

In order to create a ‘welcoming and positive environment for all pupils, staff and visitors’, there are certain expectations that must be met when displaying work.

- All boards must be neatly backed and bordered.
- All work must be labelled and clearly named.
- All work must be presented with care and consideration for its purpose.
- A mixture of handwritten labels (modelling the agreed school cursive handwriting style) and word processed labels should be used. Titles can be created using ‘twinkl’ style resources.
- Unless part of a ‘working wall’ – all work should be singly or doubly mounted.

- In order to ‘inform and enhance learning and support teaching’, and to enrich and develop the vocabulary of the pupils in the school, teachers should always think ‘**vocabulary, Vocabulary, VOCABULARY!**’ when creating displays. All displays should be rich in a variety of vocabulary that the children can access. Interactive displays and the use of questions are also excellent ways to get the children to engage in the displays produced, and make them a more meaningful teaching tool.
- Across the school, displays must reflect and represent a variety of abilities and cultures. They should promote equal opportunities for all.
- Any displays that have been damaged or have become tatty should be repaired or changed at the first opportunity. All staff have a responsibility to ensure that displays are looking their best at all times and should correct or repair any damage done as soon as it is possible.

## Common Area Display Boards

All classes will contribute work towards the common area display boards.

The theme of the common area display boards will be decided by the Art and Display Co-ordinator and the Head Teacher and communicated to all staff in advance with the agreed deadline for completion. The work to be displayed by the individual classes will be agreed with the Art and Display Co-ordinator before being mounted. The Art and Design Co-ordinator will keep a record of all responsibilities for the common area display boards and will keep a photographic record of the work displayed.

The common area display boards will be changed at least twice yearly – by the end of the Autumn 1 term, and by the end of the Spring 2 term. Some common area display boards, such as the ‘Star Writer’ board and the ‘PETS’ boards are updated on a far more regular basis.

All common area display boards will be backed with poster paper, and bordered with corrugated border roll.

All work will be mounted using staples or blu-tack. For health and safety reasons, care should be taken to remove staples when taking down a display.

All common area displays will have a title and a label showing which class has produced the work. All children’s work will be clearly named. All work will be singly or doubly mounted. Displays may include both 2d and 3d work.

## Classroom Displays

Classroom displays are the responsibility of the individual class teachers.

The displays within the classrooms should represent the full ‘broad and balanced curriculum’ that is taught at Welsh House Farm School. There should be a balance between displays that provide

information and those which showcase the children's own work. They should include both 2d and 3d work and a variety of ways of presenting information (eg charts, photographs, posters, lists etc).

The colour of the backing paper and border used within classrooms is to be decided by the class teacher. All work will be mounted using staples or blu-tack. Drawing pins should not be used. For health and safety reasons, care should be taken to remove staples when taking down a display.

Classroom displays should be changed regularly to reflect the work taking place within the classroom, and to maintain the interest of the children.

The children may at times be involved in making decisions about classroom displays, for example the colour, format and information supplied to support their work. But ultimately, the quality of the display is the responsibility of the class teacher.

There should be displayed evidence of the following in every classroom.

- Mathematical work
- English work – including extended writing
- Science topic work
- History/Geography topic work
- Art/D&T work
- RE work
- Modern languages work/vocabulary

In addition, the following should also be clearly displayed within each classroom

- The school motto – 'Inspired to Grow and Flourish' and the school values.
- The 'Good to be green' behaviour/reward system and classroom rules.
- All 'red' medical information.
- A visual timetable.
- Safeguarding information for supply staff.
- A historical timeline.
- 'Time/clock' based vocabulary – pertinent to the year group.
- Any pertinent Health and Safety information – such as fire drill information, emergency exit information, etc.

In order to develop independent learning across all children, all child accessible resources in classrooms should be clearly labelled.

## **Working Walls**

A 'working wall' is a rapidly evolving display/resource that supports the children in their current learning. It should be used to support and engage the children during lessons, and should promote an element of independence in their working. Working walls are a functional tool for teachers, and as such, the work displayed does not need to meet same expectations as other displays. Work is displayed at the teacher's discretion.

## Resources

It is the responsibility of the Art and Design Co-ordinator to order the general display stock. This includes: poster paper in a variety of colours, corrugated and paper border rolls in a variety of colours, mounting paper and various paper and card. The stock is kept centrally. All staff have a responsibility to look after the stock and return all unused stock to the central storage area in a good condition.

## Health and Safety

- Staff must ensure that all displays are securely mounted, and that no sharp staples are sticking out.
- For higher displays, staff should use a step ladder rather than standing on chairs or tables. Ideally, displays should be put up in pairs if a step ladder is required.
- Corridors and fire exits must not be blocked at any time.
- Guillotines/craft knives should be used by adults only.

## Monitoring and Review

The display boards will be monitored by the Art and Design Co-ordinator. They may also be monitored by the Governors, Head Teacher, Senior Staff or other curriculum co-ordinators as part of the regular learning walks that take place within the school.

This policy will be reviewed at least every two years.

## Signed by

**Dated : September 2018**

**Ratified by Governors :**

**To be reviewed by : September 2020**