**ST OSWALD’S**

**LEARNING ENVIRONMENT AND DISPLAY POLICY**

 **SEPTEMBER 2016**

**LOVE JESUS**

**LOVE LEARNING**

**LOVE EACH OTHER**

**“We are a learning community promoting the Gospel values of mutual trust, care and respect.”**

As a school we ensure that all children and staff are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender and disability. Within this subject area, the SMT and all staff endeavour to provide appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in St. Oswald’s Equality Scheme.

**Aims**

The school environment, both indoor and outdoor, must contribute positively to the learning, motivation, attitudes and behaviour of pupils. At St Oswald’s we are committed to creating, developing and sustaining a physical learning environment that maximises every child’s learning capacity.

**Health and Safety**

Providing a safe environment is of paramount importance. For example, tears to carpets or faulty electrical fittings must be reported immediately. The learning environment must be clean and safe.

Children are taught to have respect for the equipment and facilities in the school and to play their part in looking after their classroom and the school environment in general. Children are expected to leave classrooms in a neat and tidy condition; therefore this must be modelled by staff; no classrooms or communal areas should contain clutter. No litter should be left on the floor and all equipment and materials should be put away in the proper place.

**The Outdoor Environment**

Research shows that the outdoor environment has a significant effect on children and their learning and enjoyment. For some children, our school grounds provide their only regular experience of the outdoors. They may provide unique experiences, opportunities and resources for teaching and learning in a safe, supervised external environment. We aim for our grounds being a stimulating and enjoyable place for all pupils.

We believe that the outdoor environment provides the following benefits:

 • enriches all areas of the curriculum by providing a rich and varied context for learning

• stimulates motivation and curiosity, encourages creativity and helps children to develop a broad range of skills, knowledge and understanding

• creates opportunities for pupils to develop their understanding of sustainability and caring for the environment

 • affords opportunities for pupils and adults to work together for the common good, thus encouraging a sense of pride, ownership and responsibility

**The Indoor Environment**

Every aspect of the indoor environment must be taken into consideration in order to create a sense of pride in the school and to promote learning. All members of staff and all pupils should contribute to making the learning environment as attractive as possible. This includes all communal areas as well as classrooms.

The appearance of the entrance foyer is very important as it creates the first impression for visitors. This area must reflect the school’s welcoming ethos and high expectations. It must be kept clean, tidy and attractive at all times. Staff photographs are displayed to enable parents/carers and visitors to identify adults when they visit.

Tidiness is very important in all areas of the school. Children should be taught to hang coats up, not drop litter and to help keep the school tidy. Members of staff should contribute to the overall tidiness of the school by not any leaving clutter in classrooms or communal areas and ensuring that equipment and resources are returned to the correct places.

**Classroom Organisation**

Well organised classrooms are essential for good learning.

 Attractive classrooms, with book corners, listening areas, artefacts and objects, organised resources, plants, fabric and posters stimulate interest, create a good environment for learning and encourage children to value their classroom and the resources available to them.

Chairs and tables need to be arranged in a practical and attractive fashion to fit the design of the room and to enable an easy flow around the room.

Classroom organisation should reflect a positive ethos. PSHCE themes should be apparent for example in displays that celebrate friendships, diversity, achievements and interests. Every class should have a welcome sign on the outside of the door showing the name of the class, teacher and TA. It is good to involve children in designing it.

Groupings, rotas and timetables (including visual timetables) that are clearly accessible to children should be displayed.

Teachers should also display their teaching timetable, current plans and other key information for any cover teacher who is in the class.

Classroom organisation should take into consideration the needs of individual children, e.g. left handed children, children with hearing difficulties, children with impaired sight, and children on the autistic spectrum who require a dedicated working space that does not contain distractions. Teachers should regularly monitor and evaluate the space available through considering what furniture is really necessary and whether the layout supports effective learning, responsibility and independence. Teachers should also regularly monitor and evaluate the resources available to children and the extent to which they support quality learning. Teachers should encourage children’s involvement in organising and reorganising space and resources in the classroom. #

The classroom will be organised to facilitate learning and the development of independence. This may require flexibility in the organisation of furniture.

 • Support different areas of the curriculum

• Support a project or activity

 All classrooms should have - Tables arranged for:

 • Ease of working

 • Flexibility

 • Purposeful discussion

• Provision for a quiet / time-out area

 Chairs should be

 • An appropriate size for the children

 • Sufficient in numbers for activities in the classroom

 • Of matching colour

Furniture arrangements should

 • Leave room for the children and staff to move around the classroom

 Storage should

 • Be tidy and uncluttered

 • Labelled as appropriate to the age of the children. Picture labels showing resources give a clear indication of what equipment and resources are available and where they should go and are particularly useful for EAL children.

 • Arranged to encourage independence

 • House children’s personal belongings

 Routines and rules in the classroom contribute to a secure and happy learning environment. To be effective they will be:

• Agreed and clearly understood by all children

 • Not be too numerous

• Written in child-friendly language

 • Enforced

 • Kept up-to-date

 E-safety posters will be displayed in all classrooms.

Signs for trays and other room signs should be laminated and trimmed to equal sizes.

 Handwriting model to be displayed in classrooms years 1-6.

All classrooms are expected to have a Science display reflecting the current topic the children are learning.

 **Working Walls**

All teachers in Years 1 – 6 must have working walls for English and Maths. These reflect the learning process rather than just the end product. They incorporate scaffolds and prompts to support children’s learning, work in progress, questions, success criteria, targets, exemplars and examples.

**Reading/Book Corners**

The book corner should be well planned both in terms of its organisation and use. It is important that it is recognised by both adults and the children as an enjoyable and important part of the classroom where books can be read, listened to, shared and explored. (see additional guidance).

**Display**

At St Oswald’s we recognise that displays convey something of the ethos of the school to pupils and visitors.

 Displays impart information to whoever is viewing the material. The achievement and efforts of all children should be promoted by well-thought out attractive displays to show that work is valued, thus providing pleasure and a source of motivation. A good display will stimulate discussion and curiosity and stimulate a response.

Displays should be changed regularly to maintain this level of interest. As well as contributing towards an attractive and stimulating learning environment, displays provide a learning resource that can be used for reference and reinforcement. They set standards of quality and should raise expectations. Children’s work should be displayed both in class and around the school. In classrooms, this is a reflection of half-termly or termly topics.

In order to maintain a consistent approach to the setting up of high quality displays, we have established a set of guidelines which all staff are expected to follow.

1. **Display Areas**

All classrooms have display boards and there are boards in corridors and in the main hall. There are small tables and display fabric to add other dimensions to displays. Please avoid sticking work onto walls, even blu tack and masking tape will take the paint off, so only use the boards. Please do not staple into walls or wood. This damages the building and also is a health and safety hazard. At the start of the school year pupils prefer to come back to some work already up rather than bare boards. Posters, alphabet friezes etc could be put up so the classroom does have something on display. As soon as possible into the new term, start to put up displays in class. Change displays on a regular basis. Classrooms should also include some displays which are interactive linked to current topics or units of work.

1. **Considerations to be made in advance**

 • Safety: be sure that what you put up will not cause a problem to anyone moving through the area at the time of or after you have completed the display.

 • Age: the age of the children whose work you are displaying may have a bearing on how the work is displayed.

 • Duration: how long is the display going to be up? If the display is very temporary then the way you fix it up may be different, i.e. a long-term display may be stapled or glued whereas a short term one may be blue- tacked.

 • Height: how high are you going to take the display? Too high and nobody will look at the top part, too low and the same may apply.

 • Consideration as to how work is displayed in high traffic areas. This may mean that some parts of the display will need laminating to make it less easy to ruin.

**3) Backing Boards** should be backed with rolls of display paper, which are kept in the stock cupboard. Do not back boards in pieces of sugar paper or card. Once display paper has been stapled on, border rolls are used to make the whole board neater. Corrugated paper is stronger. All pieces of artwork, writing or drawings, must firstly be trimmed down to straighten the edges, and then backed individually before putting on boards or other pieces of larger paper. If the children back their own work, they must be taught how to use the glue-stick and trimmer correctly, or supervised during the process. If they cannot back neatly to start with, then staff must back any work for display purposes. There should either be a single narrow boarder, or a double narrow border, with all edges straight and squared up and cut on the trimmer. PVA glue wrinkles most papers and therefore glue sticks are preferable.

 **4) Selecting and Preparing Work for Display**

Consider the target audience - pupils and/or parents and make sure that the display is accessible to them. Work displayed should relate to the ongoing half-termly topics carried out in class. Teaching assistants should also contribute to displays - either by putting up a display of their own or contributing to class displays. In class, and around the school, over a term, a range of work should be displayed reflecting the National Curriculum. The displays could also be interactive and ask the viewer to make a response eg answer a question, say what they think, write something down, draw a picture etc. The work should reflect the range of abilities in each class and include the work of SEND learners. It is acceptable to display writing that has been produced on teachers’ writing frames which may involve lines to write on. Children’s names should be displayed alongside their work. Every piece of work should be labelled with the child’s name. In class, a range of writing will be displayed during the year from children of all abilities. The display should be titled. Titles and other headings or pieces of text should all be computer generated and then backed. The teachers’ writing should reflect the Handwriting policy. The background mount should compliment a piece of work not distract from it.

**5) Borders**

All boards should be edged with border roll or other edging e.g. Ancient Greek pattern. Symmetric or asymmetric? Consider the high traffic areas and choose maybe a corrugated border. Appropriate borders enhance the subject work really well i.e. a handwriting display may have a border that depicts pencils on it.

 **6) Putting up a Display**

It is not possible for every child in the class to have their work on one board. Bearing in mind the point of having all abilities included, there will have to be some selection of which work is displayed. In this way, the board will not become overcrowded and will therefore produce a more effective overall display. Do not staple through the actual piece of work as this makes the work look untidy and it means the child’s work is damaged when the display is taken down. Staple through the backing border.

 **7) Labelling and Lettering**

• Title of displays should be prominent feature. Labels should also provide information about the work. Labelling should be attractive and neat.

 • Laminated letters are suitable for long duration displays.

 • Use of Sparkle box/Twinkle resources should be thoughtful and reflect current topic children are studying.

 **8)** **3D Display**

 • Don’t always think flat, 3D can be very effective even on a vertical board.

• 3D displays can have a strong impact

 • Most work should be surface mounted. However collages and other 3D work can look better window mounted using a card frame.

 • Use objects and artefacts to add interest.

• Valuables! Check that the article being displayed will not come to harm or go missing.

 • Freestanding signs can be fixed in place with a piece of blue-tack or a roll of sellotape.

 • Change the height of the models using boxes.

 • Drapes can make a display look inviting and interesting.

**9) Evaluating the display** Evaluate the display before finalising it – has it worked? Are the children using it or talking about it? Is it a useful tool for teaching? Does it give a good impression to parents and visitors?

 **10) Follow up**

Once the class display is up, the children should be made aware of this. Spens time looking , with the children, at the display. You could also visit other class displays, drawing attention to the important points. The displays must be maintained eg stapling and gluing borders or pieces of work which are hanging down, or removing damaged work altogether. Children should be constantly reminded about respecting other children’s work especially when lining up next to boards or going up and down corridors. Above all be creative!

 **Resource List**

 Rolls of backing paper Sheets of backing paper White paper Black sugar paper Staple guns Boxes of staples Boxes of drawing pins Glue sticks Staple removers Border roll s Books on display ideas Display fabric – please do not cut or staple, and keep separate from scrap fabric which children can cut

**Monitoring and Review**

The class teacher has responsibility for maintaining a well-ordered, tidy and attractive classroom. The learning environment is regularly monitored by the Head Teacher and SLT.

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J Hassan Policy agreed: September 2016 To be reviewed: September 2017

**Appendix 1**

 **Reading/Book Areas**

 Guidance for Teachers

The reading/book corner should be well planned both in terms of its organisation and use. It is important that it is recognised by both adults and the children as an enjoyable and important part of the classroom where books can be read, listened to, shared and explored. In setting up your reading/book corner you may need to think about the following:

 • establishing ownership – how will you involve the children in planning, organising and making decisions about the book corner?

• responding positively to the children’s thoughts and ideas – in order to ensure its success you will need to take into consideration their interests and preferences

 • negotiating and establishing rules e.g. about keeping the book corner tidy

 • encouraging positive attitudes towards books and to the book corner Questions to consider

 • Is the area well lit?

• Does the area look attractive and welcoming?

 • Is there comfortable seating?

 • Are books readily accessible e.g. are they in reach for the children?

 • Are books attractively displayed with children involved in this?

 • How do the displays in the book corner promote an interest in reading?

 • How does your book corner support your reading curricular target?

 • Are there an appropriate number of books?

• To what extent do the resources in your book corner reflect diversity and interests?

 • Are there soft toys/story prompts/props?

 • Are you seen in the area e.g. with a group during guided reading?

 • Do you review your selection of books regularly enough? How are the children involved in this?

 • Do you use the book corner as a resource base during guided reading?

• What opportunities do your children have for experiencing a range of multimodal texts in the book corner (including pop-up books, tapes and CDs, on-line texts)?

• Is there a balance between non-fiction, fiction and poetry? Range of texts - Good balance of fiction, poetry and non-fiction - Books that represent the diversity of the wider community - Age appropriate picture books (including those with no written text) - A collection of familiar/well-loved books - Different versions of the same story - Books with story props/story sacks/puppets etc -Books made by the children in the class -A display of books linked to current/next literacy unit of work -A display of books linked to topics across the curriculum -Reference books -Audio tapes and CDs (with books) -Multimodal texts including pop-up books, puzzle books, on-line texts etc -Newspapers, magazines, comics and joke books - Books that reflect the range of interests within the class - Big books Choice of books must avoid stereotypes and out of date information

 General hints -Resources should be accessible and easy for children to keep tidy- Book boxes should not be so full that children are unable to browse easily through the contents -Clear labelling should allow children to find and use books and resources independently -Wherever possible, front covers should be visible in order to attract readers and to provide greater access- Use age appropriate classification scheme (e.g. boxes labelled both with text and images, simple colour-coding etc). Involve children in making decisions about the categories chosen for labelling books -Keep collections up to date and engage children’s interest through your own personal recommendations, encouraging children to share books they have enjoyed/are enjoying, interactive displays, visits to the library, visits from story tellers, authors, illustrators etc. -Ensure that, over time, displays feature non-fiction and poetry as well as fiction - Displays reflect the multi-cultural nature of the wider community and the diversity of languages - Include images of the children in the class (and if possible, their parents and carers) involved in positive reading behaviours -Ensure routines re book corners are clear and involve the children- Specific responsibilities are defined and involve all children over time

 In FS and KS1 classes, ensure there are materials nearby which children can access in order to make their own book

**Appendix 2**

 LEARNING ENVIRONMENT CHECKLIST FOR THE FOUNDATION STAGE

 Points to consider

 Are all 6 areas of learning provided for inside and outside across whole Foundation Stage?

 What is available to support children’s interests?

What attracts and motivates children to participate most?

Is it set up in a way to challenge children to investigate, develop their thinking and be curious?

 Do resources and equipment support and celebrate inclusion and diversity?

 Do displays reflect the learning process rather than just the end product?

 Are resources accessible to the children (e.g. storage units well positioned and well labelled etc.)

How are additional adults used to promote children’s learning?

 Do/can all children make good use of displays to support their learning (e.g. children learning English as an additional language, children with special educational needs, boys/girls, etc.)