

## **Rationale**

*'Aesthetically pleasing surroundings influence both learning and social behaviour. Displays are focal points for learning. They show to a wider audience what the children have achieved while reaffirming the value of their work. Displays help children and teachers to see things in different ways and to make connections between ideas.'*  
*Art, Craft and Design in the Primary School – Editor John Lancaster*

The learning environment is important as a means of adding greater depth and breadth to children's learning. It also raises self-esteem and encourages pride in the classroom and school. The learning environment at Winton reinforces the school's commitment to high standards and the drive to continually raise achievement

## **Aims**

The school's aims for the learning environment are:

- To value and enhance children's work
- Reflect the vision and aims of the school towards excellence
- To celebrate achievement
- To increase children's self esteem and pride in their work
- To motivate children by setting high standards to which they can aspire
- To create a stimulating teaching and learning environment
- To encourage aesthetic awareness and a positive attitude to our school environment
- To arouse curiosity, pose questions and stimulate enquiry
- To reflect and value different levels of achievement and cultural backgrounds
- To inform and inspire parents, carers, governors, teachers and visitors to the school.

Individual teachers are responsible for the learning environment within their own classroom and designated areas.

## **Organisation**

The learning environments of successful classrooms are calm, welcoming, stimulating environments where high value is placed on learning.

The visual environment is very important and should display work which is representative of all children and all ability levels.

Displays should reflect the taught curriculum and be changed regularly to sustain interest and discussion.

There is a calm environment when:

- Children are on task
- Children are aware of acceptable noise levels for classwork and teachers help to maintain this by example
- Children are taught to tidy up after themselves

- Children know the teachers' rules and boundaries
- Children have appropriate amount of room for the activity.

The room is well organised when:

- Teaching walls and book corners areas are labelled so that pupils can be independent and know what goes where
- Children's resources are accessible
- There is a clear furniture layout (no furniture is allowed in communal areas unless permission from DHT has been granted)
- The room is kept tidy

All classrooms adhere to the school's checklist for classroom content and organisation – see Appendix A

### **The learning environment – working walls**

The classroom learning environment for English, Mathematics, Science and Topic are based on the 'working wall approach' where teachers' modeling and prompts are displayed as part of ongoing learning in each classroom

- Children's work is used to affirm features of work that are desired.
- Vocabulary relevant to the focus of the learning is evident in all subjects.
- There is an interactive element in displays using this approach, where children have the chance to interact with the display either during the main teaching input or as part of their lesson or informally to extend their learning beyond the lesson. Interactive aspects of the display should enable children to use a range of learning styles
- Work on the working wall reflects the National Curriculum for each year group.
- Work is not necessarily mounted as it is expected to develop rapidly and change frequently
- Teachers and pupils may write captions and posters by hand as part of the lesson, which are then put on the wall for reference. Handwriting should not contradict the cursive handwriting style.
- All boards are backed in red fabric and teachers should use push pins to put up work. Blu tac must not be used on the fabric (leaves stain marks).

Appendix C: Guidance for English, Mathematics and Science working walls

At the top of each teaching wall are learning aids for each year group based against the National Curriculum for number, shape and punctuation (See Appendix B: teaching walls)

## **Whole School Areas**

A display should always have one or more of these specific purposes in mind:

- To stimulate interest in a theme
- To introduce, summarise or reinforce knowledge and skills
- To celebrate children's work.

Displays should include:

- Information (pictures, reference materials, word banks, etc to encourage interaction and enquiry)
- Process (stimulus material, evidence of the work's evolution)
- Outcomes (final results).
- Links to SMSC

## **Content**

- Clear labels and headings to indicate the title of the work and which subject or topics it is related to
- Information about the process involved
- The year group of the children (when outside the individual classrooms).
- Links to SMSC

## **Style**

- A variety of written texts styles should be used (e.g. handwritten by student/adults, computer fonts, etc). In communal areas the font should be 'century gothic'
- All written work on display from Year 2 upwards should be in pen
- Display work should be accessible to children and be easy to read ('not too busy').
- Staples should be completely removed when changing a display
- Children's work should be backed on red poster paper.
- The display area should have a border (red) that will surround the work

## **Whole School Display**

- Main display areas in the communal areas of the school will be changed on rotation.
- There will be a showcase of events that have occurred during the term between all year groups in the foyer of the school.
- Work on display will reflect the current learning in the school.
- All displays in the main foyer must be agreed by the deputy head teacher and put up complete (no ongoing displays).

All displays need to reflect the professional and innovative nature of the work that is carried out in the school.

## **Guidance notes for display**

- There should be a mix of pupil's work; information for pupils; information for adults; evidence of our community/ethnic mix; evidence of achievement; working walls.
- Areas for display must be backed and bordered

- Work should be mounted, titled with an indication of the learning involved, labelled with the pupil's name and class and dated.
- Masking tape and gaffer tape NOT to be used on walls.
- Be wary of using blutack on walls as it leaves a greasy mark on painted surfaces.
- Work/items of display should be clear and not overlap unless it is an integral part of the display's design (not done because of running out of space).
- Work and posters must not be stuck on windows. Obscuring windows is contrary to access and inclusion advice. It also presents a poor picture from outside and is not in line with the design ethos and principles of the school.
- Pupil's work on a designated learning wall will show work in progress.
- All notices should be up to date and attractive.
- All displays and notices should have correct spelling, syntax and punctuation (there are exceptions on working walls where work in process by pupils may be displayed).
- Working walls should reflect current learning.
- Support is available for class teachers with displays from Tania and time should be requested via email

### **Monitoring**

To ensure high standards for all areas of the learning environment, the head and deputy head teacher will complete learning walks each week. Feedback will be given to individual members of staff.

Updated: March 2016

**Appendix A**  
**Monitoring in Classrooms – Learning Environment and Displays**

Date:
Classroom/ Area:
Teacher:

Learning Environment Checklist	Developed	To be done/ comments
<b>MUST HAVES</b>		
Rotas and Timetables (for Supply teacher on inside of door)		
Golden Rules		
Class groupings		
Medium term/ weekly planning		
Marking Reminders		
Daily timetable		
<b>Systems for Organisation</b>		
Teaching walls to be tidy and resource labeled (century gothic) clearly		
All resources should be kept within the teaching wall.		
Clear and tidy teacher areas		
Name tray labels printed		
Stimulating and inviting book corner		
Phonics board (KS1)		
Job list/ monitors (if appropriate)		
<b>English</b>		
Punctuation on display for year group  (magnetic punctuation sets given out and blu tac along the top of teaching walls)		
Connective Display		

Sentence openers		
Ambitious word display		
<b>English/ KS1</b>		
Role play area		
Phonics Board		
Listening area		
Writing area		
Clear modelled handwriting samples		
Book corner		
<b>Mathematics</b>		
Number line (on teaching walls)		
Curricular mathematics targets		
Visual models to support taught strategy		
Mathematics vocabulary		
Mathematics resources labelled		
<b>Science</b>		
Key vocabulary displayed		
Scientific principles		
Investigative language displayed		
Let's investigate table-topic table (hands on feely)		
<b>SEND/ Inclusion</b>		
Visual timetables		
Areas for resources for individual children		
Pictorial supports		
<b>Inclusion</b>		
Confident displays that reflect all members of the school community		

Monitored by:

Feedback to teacher:

Follow up date:

## Appendix B: At the top of the teaching walls:

Number lines:

Year Group:	Top of Teaching Wall:
Year 1	<ul style="list-style-type: none"> <li>0 to 200 number line (across 100 barrier)</li> <li>Link to Numicon</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>0 to 200 number line (across 100 barrier)</li> <li>Link to Numicon</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>0 to 1100 number line (marked in 100s)</li> <li>0 to 1 number line marked in tenths (fractions in blue)</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>-10 to 10 number line (negative numbers in red)</li> <li>0 to 1 number line marked in tenths (decimals in green)</li> <li>0 to 0.1 number line marked in hundredths (decimals in green)</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>0 to 1 000 000 marked in 100s</li> <li>-10 to 10 number line (negative numbers in red)</li> <li>0 to 1 marked in tenths (decimals (in green) above/ fractions below (in blue)</li> <li>0 to 1 marked in 0.25 intervals to 1 with fractions, decimals and percentages.</li> </ul>
Year 6	

At top of teaching wall:

2 D shape and 3 D shape display:

Year Group:	Top of Teaching Wall:
Year 1	<ul style="list-style-type: none"> <li>2D shapes: Rectangle, Square, Circle, Triangle</li> <li>3D shapes: cuboid, cube, pyramid, sphere</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>2D shapes: Rectangle, Square, Circle, Triangle, pentagon, hexagon, octagon</li> <li>3D shapes: cuboid, cube, square based-pyramid, triangular based-pyramid, sphere, cylinder</li> <li>Including language: sides, symmetry, edges, vertices and faces</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>2D shapes: Rectangle, Square, Circle, Triangle, pentagon, hexagon, heptagon, octagon</li> <li>3D shapes: cuboid, cube, square based-pyramid, triangular based-pyramid, sphere, cylinder</li> <li>Including language: sides, symmetry, edges, vertices and faces</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>2D focus:</li> <li>Triangles: equilateral, isosceles, scalene, right angle</li> <li>Quadrilaterals: parallelogram, rhombus, trapezium, kite, square, rectangle</li> </ul>
Year 5	
Year 6	



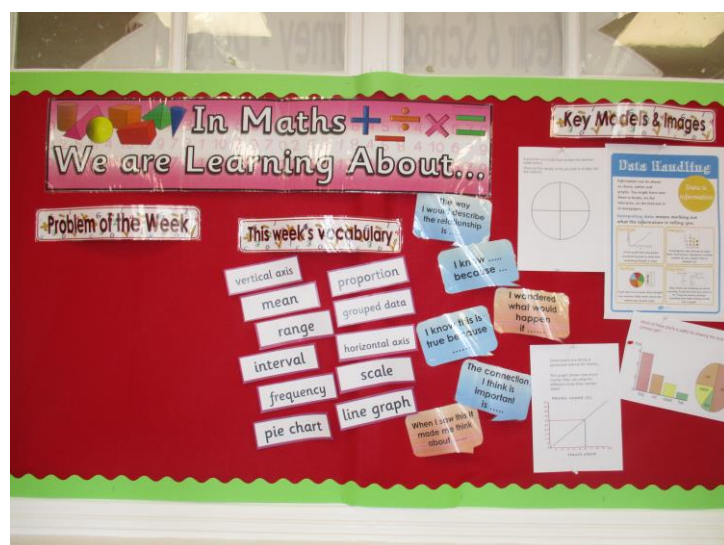
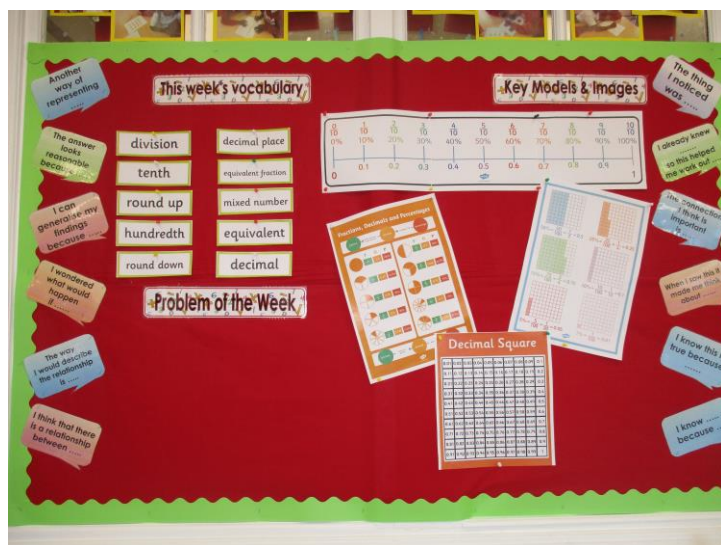
At top of teaching wall:

Punctuation with labels/ example of how to use them

Year Group:	Top of Teaching Wall:
Year 1	<ul style="list-style-type: none"><li>• Capital letter</li><li>• Full stop</li><li>• Exclamation mark</li><li>• Question mark</li></ul>
Year 2	<ul style="list-style-type: none"><li>• Capital letter</li><li>• Full stop</li><li>• Exclamation mark</li><li>• Question mark</li><li>• Commas to separate items in a list</li><li>• Apostrophes to mark where letters are missing in spelling and to mark singular possession</li></ul>
Year 3	<ul style="list-style-type: none"><li>• Full stop</li><li>• Exclamation mark</li><li>• Question mark</li><li>• Commas</li><li>• Apostrophes to mark where letters are missing in spelling and to mark singular possession</li><li>• Speech marks to punctuate direct speech</li></ul>
Year 4	<ul style="list-style-type: none"><li>• Full stop</li><li>• Exclamation mark</li><li>• Question mark</li><li>• Commas to separate items in a list</li><li>• Apostrophes to mark where letters are missing in spelling and to mark singular possession and plural possession</li></ul>
Year 5	<ul style="list-style-type: none"><li>• Full stop</li><li>• Exclamation mark</li><li>• Question mark</li><li>• Commas</li><li>• Apostrophes to mark where letters are missing in spelling and to mark singular and plural possession</li><li>• Brackets</li><li>• Dashes</li></ul>
Year 6	<ul style="list-style-type: none"><li>• Full stop</li><li>• Exclamation mark</li><li>• Question mark</li><li>• Commas</li><li>• Apostrophes to mark where letters are missing in spelling and to mark singular and plural possession</li><li>• Brackets</li><li>• Dashes</li><li>• Semi colon</li><li>• Hyphen</li><li>• Bullet points</li><li>• Ellipsis</li></ul>

# Appendix C: Guidance for Mathematics and Science working walls

## Mathematics:



### Expectations:

- Key Vocabulary
- Models and Images
- Reasoning starters
- Problem of the week

## Science:

### Expectations:

- Scientific principles
- Key language
- Key images
- 'Working scientifically' bottles-

