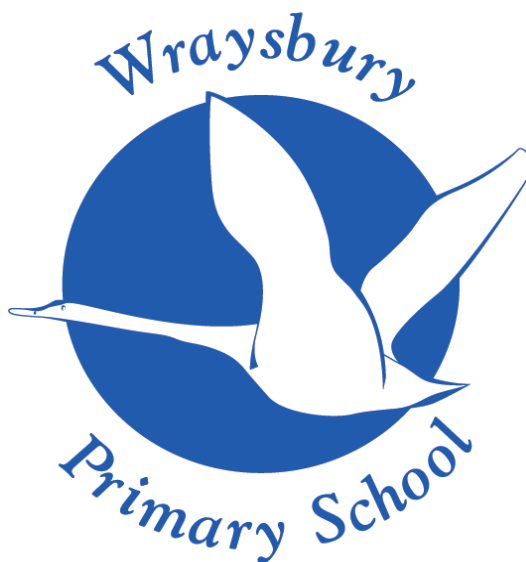


# Learning Environment, Presentation & Display Policy



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Produced by:  
Approved the Senior Leadership Team:  
Review date:

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# **Learning Environment, Presentation & Display Policy**

## **Intent**

The purpose of this policy is to create a high quality learning environment through an agreed and consistent approach. Through this policy, children and staff should all be aware of the standards expected of them. It will also ensure expectations are raised and that there is a sense of pride in how work should look, the displays in classrooms and shared areas and the consistent approach to classroom environments.

## **Implementation**

### **Learning Environments:**

Learning environments and shared areas should be kept clean and tidy so that they are attractive to everyone and motivate children and staff to create work of a high standard. Everyone should be proud of our learning environment.

Each Classroom/teaching space should have:

- A reading area, nurture nook, tables/chairs of an appropriate size and set out in a way that is suitable to the age of children, a carpet area (depends on age mainly EYFS, KS1 and LKS2) a place for coats and PE bags.
- The following displays: Zones of Regulation, Behaviour Chart, Rules, Values, Wraysbury Way Guidelines
- Each classroom or teaching space should have an enable table for English and Maths and working walls for these subjects
- There may be wall space for other core subjects and topics. Displays should have the following: sequence cards which refer to previous learning and to future learning, teacher modelled writing, current maths methods and relevant vocabulary for each subject. In maths, concrete, pictorial and abstract examples of work should be displayed along with a challenge of the week for children to add to post it notes to throughout the week.
- There should be a Phonics chart in KS1 and all classes and learning areas should have The Write Stuff Rainbow and symbols

### **Presentation of Work:**

#### **English, History, Geography and Science:**

- Exercise books should have computer generated labels; full name, subject, teacher's name, class
- No drawing on the front cover should be accepted, likewise a child should not 'doodle' on any pages of their exercise books
- Both sides of the pages in exercise books should be used
- Lines may, where appropriate, be left blank in English books for editing purposes
- Inserted worksheets should be kept to a minimum e.g. graph, table or stimulus for writing. In all cases these should be trimmed and stuck in neatly
- A pencil should be used until letter formation and handwriting is of a standard that would allow for a pen and the child has achieved their pen licence.
- If using a pen, it should be in keeping with the one issued by the school e.g. blue fibre-tipped
- All drawings and tables should be completed using a pencil and ruler

- In English, History, Geography and Science the full date should be written. In all other subjects, the short date is sufficient. The date should be underlined in pencil with a ruler
- Years 1 – 3 will have a WALT sticker, Years 4-6 write their WALT and it should be underlined in pencil using a ruler
- All sentences should begin at the margin
- Any mistakes should be crossed out neatly with a single line and the correct version be written on the same line or above the mistake, wherever most appropriate
- Tippex or corrector pens are not allowed
- Felt tip pens or gel pens should not be used in exercise books, unless directed by an adult. Colouring pencils should only be used to colour in

### **Maths:**

- All pupils' work in every year group should be completed in pencil
- Years 1 – 3 will have a WALT sticker, Years 4-6 write their WALT and it should be underlined in pencil using a ruler
- Both the short date and WALT should be underlined in pencil using a ruler
- The page should be folded in half lengthways and a margin 2 squares wide drawn for each column
- When undertaking some shape and space work it may not be appropriate to fold the page.
- When working with number, each digit should be placed in its own box.
- All lines should be drawn using a ruler
- Rubbers may be used sparingly to correct any errors in recording

### **Monitoring**

In order to ensure high standards, the presentation of work will be monitored in phase through the normal sampling of pupil work. The Senior Leadership Team, Subject Leaders and Governors will also monitor the presentation of children's work through learning walks, lesson observations and ad hoc book looks. Outcomes will be fed back to the individual teachers and phase leaders as appropriate.

### **Displays**

The purpose of a display is to support the learning which is going on in the classroom and school by:

- Challenging thinking
- Providing information
- Celebrating children's success and achievements
- Promoting pupil independence
- Providing prompts for learning
- Encouraging children to question
- Promoting the use of Working Walls

### **Work for Display**

- Boards should be covered in Hessian with a Black Wide outer border and then a thin white inner border
- Displays should be stimulating and changed as appropriate to reflect the work currently going on.
- All work should be mounted as appropriate. Laminating may be required if the display is required to be up for a more extended time

- Displays should be fixed to boards using Blu-tac, pins or using a staple gun at an angle so that staples can be removed easily. No work should be stapled to furniture, doors or walls at any time. Windows and walls should be left clear
- Consideration should be given to alternative ways of displaying using draped curtains, 3D artefacts, washing lines, photographs and books
- Be interactive with questions and think prompts

#### **Other Areas**

- Any posters/signs etc, should be laminated if appropriate and displayed neatly
- Swing boards are available for each of the gates and should be kept up to date
- There are a number of locked display cabinets around the site. Work/posters/signs placed in these should be presented to a high standard, using the above principals

#### **Children with special educational needs:**

Some children on the SEND register will use Word documents to record their work. This is often part of an ordinarily available provision in line with their EHCP. ICT can be used in many ways to help all learners make progress. As a powerful tool for independent learning, communication, and collaboration, it can empower pupils by assisting them to build confidence and self-esteem when it comes to writing across the curriculum.

The child must include the date and LO for each lesson and underline it (typed or handwriting). The child's work must not be auto corrected for spelling and punctuation in the Word document. The child should use their editing pen over the completed work to help show their understanding of the text.

After each lesson, the work should be printed, trimmed and glued into the books.

If an adult scribes for the child, the child must leave a line, and the adult must scribe in the missed line.

#### **Impact**

The impact will be that the children produce work that is of a high standard and are proud of what they have achieved. High expectations will be set in what is expected of the children and the consistent organised learning environments will mean that Behaviours for learning are consistently high across the school. The organised and cared for environment will impress visitors attract new pupils.