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**Whole School Learning Environment**

**and**

**Display Policy**

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This policy gives guidance to staff on learning environment and displays and should be read alongside the Teaching and Learning Policy, Marking and feedback Policy, Assessment Policy and Staff Handbook.

**Introduction:**

At Bishopton, our approach to promoting high quality teaching and effective learning is an integral part of our whole school curriculum, underpinned by the aims of the school. It is based on clear values, high expectations and up to date research of effective teaching and learning strategies. We also recognise that it is the responsibility of all staff to provide high quality teaching and learning opportunities and a high quality, safe environment, which will significantly positively influence the behaviour of our learners. We accept and recognise that classroom management, teacher behaviour and organisation has a positive impact on teaching and learning. We will always seek to encourage and support the achievements of our learners through highly effective teaching and a positive learning climate.

**Rationale:**

The learning climate we create in school is crucial. Learners are affected not only by the physical environment, which surrounds them, but also by our own expectations and attitudes.

Colourful, bright and informative displays create a welcoming and impressive classroom and school, making a more pleasant environment for all. The display of learning materials can aid learning in an almost subliminal way. Showcasing learners’ achievements can be a celebration and encourage high standards and progression across the curriculum. Clean and tidy classrooms contribute to that good climate. All staff should take responsibility for our physical environment, including shared areas of the school such as corridors and communal areas.

**Aims and objectives:**

To provide a visually rich and stimulating environment which:

* celebrates and values the work of all learners;
* arouses curiosity;
* reflects progression throughout the school, particularly in writing and maths;
* reflects and interacts with class topics being studied and provides a clear link with work going on in the classroom;
* reflects the termly “topic” allowing the sharing of work with peers and parents;
* provides information to consolidate learning;
* reflects the schools teaching and learning policy, ethos and individuality;
* gives opportunities for learners to be observant and constructively critical;
* offer learners an audience for their work, promoting self - esteem and encouraging them to value their own work and that of others;
* informs all who visit the school of the work being done in school;
* reflects the school’s Equal Opportunities, Multicultural, SMSC and SEN policies.

**The learning environment should be organised to ensure that students have the opportunity to:**

* Work individually or in group
* Make decisions
* Work cooperatively
* Be creative
* Solve problems
* Discuss their ideas
* Develop social skills
* Develop independence
* Use initiative
* Receive support
* Succeed at their own level
* Take risks

**Learning takes place in an environment which:**

* Is challenging and stimulating
* Is peaceful and calm
* Is happy and caring
* Is organised
* Is well resourced
* Makes learning accessible
* Is encouraging and appreciative
* Is welcoming
* Provides equal opportunities and recognises diversity
* Provides a working atmosphere

**Expectations on Classroom Organisation:**

The overall effect of the classroom environment should be one of space and organisation. This sets a high standard of organisation and display, which will support the further raising of educational standards and create a working environment which is attractive and stimulating. Classrooms need to be neat and tidy. Cupboard space should be used to store teacher resources. Try to keep surfaces clear, other than for interactive displays for children. All desks should be clear from clutter and comply with data protection expectations.

Clear routines and expectations should be established rapidly:

* Greeting the children (remembering to smile)
* Early work challenges relating to basic skills teaching (maximising learning time)
* Packing away / tidying up - Lining up outside classroom to ensure controlled entry Classroom monitors / Responsibility systems - Stop signals (established phrases / sounds) and accompanying expectations –
* Working in a calm, purposeful and settled manner
* Moving around the building
* Classrooms should be fully set up for first lesson before morning briefing. If staff are on a course and leaving work for a supply teacher, the expectation is that the first lesson should be set up the evening before and a file of notes left for the supply teacher clearly labelled on the teacher’s desk.
* Chairs under / tables straight before children leave the classroom (throughout the day as an established routine). Staff need to actively encourage and train children to take care of the learning environment and equipment. Train children to tidy up the classroom at the end of the morning sessions and at the end of each day.
* Labelling on trays, cupboards and equipment should be consistent in terms of the font used and quality of mounting.

See Staff Handbook for further information.

**Purposes of displays:**

* To create a stimulating environment which reflects the school ethos;
* To raise the self - esteem of pupils;
* To enhance understanding and appreciation and enjoyment of children’s work;
* To celebrate learners’ work across the curriculum and the school;
* To support with learning and provide information;
* To inform and create a learning focus.

**Implementation:**

At Bishopton, we believe displays should, wherever possible:

* have a clear content and purpose;
* engage the audience;
* ensure reflection of a broad and balanced curriculum and try to always include work related to literacy and numeracy;
* maintain balance between celebration and information;
* use various styles, strategies and subjects;
* be current - all work on display is up to date and represents learners currently in the class (or on the school roll);
* be used actively and purposefully;
* ensure that all learners are represented;
* be 3D where possible (and include use of relevant text books and artefacts);
* ensure every child is represented – genuine effort, appropriate to the teacher’s expectations of the child, may be sympathetically displayed;
* have a variety of techniques and media employed in artistic displays;
* not have too many worksheets or poor photocopies which are not suitable as representative of children’s work. Children’s drawings, writing and other representational work to be original to achieve our aims;
* have learners own drafted independent writing on display. It is acceptable to have some mistakes in pieces of extended writing;
* ensure that the main focus is children’s learning;
* include a year group/key stage label, identify the aim and learning outcome of the work and success criteria and have a title;
* have individual pieces of work labelled with the child’s name; (if appropriate)
* have labels which include information, facts and questions;
* be backed and edged with a border;

Refer to **Appendix A** for a checklist of display criteria.

**Roles and Responsibilities:**

Responsibility for promoting the highest quality learning environment and creating impressive displays lies with the whole school community. It requires professionalism (based on Teachers Standards and Performance Management) from teachers and staff in the school and in return expects learners to understand the part they play in the process so that they can take responsibility for their own learning.

Key roles and responsibilities include:

* The Governing Body in defining and agreeing the principles underlying the school policy and in monitoring and reviewing its application;
* The Co-Headteachers in framing the school policy and, with other members of the Senior Leadership Team, organising support for the implementation of the policy and the monitoring of the school environment;
* Teachers in observing the Teachers Standards and ensuring they are fulfilling their professional roles and responsibilities;
* All staff in ensuring consistent application of the policy;
* Learners in ensuring they respect their learning environment and produce work of a high standard to showcase their learning.

**Monitoring and Evaluation:**

The Senior Leadership Team will regularly review the learning environment and classroom/school displays throughout the school, via the school calendar, by observing lessons/classrooms; completing learning walks; analysing visitor feedback; speaking to learners and analysing pupil and parent feedback. After any of these take place, an analysis will be made and feedback will be given to staff.

A review of classroom/lesson observations and learning walks should inform the following:

* Improvement in learners’ achievement and attainment
* Improvement in the Teaching and Learning across the provision

The desired outcomes for this policy are improvements in students learning and greater clarity amongst learners, teachers and parents concerning pupils learning, achievement and progress.

The performance indicators will be:

* An improvement in learners’ attitudes and attainment
* An improvement in behaviour across the school
* Improvement in the Teaching and Learning across the provision
* An improved school environment
* Excellent quality displays

**UNICEF - UNCRC**

The UN Convention of the Rights of the Child sets out human rights of every person under 18 and applies to every child without discrimination, whatever their ethnicity, gender, religion, language, abilities or any other status, whatever they think or say, whatever their family background (Article 2).

* Articles directly relating to this policy are:
* Article 2 (Non-discrimination)
* Article 12 (Respect the views of the child)
* Article 13 (Freedom of expression)
* Article 17 (Access to information from the media)
* Article 28 (Right to education)
* Article 29 (Goals of education)
* Article 31 (Leisure, play and culture)

**APPENDIX A**

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| **Display Checklist**  When putting up a display, please try and ensure it has the following points (if appropriate): | |
| **Presentation of the display** | |
| A clear title |  |
| Eye catching lettering |  |
| Clear, understandable font at an appropriate size |  |
| Backing paper used with a border |  |
| 3D element to bring ‘learning to life’ e.g. books, artefacts linked to the topic |  |
| Pictures |  |
| Year group/Key Stage label |  |
|  |  |
| **Work on display** | |
| Synopsis of the display/work |  |
| Work is backed |  |
| Key vocabulary and key questions |  |
| Success Criteria |  |
| Differentiated, quality examples of work |  |
| Work that has been marked (by staff and learners) |  |
| Different stages of work e.g. planning, drafting, final piece |  |
| Evidence of extended writing |  |
| Cross curricular links |  |
|  |  |
| **Extras** | |
| Photographs of children completing the work/activity |  |
| Names of children |  |
| Challenges so that learners interact with the display |  |
| Learning prompts/facts linked to the display topic |  |
| Quotes from learners |  |
|  |  |