



Great Wilbraham C of E Primary School

Policy title: Display and learning environment

Date created: October 2021

Next Review Date: October 2023

Date ratified:

Signed:

1. Introduction

1.1. Definition

The effective display and presentation of pupils' work and resource materials, and the efficient organisation and presentation of equipment and materials, have a positive effect on pupils' learning. Taking pride in classroom environments and displays is encouraged.

1.2. Purpose of displays

- Display as a stimulus
- Display to inform
- Display as a celebration

"Never do anything by halves if you want to get away with it. Be outrageous. Go the whole hog."
Roald Dahl

2. Quality of Education

2.1. Intent of the Curriculum

2.1.1. Curriculum design and coverage

Our displays should demonstrate the following curriculum intent:

- DIVERSITY – consider diversity within all displays and challenging stereotypes
- VALUES – should be clear within the displays
- ASPIRE – teachers aspire to produce displays and work of high quality
- RESILIENT –
- THINK CRITICALLY – plan to produce high quality displays well in advance
- ENGAGING – consider how displays reflect your teaching and your classroom

2.1.2. Knowledge and skills

Displays should demonstrate the coverage of a range of curriculum areas.

2.1.3. SEND

All children should produce work to their highest standards and children from all abilities should have their or celebrated.

2.2. Implementation of Teaching and Learning

2.2.1. Subject knowledge

Wilbraham Way Expectations – displays

Presentation – titles, class name, open questions, state the learning that has taken place

Pride – present with pride and respect for the children's efforts, all work mounted unless on a working wall

Variety – of curriculum, balance of work and working walls, creative use of different media,

Ethos – every display must have a clear theme and purpose

Timescales – out of classroom displays to be changed end of every mid-term and the house displays updated at the end of every complete term

Policing – everyone has a responsibility to ensure displays look their best and correct or repair damage done immediately

Work should be thoughtfully positioned and spaced

Window to your classroom

Wilbraham Way Expectations – there must be within the learning environment

A reading area – make it special, include the reading spine to inspire readers

A reflective area with a class prayer book and cross – make it special

Systems that keep the classroom tidy and organised

Behaviour systems – behaviour ladder, class stars, house points

TOGETHER we are CARING, CONFIDENT and CREATIVE learners





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Regularly changing working walls that reflect the current learning

The topic must be clear in your class

Classroom environment

All resources should be clearly labelled and kept tidy and well-ordered

Surfaces and walls should be clear from clutter

See the appendices detailing expectations for each class.

2.2.2. Resources

Backing paper is stored in the store cupboard but the move will be towards using this up and having colourful display boards that will be the more sustainable alternative.

2.3. Impact

2.3.1. Preparation for next stage of education

The progress from nursery to year six should be evident from the work that is seen on display

2.3.2. High quality pupil work

High expectations of science should apply as though working in any other subject. In Science, pupils are encouraged to be open-minded and to try and make sense of what they see and find out. The main focus of our approach will be through open-ended activities where we encourage children to recognize the need for fair testing and working scientifically to answer questions.

2.3.3. Applying learning

Children are encouraged to apply their learning within and from other subjects – for example maths, DT and computing can all be taught within science. Other cross curricular opportunities to use science learning within other subjects are often sought, for example writing explanations in English.

3. Behaviour and Attitudes

3.1. Attitudes to learning

Children are taught to ask questions, work to the principles of science and investigate systematically using a range of resources and implementing fair testing.

3.2. Positive and respectful culture

Staff and children will respect each other's abilities in Science and aim to support each other to be the best they can be in a safe and supportive environment. Collaborative learning and thinking critically are key within this subject and must be managed carefully.

3.3. Supporting colleagues

Colleagues will be supported by the Science coordinator and provided with CPD or key ideas to develop their teaching when appropriate.

4. Personal development

4.1. Extended curriculum and wider outcomes

In the past two years we have had opportunities to work with different Departments and Institutes associated with Cambridge University (the Department of Engineering, the Department of Chemistry and Institute of Astronomy) and participate in science competitions. We hold an annual science week in January, working with a STEM ambassador annually and biennially hosting a stargazing evening.,

4.2. Social, Moral, Spiritual, Cultural

Children will be able to show pride in their and their peers work.

4.3. Christian ethos and British values





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As a Church of England school we follow the Values for life programme and embed these beliefs into our classrooms. British values are celebrated throughout the school. Our displays reflect these values through our school vision that 'Together we are caring, confident, creative learners'.

5. Leadership and management

5.1. Roles and responsibilities

Headteacher

- To monitor quality of displays
- To provide clear calendar of when to change displays

Leadership

- To promote high quality displays

Staff

- To regularly change displays
- To celebrate high quality work with respect for the children and to promote learning
- To take the opportunity to show off their class's work and their own capabilities

Governing Body

- To complete a learning walk on display and comment upon the school

Parents

- To admire the work on display

Children:

- To produce high quality work to put on display

5.2. Continuing professional development

Staff needs in CPD in relation to displays may come through performance management, recognition of a whole school need or through the needs of individual pupils.

5.3. Community links

We aim to involve parents, governors and members of the scientific community in our school, actively seeking opportunities to develop the science capital of children in our school and promote science in the word around us.

5.4. Working with governors

The Science coordinator links with a key governor who reports back to the Full Governing Body progress in Science teaching, learning and data. Learning Walks including governors are taken annually.

5.5. Inclusion and equal opportunities

Our whole school philosophy totally encompasses the equality of access and opportunity. The contribution all pupils make must be acknowledged and valued.

5.6. Safeguarding

Children's names may be displayed upon their work but would be first name only.

5.7. Health and safety

Displays will be safely constructed and where necessary ladders used safely. Any displays which start falling apart must be repaired.

5.8. Reviewing and monitoring

This policy will be renewed every three years. Regular learning walks monitoring displays will be taken with feedback appropriately provided.

6. Links to other policies

- 6.1. Ladder policy
- 6.2. Health and safety policy
- 6.3. Wilbraham Way Non-negotiables





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7. Appendices

- 7.1. General expectations for displays
- 7.2. Class by class expectations for display

