

Bredenbury Primary School
DISPLAY AND LEARNING ENVIRONMENT POLICY
September 2016

Signed and dated:

Chair of Governors

Headteacher

For education in school to be effective, the learning environment needs to be conducive to learning, allowing the children space and time to interact with the learning and teaching process. The organisation of the classroom is as important as the organising of the curriculum or the organising of the learning. It needs to provide within that organisation the facilities to allow the teaching and learning to progress smoothly.

OUR AIMS

At Bredenbury Primary School, we believe that the learning environment is an important learning and teaching tool.

In each classroom the following should be evident:

- A working wall linked to either Literacy or Numeracy. If space allows, one of each.
- A target display including Numeracy and literacy targets. (These should be updated at least once per term and should indicate each child's current target.)
- Evidence of pupils' own achievements
- A display outlining the school's agreed rules
- Positive affirmations
- A display encompassing key questions and/or current learning objectives/learning outcome
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Updated in:	December 2012
Reviewed by Staff and Governors in:	September 2016
Ratified by Governors on:	26.9.2016
To be reviewed by Staff and Governors:	If/when changed are requested

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THE APPEARANCE OF THE PHYSICAL ENVIRONMENT

The learning environment should be welcoming and exciting.

- There should enough space for display and display areas should be used well.
- The displays should convey enthusiasm for the subjects taught.
- Pupils' should contribute to some displays.
- Displays can reinforce good working habits through the use of questions.
- Displays should include news and notices that are current.
- They will be regularly reviewed and changed.

ACCESSIBILITY AND USABILITY OF RESOURCES

Learners can readily locate the resources that they may need.

- Routines and systems should be put in place to support the use of these resources
- Visual clues should be displayed to encourage independence through the use of systems, routines and the organisation of the classroom.
- Children should be trained to care for resources and keep them in order.
- Resources must meet the needs of all children.

THE LEARNING ENVIRONMENT

The physical layout should provide opportunities for different groupings.

- There should be clearly defined areas, which provide a focus for different learning experiences.
- There should be space for both noisy and quiet activities.
- Objectives should be displayed and discussed
- Information should be clearly available about classroom rules.
- Key questions should be displayed and used
- Key questions and prompts should be available to support children's talking and thinking about learning Use of e.g. KWL grid or brainstorming or key questions should be used to trigger prior knowledge
- Curriculum displays should include statements and questions to highlight key learning points

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- Key Literacy and Numeracy targets will be clearly displayed
- Classroom displays, visual prompts and resources should support key curricular target focuses e.g. -structural organisers and thinking strategies
Key words/ technical vocabulary must be displayed for a variety of curriculum areas
- Vocabulary should be referred to and used within teaching
- Definition of words should be discussed with pupils
- Collections of words or phrases support key writing forms e.g. Post-Its, cards, pocket charts

THE TEACHING ENVIRONMENT

The dominant arrangement of the furniture facilitates learning.

- Furniture should be adaptable for different activities.
- Movement around the class must be easy.
- Organisation must allow the teacher room to monitor the work of the group.
- There must be suitable places to address the whole class and involve them in question and answer sessions.
- The teacher will actively foster positive attitudes and behaviours.
- Resources/ displays/ prompts are to be used as a teaching tool.
- Displays should be interactive.
- Displays should celebrate children's work
- Positive affirmations are displayed in the classroom and referred to regularly

When deciding whether a display should be changed, ask the following questions:

- *Does the display relate to a current topic or theme?*
- *Is the display referred to during teaching, thus supporting the learning process?*
- *Has the display been up for less than one term?*

If the answer to any of the above questions is **NO**, then it is time to change the display.

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SAFEGUARDING

The curriculum deals with safeguarding in two ways.

- Firstly, the curriculum, in subjects such as Personal, Social and Health Education, discusses relevant issues with the children. Topics include such themes as Drugs, Sex and Relationships and Stranger Danger. Children are encouraged to explore and discuss these issues.
- Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology.

Bredenbury Primary School acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship. It is expected that all teachers will consider the opportunities that exist in their classroom and teaching for addressing aspects of Safeguarding.