



THE
ALPHA
SCHOOL

**DISPLAY & LEARNING
ENVIRONMENT POLICY**

2020/2021

Introduction

- At The Alpha School, we value the role our learning environment takes in developing an enthusiasm for learning and to celebrate the achievements of all children.
- Through creativity and interaction, our learning spaces will support and extend the children's knowledge, skills and understanding.
- There will be a balance between learning walls and celebratory walls, where work has been specifically selected to represent a range of abilities but all of which represent commitment and effort by all.
- We actively encourage all learning areas to be maximised, including floors and ceilings. Displays both inside classrooms and in corridors are central to this.
- Appropriate music can also to be played in communal areas.

Aims

The aims of display and the learning environment in our school are:

- To create interactive learning areas where children can further their own understanding.
- To create a vibrant environment that complements our curriculum and creates an inspirational space for children to work in.
- To present the very best of what children can achieve.
- To allow the children to take ownership of the classroom and be consulted in the creation of their learning walls.
- To use a variety of media to label and display work in order to provide a range of models for writing.
- To provide opportunities for work to be displayed through technology – audio recordings, digital imagery etc.

Organisation

At The Alpha School, we have a cycle of display change to ensure all learning areas remain up-to-date and relevant to our teaching programme. The corridor areas are changed half-termly in-line with our creative curriculum topics and no display should be left for more than one term. In classrooms, the current theme should be evident in displays, artefacts and books on display in each classroom.

At the beginning of the academic year, classroom and corridor areas should be welcoming and inspiring to children before they arrive into their new class.

Non Negotiables:

All classrooms must have displays on the following themes / topics:

- **English**
- **Mathematics**
- **Science**
- **Topic displays/Humanities**
- **UAE Culture / Social Studies**
- **Arabic**

Each class should have a variety of displays, including:

- Informative – topic displays, facts and figures, maps and posters, key vocabulary, questions
- Motivational – target boards, displays to inspire performance

- Celebration – displays feature key achievements of the students to celebrate individual success
- Subject-based – displays of work and learning prompts from one subject area
- Interactive – displays that encourage activity or reading, e.g. simple science experiments, problem of the week

The following should also be on display:

FS/ KS1

Behaviour and Reward System
National Anthem
Key Arabic phrases
Classroom rules
Alphabet of appropriate size and font (left to right)

Days of the week (in correct order)
Months of the year (in correct order)
Number-line (left to right)
Key phonics sounds and tricky words
Visual Class Timetable
Key Vocabulary

KS2

Behaviour and Reward System
National Anthem
Key Arabic phrases
Classroom rules
Alphabet of appropriate size/font

Days of the week (in correct order)
Months of the year (in correct order)
Number-line (left to right)
Hundred square
Key Vocabulary
Class Timetable

The Learning Environment

- Drawers and resources should be clearly labelled with clear font/size and pictures to encourage independence.
- The classroom environment should be kept tidy and organised. It is the class teacher's responsibility to encourage the children to tidy up after themselves and to look after resources.

The Learning Environment – Working Walls (Learning Walls)

- On 'Working Walls', teachers' modelling and prompts are displayed as part of ongoing learning.
- Exemplar Quality Mark pieces should be used to affirm features of work that are desired. These are exemplar pieces which demonstrate the excellence we are striving for.
- Vocabulary relevant to the focus of the learning is evident.
- There is an interactive element in displays, 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. For example; using or adding to prompts or wordbanks, adding photographs, children's questions, work or Post-Its®.
- Teachers and pupils may write captions and posters or checklists by hand as part of the lesson, which are then put on the wall for reference.
- Children's learning for a working wall does not need to be backed or trimmed, however it does still need to look presentable and reflect the high standards we hold at Hartland.
- They are used as a useful tool to show the progression throughout a topic or subject area.
- Topic 'Learning Walls' should have the 'Entry Point' and 'Exit Point' clearly marked.

The Learning Environment – Display as Celebration

- Each display must have a clear explanation of the WALT.
- Captions to explain the learning process, pose questions or provide contextual information should be part of the celebration display.

- Children’s work is used to affirm features of work that are desired – WAGOLLS (What A Good One Looks Like) – and this is highlighted.
- Work, including captions and photographs, must be neatly mounted.
- Work should be labelled with name (and class when on display in corridor).
- All children should have their work celebrated at some point in the year.
- Each display should have borders and a title and include children’s comments, questions, interactive elements and photographs of children producing the work.

Displays in the Corridor

- All year group corridors should display a variety of work from all subject areas within the topic (including Maths, English and Science).
- Displays should be up and complete by the midway point of each topic.

Responsibilities

- At present, the Head of Primary is responsible for overseeing the learning environment and displays across school, ensuring they promote learning and are of the very highest standard at all times.
- Subject leaders will each have a display, which will need to be updated every term.
- Class teachers will have responsibility for displays in their corridors.
- Classroom boards are the responsibility of the class teacher.
- It is the responsibility of all staff to encourage the children to keep shared learning areas tidy.
- Displays in public areas are the responsibility of all staff and should be continually monitored and tidied/repared if necessary.
- Our Learning Assistants’ primary role is to work with children and then to offer practical support for displays where time allows.

In light of current COVID restrictions, some features of the Display Policy may not be adhered to at this current time.

Signed.....Date.....
School Principal

Please note that all policies are reviewed on an annual basis.