



ENVIRONMENT AND DISPLAY POLICY

Mission Statement

At Holy Family we grow, learn and succeed in the footsteps of Jesus.

1. Aim

The learning environment has a significant influence on learning. It gives children a clear message about how we value them and how we value learning.

The Catholic ethos of the school, including our mission statement, should be at the centre of the way we plan for and organise the learning environment. The school and classrooms should provide a welcoming, inclusive and stimulating environment where all children feel valued, secure and able to contribute.

This policy aims to ensure that:

- There is a consistent approach to the learning environment across the school, reflecting the high expectations that staff and pupils have for learning and progress.
- The learning environment promotes an inclusive and collaborative approach to learning so that all pupils are supported in achieving their potential across the curriculum.

2. General expectations

Organisation:

All classrooms and corridors should be kept clean, tidy and free from clutter. Classroom and school routines should support children value and respect their learning environment and make a contribution to keeping it clean and tidy. All classrooms should be organised with resources and books on tables ready for learning to start straight away.

Language:

All classrooms should be “language rich” environments in order to promote and extend children’s understanding and use of language. Displays should include key words and statements, open-ended questions, prompts and scaffolds related to the curriculum or to highlight key learning points.

Resources:

All resources should be clearly labelled and organised so that they are readily available to the children in order to promote independent learning and choice. Resources should include appropriate books, models and artefacts to support the children’s learning in relation to the curriculum areas and current topics.

Classroom layout:

The physical layout of the classroom should support and promote inclusive, interactive teaching. It should allow for flexibility for working in different contexts (e.g. individual work, paired work, small group work as well as whole class teaching). This is to ensure that speaking and listening and collaborative learning are at the centre of teaching and learning. Every child should be seated so that they have a clear view of the interactive whiteboard/main teaching area.

All tables have a resource basket with:

- Pencils
- Pens (Y4 upwards)
- Rulers
- Whiteboards
- Whiteboard pens
- Wipes
- Pencil crayons
- English resource wallet
- Maths resource wallet
-

Year 1 and 2 have practical Maths resource baskets with number lines, numicon, counters and multi-link cubes.

The resource baskets and wallets must be kept tidy and reviewed regularly.

It is important that teachers and teaching assistants keep the classrooms and shared areas tidy and free of clutter. This is for health and safety reasons, to ensure an aesthetically pleasing environment and also a way to set a good example for the children.

3. Expectations for Display

Display, both inside and outside the classroom, contributes significantly to the creation of a positive school ethos, reinforcing high expectations for success and achievement.

At Holy Family, we have two different approaches to display:

- ***Classroom displays – promote and support learning***
- ***Corridor/hall displays – celebrate and value pupils' achievements***

Where possible, labels for displays should be created gender neutral. Labels should also where possible be dyslexia friendly eg NOT black text on white.

It is everyone's responsibility to keep displays in good order, e.g. if you see a border hanging off, please fix it straight away, even if the display does not belong to your class.

3.1 Classroom displays

Classroom displays should focus on supporting learning or exemplifying the learning process rather than just on children's final outcomes. However they will include examples of finished work in order to demonstrate what pupils achieved and how they achieved it.

Each classroom should have the following displays:

i. ***English working wall*** (see guidance below)

ii. ***Maths working wall*** (see guidance below)

iii. ***Topic and Science working wall/display***

- Key Vocabulary
- Written work related to topic

iv. ***Religion***

- a. Linked to the learning in the current Religion topic; key words and some completed work
- b. Prayers
 - Morning prayer
 - Lunchtime prayer
 - Angelus (age related)
 - End of day prayer

c. Prayer table (refer to Religion policy). Additional resources are stored in the Liturgy boxes. Children should be encouraged to contribute their own items of personal significance to the prayer table over the course of the year

- *Liturgical cloth colour appropriate to liturgical season*
- *Bible appropriate to the children's age*
- *Candle*
- *Crucifix or cross on or near the table*
- *Appropriate statues (optional)*
- *Book of children's prayers or reflections*
- *A living object (plant/flower)*

v. **Learning support wall**

- *Language of Learning*
- *Marking Symbols*
- *Classroom Attitudes*

vi. **Growth Mindset display** (Pictures available of shared drive)

- Language of learning displayed
- Learning Pit
- Wobble
- Motivational phrases to inspire 'The power of ..yet'

vii **Key Skills display**

- *Key Skills 'jigsaw' display visible – Key Skills must be explained to children and regularly referred to when children are self-assessing.*

3.2 Guidance and Expectations for English and Maths Working walls

Each classroom should have an English and Maths working wall to promote engagement in learning and help pupils develop an understanding of what is expected of them. The working walls must clearly visible for learners to support them.

- Working walls should be used to record and visualise the learning process.
- Teachers and pupils should refer and add to working walls throughout the unit of work/topic.
- A working wall is a "work in progress"; it is not always necessary to back or mount work. Mounting of work is at the teacher's discretion when the teacher considers mounting of work contributes to the learning.

The key features of successful working walls:

- They are updated regularly to reflect the learning journey over a unit of work/topic
- Display learning objectives/success criteria for the unit/topic that can be referred to throughout the process. Display a WAGOLL ("What a good one looks like!") which can be referenced back to success criteria throughout the learning process. This ensures children have a clear understanding of what they are trying to achieve.
 - WAGOLL model/s provided by the teacher at the start of the unit
 - WAGOLLs produced by children over the course of the unit
- Include children's ideas and work showing progress towards the end goals
 - Post-it notes
 - Speech bubbles
 - First drafts and revisions
 - Examples of self and peer-evaluation

- Display (removable) key vocabulary which you will expect children to use in the lessons. Vocabulary can be supported with definitions, examples, images etc to support understanding
- Provide scaffolds (e.g. sentence starters, alternatives to “said”)
- Make links to previously taught skills, knowledge or understanding
- Break down methods or steps, showing them visually

3.3 Corridor/hall displays

Corridor and hall displays will be used to celebrate and value children’s achievements across the curriculum as well as promote the Catholic ethos of the school as exemplified by our mission statement.

These displays will primarily consist of children’s final outcomes/finished work but may also include examples of the learning process, in order to demonstrate children’s learning and progress over a period of time.

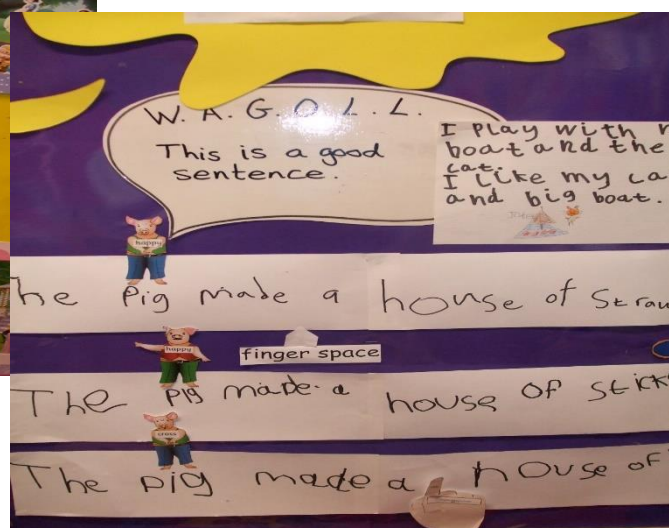
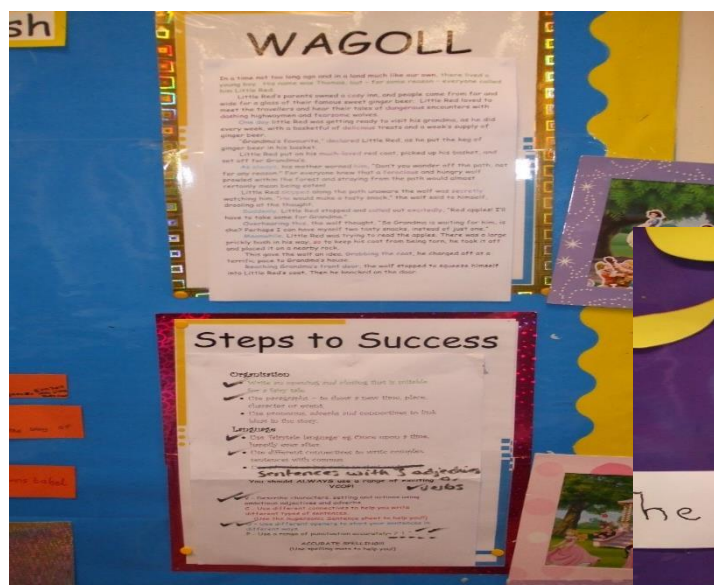
Minimum expectations for corridor/hall display

- The display is backed and has a border
- There is a clear title that references the topic/learning/curriculum area
- A variety of work is displayed which reflects the range of abilities and achievements within the class. This is essential in creating an inclusive learning environment.
- Finished work that is displayed should always be the best that an individual can achieve and it should be largely free from errors. Emergent writing and work in progress are also valuable for display and need to be labelled as such so the context is understood.
- All 2D work is mounted appropriately with work and mounts trimmed in a straight line.
- All work should be clearly labelled with the child’s name (pupil or ICT label)
- Displays should always be accompanied by labels, which should:
 - Explain the context of the learning
 - Explain the learning process
 - Reinforce learning and key vocabulary
 - Make links to other topics/areas of learning
 - Ask open-ended questions
 - Contain prompts which encourage pupils to interact with the display
 - Pupils should be involved in the creation of these labels where possible
 - Labels should be created gender neutral where possible
 - Drapes, hangings and other 3D objects should be used to create visual interest where possible

4. Monitoring and Evaluation

The implementation and effectiveness of this policy will be monitored and evaluated by the Senior Leadership Team on a regular basis. This will take the form of pupil/staff voice, work scrutinies, learning walks or as part of a lesson observation.

Examples of Literacy Working Walls



Examples of Maths Working Walls

WAGOLL

$18 \times 8 = 144$

$\times 10$	8
8	64

$$\begin{array}{r} 80 + 0 \\ 60 + 4 \\ \hline 140 + 4 = 144 \end{array}$$

Success steps for the Grid Method

1. Partition your numbers.
2. Draw the grid.
3. Work out the answers for each box.
4. Add the numbers in the boxes using your method for addition.

Using and Applying the Grid Method & Area

How many cm² in the orange rectangle?

CHANGE YOUR WORDS- CHANGE YOUR MINDSET

I don't understand. **What am I missing?**

I give up. **I'LL USE SOME OF THE STRATEGIES I'VE LEARNED**

I made a mistake. **Mistakes help me improve.**

This is too hard. **THIS MAY TAKE SOME TIME AND EFFORT.**

It's good enough. **IS THIS REALLY MY BEST WORK?**

I'll never be as smart as her. **I'm going to figure out what she does and try it.**

I can't make this any better. **I CAN ALWAYS DO BETTER! I'LL TRY!**

I can't read. **I'm going to train my brain in reading.**

I'm not good at this. **I'm on the right track.**

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Using and Applying the Grid Method & Area

Can you work out the area of these shapes?

How many cm² in the orange rectangle?

WAGOLL

What is the area of Wembley Stadium?

$105m \times 69m$

100	5
60	300
9	45

6000
 $900 + 300 = 1200$
 45
 $7245m^2$

WAGOLL

Can you work out the area of these shapes?

Using and Applying the Grid Method & Area

How many cm² in the orange rectangle?

Examples of Growth Mindset displays

