



For every child to meet their potential and  
'live life in all its fullness.' John 10:10.

**Policy:** Display & Environment Policy

**Date Written:** June 2019

**Date Renewed:**

September 2020	No Amendments
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**Review Date:** June 2021

At Hindsford C.E. Primary School, we value the impact that the environment can have on learning and the well-being of our children.

We see displays as an effective way of:

- Sharing learning
- Supporting pupils with the retaining and recalling of previously taught information
- Building vocabulary
- Celebrating pupil achievement
- Engaging pupil interest
- Creating awe and wonder
- Encouraging pupils to become more independent learners

We also see displays as a reflection of the high standards that we aim to promote and sustain as well as an ethos that shows every subject is valued in every year group.

### The Classroom Environment

In-line with the work that the school has carried out regarding the support of pupils with Dyslexia and ADHD, every classroom should be tidy and free from clutter. Resources should be stored safely, clearly labelled and available for the children to access and use independently.

Within each classroom, there should be the following displays/working walls:

- **Humanities Display** – This will be supported by a table top display with books and resources linked to the unit of work.
- **Science Display**  
*(Both of the above displays will be changed at the end of each half term ready for the new topic and include a list of key vocabulary linked to the topic being taught.)*
- **RE/Reflection Display** – This will have information about the class value and be linked to religious texts to this value. A copy of the Lord's Prayer will also be on display with an opportunity for children to write their own prayer or reflection and add this to the display. A selection of different Bibles should be available for the children to access.
- **Celebration Display or Examples of the Children's Work on Display** – This will be a celebration of the work that the children have produced in a range of different subjects either on one display board or around the classroom.

- **English, Maths & Spelling Working Walls** – These will be changed according to the genre, spelling pattern or unit of work being taught.
- **Reading Corner** – This will have a recommended author display and information about what the book the children are currently reading as a class. It will also be an inspiring and relaxing area for the children to spend time reading in.

To support the children with the development of their vocabulary, the remembering of more information, recalling of key facts and building on prior learning, every display in the classroom must have:

- A list of key vocabulary linked to the unit of work
- Prior learning
- Current learning
- Future learning

#### Communal Areas:

Displays within the communal areas should reflect any subject that does not have a specific display in the classroom for example Music, Art, IT, French & DT as well as any other celebration of work that has been carried out across the school. This is in addition to:

- A Shared Whole School Reflection Area
- A School Library
- A Picture News/British Values display
- A Homework Corner

Resources stored within communal areas should also be stored safely and be well labelled. It is the responsible of the subject leader to ensure that each area linked to their subject is well looked after and remains tidy.

#### Lettering, Headings & Labels:

- All displays must have a heading so that it is clear what subject the work has been completed in and its intended purpose.
- Any labels must be clear and easy to read. Ideally, in comic sans font if printed on the computer and joined up if written by a member of staff in KS2 and printed in KS1. These must also be grammatically correct and accurately spelt. As many of the displays in the classroom are taking the form of a working wall, teachers will write directly on these walls with some work put on display that may not be backed.
- Explanations should be given with regards to the key learning.

It is our intention for the environment to serve as a tool to support the children to be both happy and independent learners. Also, to show them that their contributions to learning are important and valued. This is to enable them to REACH their protentional and be able to do their best, always everywhere.