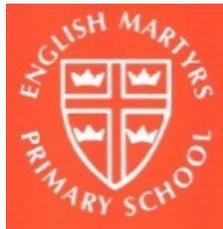


ENGLISH MARTYRS CATHOLIC PRIMARY SCHOOL

'A Learning Community in Christ'



DISPLAY, PRESENTATION AND LEARNING ENVIRONMENT POLICY 2013

The importance of the learning environment within the school both in the classroom and beyond should not be underestimated in terms of the effect it can have on pupils, staff, parents and visitors.

Display

Creating a display can be time consuming so the aim should be to exploit them by extending learning opportunities for the children.

Aims

- To stimulate pupils, encouraging interest and motivation
- To encourage pupils to achieve high standards
- To support pupils' learning – reinforcing learning objectives
- To challenge pupils' thinking and questioning
- To celebrate pupils' efforts and achievements showing them that both they as people and their efforts are valued.

Teachers should model expectations in standards, in their own space. Therefore the classroom should be well organised. They should give consideration to the colour scheme in their room, exploiting it when choosing backing paper for boards.

Classrooms displays should include

- A Prayer Area – Headteacher's thought of the week sheet, candle, crucifix, statue, picture, appropriate visual props to support current topic

- A stimulus display for the beginning of the new Learning Unit, which may include artefacts, key questions, fiction and / or non-fiction books, posters, diagrams etc
- A reading area – books both fiction and non-fiction attractively organised, inviting children to enjoy a good read and / or support the current Learning Unit
- A maths area, clearly labelled
- Well labelled, neat and accessible resources
- Current work being done in class – Literacy, Maths, Learning Unit
- Key vocabulary for Literacy, Maths, Science, RE, Learning Unit, year group etc
- Weekly spelling, grammar, phonics
- Prompts to support learning process e.g. alphabet, phonics, what I do when I am stuck, what do I do when I want to spell a new word, marking expectation for writing, presentation expectations etc
- Class organisational information – timetable, groupings, class rules, wet play rules, golden rules, emotional registers, reward systems
- Copies of weekly planning.

Displays of children's work should

- Reflect the child and represent an achievement for that individual
- Be produced with care – quality plain paper for writing, sketching, painting, squared paper for maths if appropriate (never on lined paper) – straight edges. (Photocopied material rarely adds to the quality of a display ensure that if used there is no better way of motivating the children or presenting the work)
- Be mounted to show it at its best – double mounted should be the norm, ensure trimming and mounting etc is straight and colours enhance not over power the children's work
- Be displayed on a board which has a border
- Have clear titles, children's names, Year group if in a communal area, learning objective, context of activity, details of the learning journey to explain the process and the development of the work or what the children have been learning to produce the work
- Display work does not need to be marked, but can be. It should not have poor handwriting and spelling errors unless related to ability
- Displays in communal areas should be exemplar work
- To be fixed to the board with staples or display pins never drawing pins.

Displays can also

- Have children's comments about why their work is on display and how they feel about their piece of work
- Show the learning journey and not always 'best' work
- Display teachers' planning alongside the children's work
- Use a range of interactive devices to stimulate interest e.g. flaps, moving numbers or words, 3D work or artefacts, touchy/feely items.

Displays work best when they attract, stimulate or challenge other people's thinking. The learning environment both stimulates learning and is a reflection of the learning, we need to be careful that it does both effectively.

Presentation of Children's Work

Children's work should have

- **A name**
 - If a name is required on a piece of work because it is not in a book, the name should be written on the back of the work in the smallest neatest handwriting of which each child is capable
 - Children up to Year 3 will almost certainly need reminding to write their name small and neatly, until it becomes a habit.
- **Date**
 - This should be written on the top right hand side
 - Early Years – as the year progresses pupils should be encouraged to record the 'short' date, e.g. 20.3.08. neatly on the front of the work, but mostly annotated by an adult
 - Year 1 should start to write the 'short' date, on paper and in books, although as the year progresses the more able and average ability could begin to write the 'long' date
 - Year 2 and beyond – unless a child has specific learning difficulties a date should be a normal expectation for work both on paper and in books. Maths books and sketch books – 'short' date is sufficient. (N.B. if a child tends to avoid the task in hand by taking a long time over the date, ensure that they leave the appropriate space, complete the work first and then return to the date when the task is completed).

Writing books:

- Year 3 and above, in addition to the date – a margin should be drawn on the left hand side (ruler width) using a ruler, some pupils may need support with this to start with.

ALL written work

- Should have a title which is underlined with a ruler
- Early Years – the title may be written by an adult, but as the year progresses some pupils will be able to copy or write their own title
- Year 1 – early in the year pupils should begin to compose and write their own titles as well as copying those provided by an adult. Underlining with a ruler should be taught and support given as necessary
- Year 2 and above - whether in books or on paper each piece of work should begin with a title which should be underlined with a ruler. Some pupils may need support with this
- If drawing and labelling diagrams, or drawing charts pupils should always be expected to use a ruler.

Guidelines

- If using books with plain pages, or making books, or working on plain paper, guidelines should be available for use by pupils from Year 1

- May include an outline for a border around work. Ensure that the amount of work produced is not limited by only supplying books, or paper of certain types or sizes
- From Year 2 and beyond a range of guidelines should be easily available to pupils, with a supply of paper clips
- Support may be needed to either identify the correct spacing of guidelines for the size of an individual's writing, or with paper clips; this support should not be as necessary from Year 4
- If working on paper it should be plain paper, not lined.

Handwriting

- All pupils should understand that there is an **agreed minimum** expectation for quality of handwriting
- Teachers and other staff should not accept work where handwriting is not of a sufficiently high standard for any particular child, and should ensure that expectations are high enough and that if necessary work is re-done
- Everyone should be using the agreed school handwriting formation. (See handwriting policy).

Joining of letters

- Should begin in Year 1
- Some pupils may not be ready for this stage and will need to be secure on their letter formation before moving on
- All must use agreed formation of letters
- Ensure all children have easy access and can see a copy of the letter formation sheet.

Rubbers

- Should not be readily available to pupils, and should rarely be used in any year group
- Children should learn to put one line through a mistake and then rewrite so corrections can be seen
- The emphasis should be on learning from mistakes being 'good' learning.

Pencils

- From Early Years upwards pupils should be taught about the need for sharp (but not over-sharp) pencils, and should quickly become capable of deciding for themselves if and when their pencil needs sharpening, and then should take the necessary action
- Pens should be used when the children have reached a good level of neat joined handwriting
- Maths work should always be in pencil
- In Science, diagrams and charts should always be completed in pencil, although labelling may be completed in pen
- A developed, joined style of handwriting should be secure before introducing the use of pen on a regular basis, although all pupils should have opportunities to use a variety of writing tools
- By Summer Term in Year 3 the majority of pupils should be able to produce good quality handwriting using a pen.

Drawings

- Colouring in of pictures should be kept to a minimum (in most cases it is totally unnecessary with no learning value)
- Pupils should use own drawings and art work should be encouraged. Time needs to be planned in for this, high expectations set and never as an add on, or time filler
- Illustrations should be relevant and enhance the work
- Teachers and adults should expect drawings/illustrations supporting stories or other written work to be of a good standard
- Pupils should understand that lack of detail or 'stick people' or objects is not acceptable, and that a good quality line drawing is preferable to scruffy colouring
- The quality of drawings in writing books should be as high as their other artwork
- Felt tips should be used to highlight information and make patterns (and then always on paper not in books)
- Felt tips should **NOT** be used to colour in large areas
- The use of colouring pencils and water colours should be **taught**, to enable children to decorate borders (then **only** handwriting patterns or appropriate symbols) or shade pictures effectively
- It is better to have no illustration than one which is inappropriate, messy or unconsidered.

Topic books/Learning Unit Project Books

- If they are for an individual, they should be in sugar paper topic books
- Children should be taught to mount their own work
- Handwriting should be their best
- Illustrations well done, labels neat
- Lines drawn with a ruler
- Learning objectives and journey should be clear and very little photocopied
- These should be a reflection of the quality of the learning
- All children should have high expectations set for them
- **ALL CAN ACHIEVE THIS.**

Reviewed October 2013

To be reviewed Summer 2016