

Brighter Futures Academy Trust
Environment and Display Policy



Name of Policy Writer/Amendments	Date Written/Amended	Next Review Date
R Denham	Nov 2014	Nov 2017
H Wilkinson	April 2018	April 2020
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Environment and Display Policy

Rationale:

We regard the school and classroom environment, display and presentation of children's work and visual stimuli as an important element of teaching and learning. We aim to provide visually stimulating environments and endeavour to carefully present processes of the children's work to enhance and bestow value. The learning environment is important as a means of supporting children's learning and enabling them to recall prior learning. It also raises self-esteem and encourages pride in the classroom and school. The school environment sets the precedent for expectations and makes a statement about how we present ourselves.

Intent:

The following aims are three-fold; to serve educational purposes, to create a visually interesting and aesthetically pleasing environment and to show a thematic approach within the classroom to embed all aspects of the current topic being covered.

- 1) To give information visually in order to support teaching and learning.
- 2) To be a stimulus and starting point for questioning and further investigation
- 3) To be a celebration of children's work
- 4) To ensure a balance of curriculum areas
- 5) To ensure equal access, opportunity and sensitivity in providing positive images for all sections of our multi-cultural community
- 6) To stimulate further learning, share ideas and good practise
- 7) To provide interactive learning experiences for children's independent investigations
- 8) To create a thematic approach within the classroom to ensure all units are of similar theme and link together to embed the topic within all areas of the curriculum.
- 9) To reinforce prior learning
- 10) To reinforce current learning
- 11) To introduce new learning

Implementation:

Classroom environments

Classroom environments need to be tidy and organised. If we expect children to be organised then the classroom should reflect this. This includes teachers work areas. Please refer to the GDPR policy around confidential information. All unnecessary paperwork needs to be stored in files. Literacy/Numeracy and reading files need to be in the correct coloured files as per school policy.

Position of displays- The class teacher need to design the positioning of displays in the classroom. The most frequently used displays need to be positioned in the most visible areas of the classroom. Where possible areas need setting up in the classrooms.

Changing Displays:

Old displays become invisible with familiarity, therefore display must be seen as a continuing process and changed at least termly in line with the topics taught. Once a display has been built up in the classroom this can be transferred to the corridor at the end of the topic.

The type of papers used in display may gradually fade and this needs to be considered when planning a display for a given period of time.

Lettering:

Lettering must be clearly written and of an appropriate size and style for easy reading. Hand lettering needs pencil guidelines which can be erased later. Commercial templates of wood or plastic are ideal for larger headlines. Paper can be prepared beforehand, to create special effects. Computer generated banners can be used effectively and photocopiers can be used to enlarge lettering where necessary. Where teachers are writing by hand this needs to be cursive script and model the handwriting policy.

What is expected to be included in the classrooms

Reading

Reading in the school environment needs to be a priority. Classrooms need to give children the opportunity to read for pleasure and to read to find out.

Books that need to be displayed in the classrooms

- Topic books – both non-fiction and recommended reads for the topic
- As appropriate for your year group –book banded books-displayed in the corresponding book band colour
- Any author studies
- EYFS and KS1 need to display the mechanical reading strategies
- KS2 need to display the reading comprehension strategies

Topic display

The current topic needs to be displayed in the classroom. This needs to include a small sample of the curriculum. Topic books related to the topic need to be displayed underneath the display with artefacts to support the children's learning.

Maths display

Opportunities in the environment need to be identified to reinforce mathematical learning relating to your year group. Eg. Clock – time prompts need to include around the clock, right angle measures could be included on the corner of the architrave.

Each classroom need to have a board showing the maths calculations. The calculations need to be set out on squared paper as an example to the children. This needs to be in line with the calculation policy.

The place value houses need to be displayed in a prominent place in the classroom and linked to learning in your year groups curriculum.

Numberline – This needs to have examples of vocabulary that you want the children to be exposed to linked to the national curriculum..

Literacy display

These are working walls and it is over to class teacher as to what needs to be displayed. The board will need to include examples of SPAG that is taught in the year group. These can be in a variety of formats eg. In popcorn cups pinned to the bottom of the board.

Alphabet arc – This needs to be displayed in each classroom with the vowels in a different colour to the consonants.

Impact:

A consistent approach to a high quality learning environment will help to foster a caring and positive attitude towards the wider environment in life outside the school. Involving children in the display process, making decisions and preparing resources will help to create a feeling of ownership and pride and give children responsibility for taking care of the school and the environment. All classes are to create an exciting immersion into the current class creative curriculum theme.

The display policy needs reading in conjunction with the environmental audit.

Input:

source material
reference material
other visual material
natural forms
pictures
objects
artefacts
books
ICT equipment (talking tins, recordable pegs, boxes and whiteboards for example)

Output:

children's work- in progress finished
children's work – for celebration for discussion and evaluation
children's comments – self and peer

Form:

For an exhibition of work, backing and mounts should be neutral and layout simple to emphasise the work. For a thematic display all elements – lettering, colour, backing, borders, can contribute to an all-over effect to the theme. A group conceived and produced piece of work can be displayed with the teacher 'orchestrating' the separate parts into a unified whole.

Scale and Height:

This should be considered from the children's level, not the teacher's. 3D objects and books should be below eye level with the smaller things in front. Written work and small illustrations should be at eye level. Art work and visual material with large lettering can be displayed from between 4 to 8 ft. Above 6ft should be reserved for large scale work and long term displays. Displays should allow easy access for children to reach interactive elements.

Layout:

Two ways- Lay out all the pieces on the floor, arrange and re-arrange until satisfied with the composition. Or, the display may grow from a central area over time. Both ways need to be guided by invisible grid lines, lining up edges to achieve a coherent arrangement. 2D work will be in squares or rectangles, making it more straight forward to arrange. 3D work can be arranged and re-arranged until it looks right. The display may be symmetrical or asymmetrical. If asymmetrical, there must be an overall balance between elements.

Mounting:

Work may be single mounted with a drawn line, or double mounted. The side and top edges should be of equal width with the bottom edge slightly bigger to achieve an aesthetic balance. Art work should be mounted at straight angles in a 'gallery' style, so not to distract the viewer from the content of the work.

Work can be mounted in a variety of ways to provide a range of displays, such as raising work away from the backing board at different depths, pleating, fanning and draping.

3D work can be enhanced by using drapes of fabric, white painted boxes, blocks of wood used as plinths. Make sure that every object can be seen, raising some pieces and isolating others. Choose colours which blend or contrast so that every contour is shown to full effect. Rare or valuable objects should be given their own space and may be emphasised by standing on an outline of coloured card or paper.

The use of spotlights will complete 3D display.

Adhesives:

PVA glue spread very thinly is the best adhesive for mounting work. Spread too thickly and the paper will be too wet, causing it to buckle.

Glue-sticks are suitable for small/medium scale work only.

Copydex can turn brown and stain through paper over time. Best used on thicker paper or card. Copydex can be useful for adhering fabric.

