



Great Linford Primary School

Environment and Display Policy

June 2015

Presentation and Display Policy 2nd June 2015

Our Aims:

At Great Linford Primary school we believe that our values of aspire, achieve, thrive and enjoy are reflected through the quality and relevance of our learning environment. We value the importance of display, visuals, objects and teaching aides that are present in our classrooms and throughout the school building.

We believe that display is an essential part of our learning environment and

- Acknowledges, celebrates and values the work of our students (aspire and achieve)
- Gives children a voice
- Sets standards and raises expectations-all work displayed is of the highest standard in terms of content and presentation (aspire)
- Reflects the rich and varied experience of the children's' learning (enjoy and thrive)
- Creates a positive and welcoming environment for children ,staff and visitors
- Promotes and encourages inclusion
- Is consistent in terms of quality and presentation of work

In each classroom there should be :

- The Great Linford Tree with the roots and leaves with the children's names-this is linked to the school values and behaviour and reward policies.
- Learning Journeys for Literacy and Numeracy
- Learning zones with corresponding pictures to show these behaviours
- Protective hands



If you have an additional board in your room, this should be linked to your projects and changed in accordance to the project.

Maths and Literacy Learning Journeys

Every classroom has a mathematics learning journey which is divided into our 4 anchors of vocabulary, symbols, pictorial representations and concrete apparatus. These learning journeys are constantly changing and growing as they are added to during the lesson. They are created collaboratively with the pupils and should be an integral part of the learning process rather than just an attractive display.

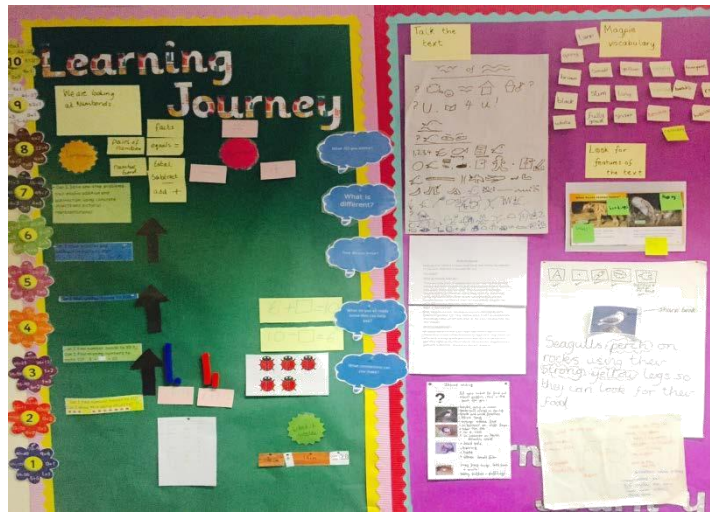
The maths Learning Journey should display:

- Learning objectives
- Success criteria
- post it notes, examples of children’s work
- photocopied whiteboards,
- Apparatus that models a concept and flip board chart notes.

The purpose of the learning journey is to record the process of mathematical learning for each area of mathematics

The literacy Learning Journey should display:

- Process of talk the text
- Text map and writing imitated
- Key vocabulary –picture of a magpie to be displayed and term “Magpie from the text”
- Success criteria
- Arrows to show the progress of the journey
- Examples of shared writing and examples of the children’s work.



Boards in the school.

There are four boards in the main corridor and are the responsibility of the teachers. These boards should include work of the children and their voice in terms of questions and comments they have.

Board 1 - The school council/ Sporting achievement and participation – responsibility of the PE lead

Board 2 – Foundation

Board 3- KS1

Board 4 - kS2

The board outside the ICT suite –keeping safe board-responsibility of Nina

MacKay

The ICT board in ICT suite -responsibility of ICT lead.

The board outside y1 and 2 is their joint responsibility. (This should be a reading/phonics board to reflect the area that is used for reading)

The board outside year 3 area -year 3s responsibility.

The board outside year 6 -responsibility of KS2

The area outside year 5 will reflect the project theme of year 5.

All corridor displays will be changed termly

The reception area-should provide a snap shot of our school, reflecting our family’s ethos and beliefs these should be present at all times

- Our mission statement
- Names of children on gold leaves that have been awarded the aspire trophy on the 3d light tree-added to weekly
- The words aspire, thrive,enjoy,achieve
- Photographs of the students demonstrating our beliefs
- Quotes from the children about Great Linford Primary School
- Photographs of the staff with a quote on why education/ our school family is important to them
- Great Linford tree with the designated wording and also photographs of the children showing the key aspects of ROOTS



Quality of Displays.

It is a fact that the displays in a school reflect the school itself. This is one of the first things a visitor to the school sees as they move through the school. Because of this, displays need to have impact, include student's high quality and beautifully presented work which gives the children a voice.

To reflect this:

- All work should be trimmed accurately, using trimmer guides carefully, and double backed.
- Children's names and year group should be written neatly on the bottom right hand side of the work in line with the school's handwriting policy
- All displays must have a title either printed or in cut out letters that reflects the topic the learning was based on and the year group who produced the learning
- Lettering for titles must be laminated to give a quality finish.
- photos must be trimmed accurately and double- backed
- There must be an explanation of the learning with questions e.g. "Year three have been investigating how people in the Stone Age lived." "Can you name some differences between farming in the Stone Age and farming today?" "Look at our amazing Greek pots!"
- Backing paper must be of good quality and should complement the work displayed

- Boarders must be neat and tidy-if something is hanging off the wall, staple it back!

Display and Resources

All lettering for the tree can be found on shared curriculum drive

Examples of excellence in displays can be found in the Learning Environment folder on the shared curriculum drive

Website with examples of good displays

<http://www.primarydisplays.co.uk>