



Unlocking the Potential of Every Child

Learning Environment and Display Policy 2021 - 2022

Revised: June 2021
Review Date: June 2022

Learning Environment Policy

At SBS we value the role our learning environment takes in developing an enthusiasm for learning and to celebrate the achievements of all children. We actively encourage all learning areas to maximize learning by staff, students and parents, creating stunning displays that stimulate and celebrate learning. Displays both inside classrooms and in corridors are central to this.

Display Purposes

The purpose of display and presentation is to:

- Both support and enrich the students' learning
- As well as being vibrant and welcoming, the classroom environment will be a learning tool, a way of engaging children and building a learning culture.
- Acknowledge the children's efforts and celebrate their achievements.
- Arouse curiosity and stimulate response.
- Set standards of quality and raise expectations.
- Be inclusive and adapted to meet the needs of all children.
- Ensure that children feel safe, supported and part of the Safa Family
- Convey an element of the ethos of the school to visitors.

Display Cycle

All display boards should be changed at least once per term inside and outside the classroom. There should be a balance of work in the room with the majority being children's work rather than the teachers.

- 2/3 current learning
- 1/3 general learning

Expectations of Displays

- Borders and bold catchy titles around all display boards in and out of the classrooms. (Please avoid Twinkle Banners)
- Display backing should be kept neutral
- Displays are innovative and pose a *driving questions*.
- Displays should be updated in line with 'current' topics being taught.
- Children's work must be laminated and/or be mounted/have backing paper/frame/border
- Work labelled with name and class (in the shared areas)
- Each display must have a clear explanation of the learning objective and skills developed.

Commented [NM1]: Fiona is this both inside and outside the classroom?

- Children's comments/voice where applicable.
- Questions to invite the viewer into thinking where applicable.
- Photos of children producing/showing the work (close-ups).

Displays in Class

FS

- Windows should be used as a writing teaching tool for teachers. Please do not stick paper to the window.
- Teachers should use natural resources and neutral colours for displays and areas around the classroom.
- 7 Areas of the Classroom should be visible, children should be able to access resources easily.
- Language Rich Environment (Balance of teacher made vocabulary and student made/led vocabulary or marking)
- Message Centre
- Mathematics
- Topic/Project or Learning Journey
- Characteristics of Learning
- UAE Themed Area
- Safa Core Values
- Positive Behaviour
- Teacher Administration- Copy of weekly timetable, emergency exit plan, safeguarding procedures etc.
- Displays should be:
 - Backed in natural neutral tones eg hessian, brown paper, newspaper.
 - Interactive
 - Evidence of student voice
 - Limited to display boards as far as possible.
 - Language rich

KS1

The following will need to be considered when creating displays:

- Windows should be used as a writing teaching tool for teachers. Please do not stick paper to the window.
- Plan It
- Learning Gears (Doesn't need to be displayed initially)



- English (Language rich environment)
- Mathematics

- Science
- UAE Social Studies
- Arabic |
- Moral Education – 4 Pillars
- Safa Core Values.
- Children’s work
- Teacher Administration- Copy of weekly timetable, emergency exit plan, safeguarding procedures etc.

Commented [FM2]: Should these be more thematic or subject specific.

KS2

- Windows should be used as a writing teaching tool for teachers.
- Learning Gears (Doesn't need to be displayed initially)



- Plan It
- English
- Mathematics
- Integrated Curriculum Theme linked to the *Sustainable Developmental Goals*.
- Science
- UAE Social Studies
- Arabic |
- Moral Education – 4 Pillars
- Safa Core Values.
- Teacher Administration- Copy of weekly timetable, emergency exit plan, safeguarding procedures etc.

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Displays in the Shared Areas

The corridors must immerse the children in the current curriculum theme/In the Moment

Please include the following:

- Arabic & Islamic Themed Board / Area
- Well-Being/ Recovery Board
- Theme Display - FS - Year 6: will use these areas to build curiosity and bring their theme to life.
- Celebration and reinforcement of learning
- Meet the Staff board.
- Designated learning areas to allow for opportunities to learn outside the classroom. i.e. Computing areas, Arabic reading area, Science labs.
- Questions, photos and speech bubbles

Please remember that all displays should have elements of neutral muted tones.

In addition, **ALL** classrooms and corridors must be kept tidy and orderly. Please report any repairs needed or damage to Phase Leaders / Facilities in the form of an email.

Please check your display boards regularly and replenish any boarders or backing paper when looking untidy. Ensure all work is not slipping off the walls or windows.

Please note:

- Displays need to be culturally sensitive e.g.: pork/pigs for Muslim students, appropriate / modest clothing in photos and ensure that *Israel* is blacked out on any maps that are used.

Please avoid the following:

- **TWINKL - This should not be used for displays. We like genuine, creative displays.**
- Backing Paper - We are an ECO school, so please stick directly onto the material of the boards. All boards must be framed.
- **Colouring sheets and printed outlines of the same image for children to decorate should be avoided. It is far more beneficial for children to create their own images.**
- Less is more - Do not overload your classroom with too many things.
- Year 1 - 6: Please do not use literacy, it must be referred to as English to align to the curriculum.
- Clutter - The room should be well positioned to ensure children can move freely and safely around the classroom.
- Internal Windows - These must be opened and the classroom must be visible from the shared area.
- Do not use WALT, OR WILF. We use LO (learning outcome) and Steps to Success

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Roles and Responsibilities

- *Class Teachers are responsible for ensuring that their classrooms are up to the standard outlined in the policy*
- *HOY have responsibility for checking consistency across the year group*

- *Phase Leaders in conjunction with HOYs have responsibility for displays in their corridors.*
- PLT will conduct learning walks throughout the term and highlight best practice

Appendix

Examples of Displays [Click Here](#)

Commented [ZH4]: Should you add an appendix with some ideas and previous pictures for each key stage?