



Display and Environment Expectations 2017 – 18

A key focus for 2017-18 will continue to be the school environment and in particular our classrooms and corridors.

Visitors always comment on our learning environment and how there is a consistent thread throughout the school but I believe our children deserve the very best and we can go even further.

To ensure that our expectations are made excessively clear we have created this document that includes photos and examples. We aim to ensure that we continue to have consistency across year groups and phases and that our children use their environment to aid the learning process.

We believe that a stimulating environment sets the climate for learning, and a classroom should promote independent use of resources and high-quality work by the children. Our classrooms should be attractive learning environments. Each classroom should have well-ordered, clearly labelled resources. We aim for our learning environment to:

- ✓ be welcoming
- ✓ be challenging and stimulating
- ✓ be tidy, peaceful and calm – free of clutter
- ✓ be happy and organised
- ✓ be well resourced and clearly labelled
- ✓ be encouraging and appreciative/celebratory
- ✓ be supportive of independent learners.

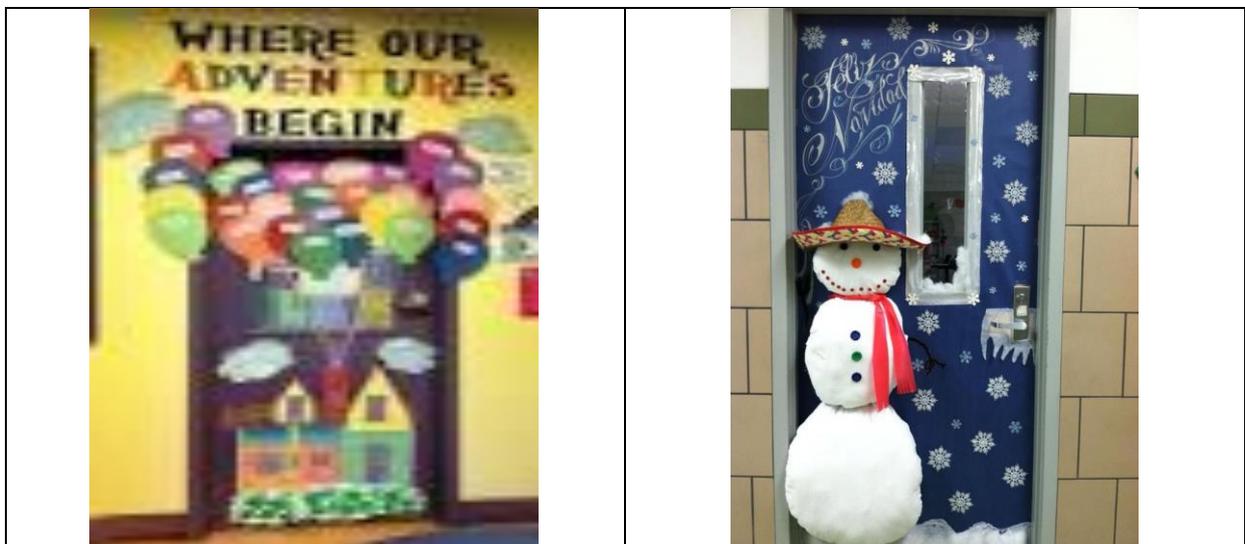
Door display facing out of the classroom

This should include:

- ✓ a **Welcome to _____ Class** sign
- ✓ names of all the staff who work in your room

Topic themed door display

The outside of the door should be decorated in line with your topic **before the start of every topic** as a hook for the children. For example, when doing 'Polar Express', Year 2 decorated their door as a tunnel, with a train track leading out.



Inside Door display facing inside the classroom

This should include:

- ✓ a **Class Promise** – the promises your children make to you whilst they are in your class and the promises the adults in class make to them. This is something that every class will create by the end of the first week back in Sept 2018. All the children and adults either sign the promise or draw their face and display on the door.
- ✓ Photos of the boy and girl who are the school council members



- ✓ our current story time book is...photocopy of the front cover of your class book that you are reading at the end of the day
- ✓ Flags of all the countries the children in your class come from
- ✓ In our class we speak these languages... Type the languages spoken by the children in your class.

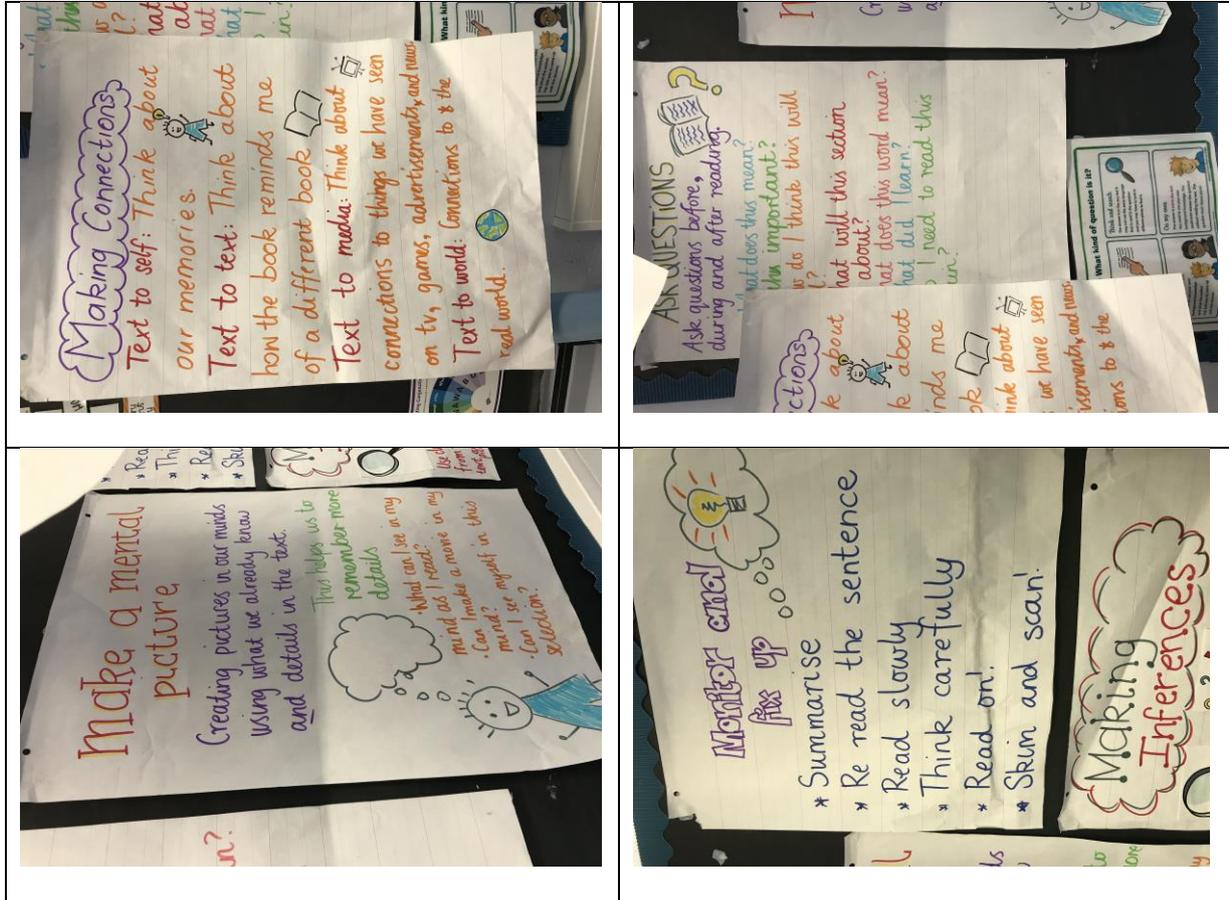




Reading Washing Line

Each class is going to have £50 to buy 'special teacher' books. These will be stored in a basket, which will be kept in the classroom. The books will be those recommended by the teacher that the children can chose to read.

There should be a washing line with reading anchor charts displaying strategies for reading and comprehension.



Attendance display

Your daily Attendance display should be on the wall outside your classroom. Using a theme that will engage your class, your display should include:

- ✓ an area for children who are PRESENT, LATE, ABSENT and CURRENTLY AT INTERVENTION
- ✓ this display will be used by you when there is a fire drill in school to clarify which children should not be in your line so must be used daily
- ✓ There needs to be a designated attendance monitor who changes this daily.



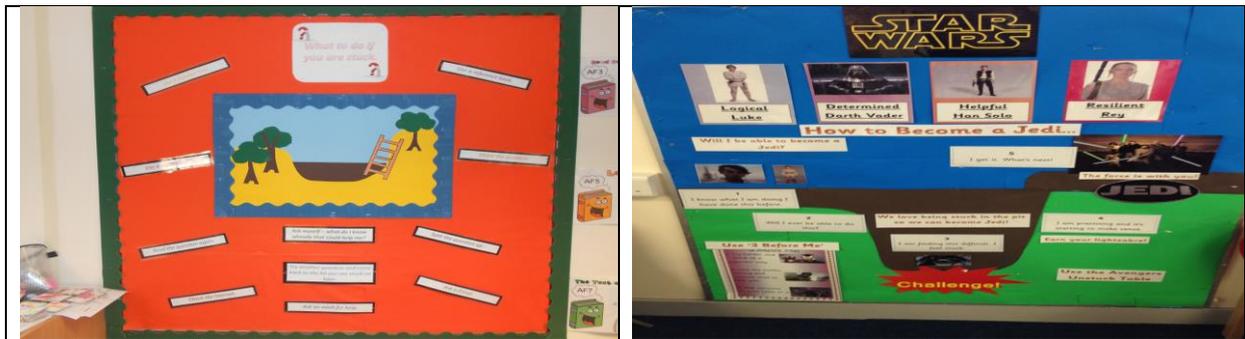
Visual Timetable

Every class should have an engaging visual timetable so that the children know what they are doing for the day. There are many to download from Twinkl.

Growth Mindset

Your Growth Mindset display is the display that helps to remind the children to not give up; that impossible is nothing and that being stuck is part of learning. This will be clearly visible (in a space where there will be no washing lines). This should include:

- ✓ The Pit with a theme that will engage your class with explanations at each stage (see explanations below)
- ✓ Prompts about positive learning attitudes that have been written by the children
- ✓ Effort and Attitude Display (see below)



Your Effort and Attitude should include:

- ✓ an area which defines what 1 to 5 star effort looks like in your class.
 - there are lots of examples of this. You can choose to use pop groups, superheroes etc and link these to effort scales so that you are being clear to the children what 5 star effort looks like
 - do follow the rules



You may want to create an anchor chart for things like effort and attitude, effective talk partners, growth mindset or effective learning attitudes.



Maths Washing Line

Anchor Charts



There should be easy, independent access to maths resources for all children that should be displayed on a table/cupboard top nearby. This area could be called 'The Pit Stop' or 'Stuck Desk'.

Wall of Fame

Your Wall of Fame display should celebrate the best work that the children in your class have produced over the previous month. The display should be big enough to fit pieces of work from English, Maths and Science/Topic. The Science/Topic work could be art or photos of an experiment.



Phonics Display (EYFS to Year 3)

One of the school's strengths over the last three years has been the consistent teaching of Phonics from EYFS – Year 2 and part of this comes through the learning environment. Many classrooms already have phonics displays and what we are aiming to do here is to clarify what we expect. So from Nursery to Yr 3 phonics displays should have:

- ✓ Nursery – Phase 1 sound activities in provision
- ✓ Reception - Tricky words and sounds learnt (phase 2 to phase 3)
- ✓ Year 1 – Phase 3 graphemes plus phase 5 graphemes and tricky words as learnt
- ✓ Year 2 and Year 3 - Sound families with alternative graphemes



Topic Display

On a corridor wall close to your classroom each **Year Group** should have a display that showcases a celebration of their previous topic. This should be updated half termly.

Your Topic Display should include:

- ✓ key vocabulary
- ✓ examples of writing from the topic
- ✓ examples of childrens' work

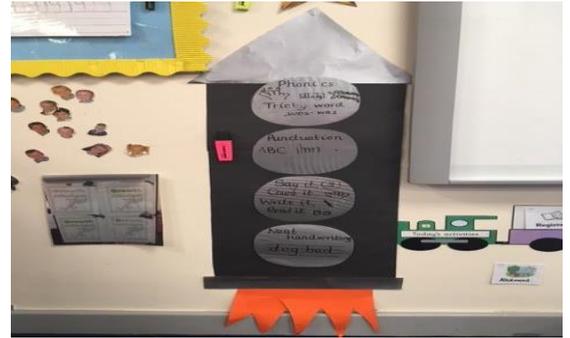




The Rocket – Self and Peer Feedback tool

Basic Skills (Non-Negotiables)

Each Rocket has 4 windows with each window describing a basic skill that the children in that year group should be able to achieve, starting with the most basic of skills at the bottom of The Rocket. There should be a class version of The Rocket near the front of the class as well as a laminated version in each of the children's books so they can assess from their table.



Stars to Success

Once all basic skills are covered, children can assess whether they've included the 'Stars' by highlighting/improving their own work.

Depending on each year group, the Stars relate to the children's next steps in Writing. They will look different in every year group and should come from the issues you have identified your class need further support in from the Cold Task in a PWP topic.



Additional resources to be present in each class:

- Visible posters for children requiring SALT
- Visible list of children requiring specific medication

Pintrest and Twinkl

Many of the pictures for these displays have come from Pintrest, it is free to join and has 1000's of ideas for displays you can magpie. www.pintrest.com

The school has a Premium Twinkl account set up for each teacher that can be accessed using information that was sent by Christine Rayner. If you need this information to be resent or a new username please let her know.