



Display and Environment Expectations 2021 – 2022

Please note – Our school font for displays/lesson materials is Primary Sassoon and displays, both inside the classroom and around the corridors in school should have a hessian background, black borders, handwritten titles and all elements will be backed neatly with a black backing and attached securely.

A key focus for 2021-22 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 theme running throughout the school, but I believe our children deserve the very best and we can go even further.

Classrooms and corridors should have no areas with 'clutter'.

Table tops in corridors should be empty; no paper or photocopies should be left behind at the printer and classrooms should resemble the high expectations we have of the children with no build-up of unnecessary clutter.

Anchor charts should be hung on the washing lines with the same pride for neatness and presentation that we expect of the children in their books.

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

Room Layout

Following the COVID safety measures from 2020-21, for the first term of 2021-22, at least, we are directing you on how you must set your room out.

In Years 1 to 6, you need to:

- ✓ set the tables in rows facing the front – either Victorian or Lecture style
- ✓ arrange the furniture so there is no carpet area for the children to sit in
- ✓ ensure that the front row of tables in your classroom gives you at least a 1 metre gap between you and the tables
- ✓ allow you the opportunity to still be the leader of your own classroom – there should be no table or area of the classroom that you can't get to if you need to and where the children think you can't reach them.



Victorian Style



Lecture Style

Door Display facing out of the classroom

This should include:

- ✓ a **Welcome to _____ Class** sign
- ✓ names and pictures of all the staff who work in your room
- ✓ photos of the boy and girl who are on the school council for your class
- ✓ our current end of day class book is...photocopy the front cover of your class book and blu-tac on; keep up to date as the year goes on
- ✓ in our class we speak these languages...
- ✓ these should be backed in black, and fixed securely to your classroom door so visitors will know a little about your class before they walk in.

Welcome to Cherry Class



Ms Roberts



Mrs Pitts

Our Class Book



In our class we speak these languages...



Cherry School Council

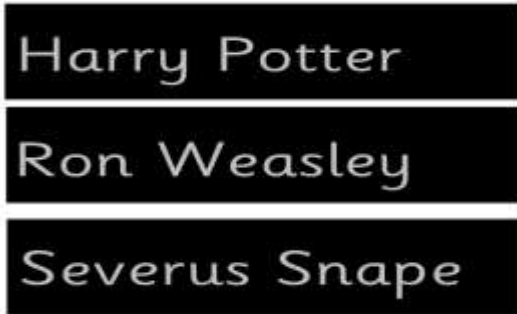


Labels for trays, pegs and any miscellaneous resources

From September 2021, all classes will use the same format for all labels. This includes children's peg labels, tray labels, teacher tray labels and resources.

- ✓ Grey font (Primary Sassoon) on a black background.
- ✓ For resources, a 'real picture' of the resource.
- ✓ In EYFS, peg and tray labels should have a picture of the child.

Joanna Roberts will send out a SMART notebook with master copies of some resources for you to print and to use as your master copy for all labels.



Attendance Display 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 & AT INTERVENTION
- ✓ this display will be used when there is a fire drill in school to clarify which children should not be in your fire line so must be used daily
- ✓ you might assign designated attendance monitors in your class who change this daily for you or the children might move their own name when they arrive, go to or come back from an intervention
- ✓ please ensure that all elements of the display are backed in black.



A Class Promise on a wall where you can easily refer to

This should include:

- ✓ 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 should create by the end of the first week back in Sept 2021. All the children and adults either sign the promise or draw their face and display. This can be done on an anchor chart with the children/adult drawing their faces. See images.
- ✓ there are lots of good examples of class promises on sites like pinterest
- ✓ these should be backed in black, laminated and fixed securely in your classroom where you can get to easily to remind a child of the promises they made if they are not keeping them in your lesson.



Visual Timetable on a wall where children can easily see

Visual timetables are a crucial part of our environment. For many, knowing what is coming next allows them to focus on the task that they are currently doing without having to worry about things like lunchtime or the next lesson.

From September 2021, our class timetables will be consistent across each class. Black card should be used for the base of a **vertical** timetable.

To ensure consistency, all symbols will be Boardmaker symbols provided by Elaine Boyce. Each symbol will be the same size and must be laminated.

The timetable should be visible and accessible to all children. Either an adult or a child should remove each part of the day after it has finished.



Growth Mindset (Impossible is Nothing)

From September 2021, as a school we are re-clarifying what 'Impossible is Nothing' means to our children.

Over the years, we've had a number of displays relating to Growth Mindset.

This year, we are focusing on embedding effort, attitude and Three Before Me. These will be consistent across all classes.



Effort Indicators

Across school, all classes will use the same effort indicators.

All classes will have the same descriptors, however EYFS to Year 3 will have child friendly characters whilst Year 4-6 will have a different theme to motivate them.

EYFS to Year 3 – Persevering Panda, Trying Tiger, Lazy Lion.

Year 4 to 6 – Champion, Motivated, Fixed Mindset.

EYFS to Year 3

The effort indicators will be placed on an 'effort tree'. Persevering Panda will be at the top, Trying Tiger in the middle and Lazy Lion at the bottom. Each child's photo will be placed near the tree for them to physically move themselves up or down it.

Year 4 to Year 6

All descriptors are laminated and backed in black card. Joanna Roberts will hand these out.

All you need to do is choose a place in your classroom where these will be visible for all children and easily referred to within lessons.



Three Before Me

When a child is stuck, 'Three Before Me' will be the consistent approach.

This means that as children progress through school, they have a secure knowledge of what to do when they are stuck. Each class will have a 'Three Before Me' sign in their classroom at a prominent place for all children to see.

These should be backed on black card laminated. Joanna Roberts will hand these out. **All you need to do is decide where 'Three Before Me' should go in your classroom.**

You will also receive a 'Yet...' poster which will also go up in your room.



Anchor Charts

These are flip charts that are created either:

- ✓ by the teacher before, in the lesson or after the lesson
- ✓ co-created with the children in the lesson

They can have any theme or purpose and help 'Anchor' the learning with something concrete to refer to in the classroom when children need it.

Writing Anchor Charts have our handwriting lines – these must be used according to our handwriting scheme.

Maths Anchor Charts are squared – these must have 1 digit per each square.

English Reading Washing Line

There should be a washing line in your room, close to one of the walls, with reading anchor charts displaying the school's strategies for effective reading.

Behind the anchor charts, the display board (if you have one) should be backed in hessian with a black border.

On this display board you should display either phonic skills or the 6 reading skill posters that were developed by our English Subject Leaders. These should be backed in black, laminated and fixed securely to the display so that you can refer to them in teaching and children have them as a visual aide.

If you are in EYFS to Year 3 your phonics displays should have:

- ✓ Nursery – Phase 1 sound activities in provision
- ✓ Reception - Tricky words and sounds learnt (phase 2 to phase 3)
- ✓ Year 1 – Sound families with Phase 5, alternative graphemes and tricky words as learnt
- ✓ Year 2 and Year 3 - Sound families with alternative graphemes.
- ✓ Any graphemes on display must have a word with that grapheme in so the grapheme is meaningful.

Here is an example of a Spelling Display Board





Book Areas

A love for reading is something we promote in our classrooms. In your book area, you must have Non-Fiction and Fiction clearly labelled.

Everyone Reading in Class

For Lower Attaining children, you may need a separate box for these children to choose appropriate books that are accessible to them.

There are lots of lovely displays you can do with your books – such as favourite authors, copies of all the books we have read etc.



Don't forget, each class will also have a brown basket of 'Teacher Recommends' books.

English Writing Washing Line

There should be a washing line in your classroom, close to one of the walls, with writing anchor charts displaying the class' current writing journey.

Behind the anchor charts, the display board (if you have one) should be backed in hessian with a black border.

On this display board you should display the **T4W! poster** that explains the writing process and any additional writing information that you feel is relevant to your specific class given their age.

Your English Talk 4 Writing washing line should be a mixture of:

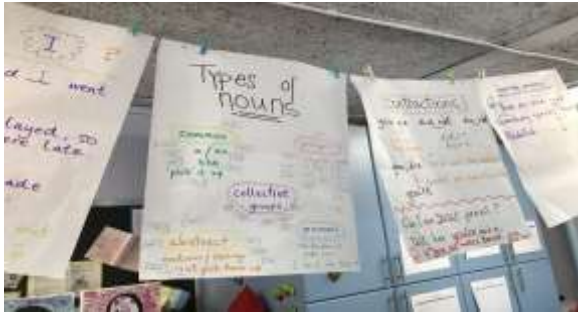
- ✓ **Story Maps** (with post it notes to show changes in the innovate stage), **Tool Kits**, **Boxing Up**, **Shared Writing** and **expected Writing Stamina**.



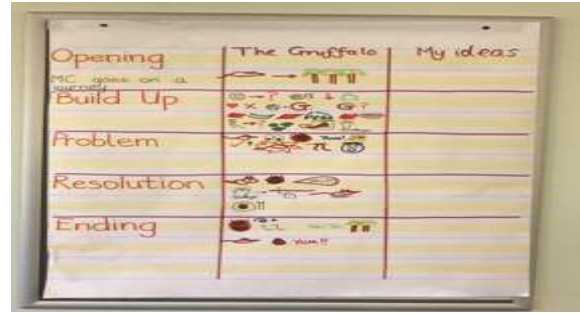
Story Map



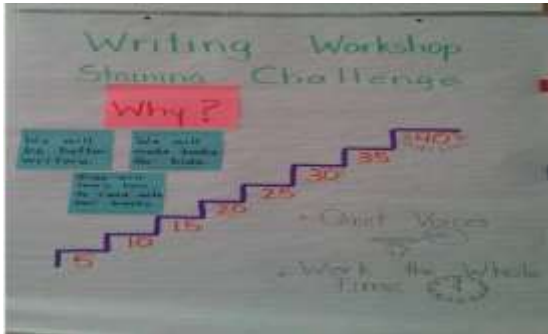
Tool Kits



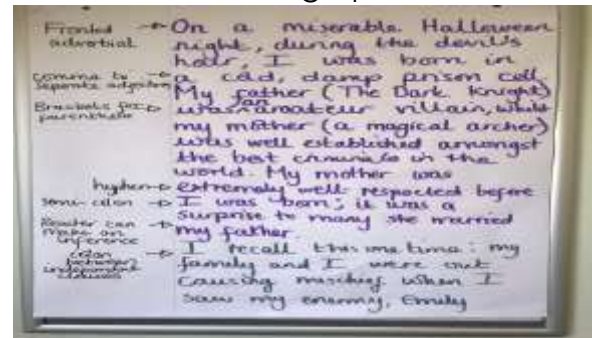
Tool Kits



Boxing Up



Writing Stamina



Shared Writing

Maths Washing Line

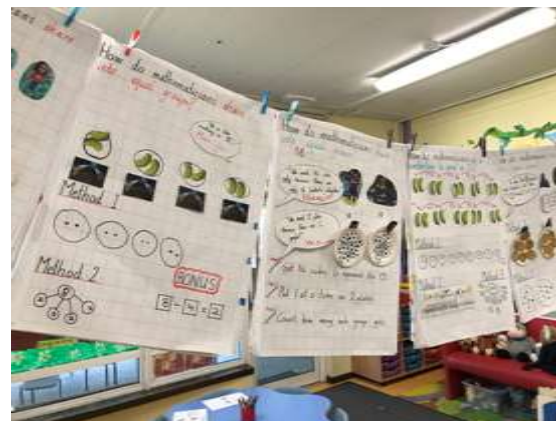
There should be a washing line in your classroom, close to one of the walls, with Maths anchor charts displaying the classes current Maths journey.

Behind the anchor charts, the display board (if you have one) should be backed in hessian with a black border.

On this display board you should display the MNP poster that explains the different characters the children will meet in the lessons, and any additional information that you feel is relevant to your specific class given their age.

For example Multiplication Grids, names of Shapes, a Place Value chart etc. These should be backed in black, laminated and fixed securely to the display so that you can refer to them in teaching and children have a visual aide.

As part of the Maths No Problem! process of teaching all teachers and staff will be aware of the '**In Focus**' task and the '**Guided Practice**'. These two elements of the lesson should be taught to the children using squared flip-chart paper to create anchor charts that can be referred to by the children throughout the MNP! chapter.





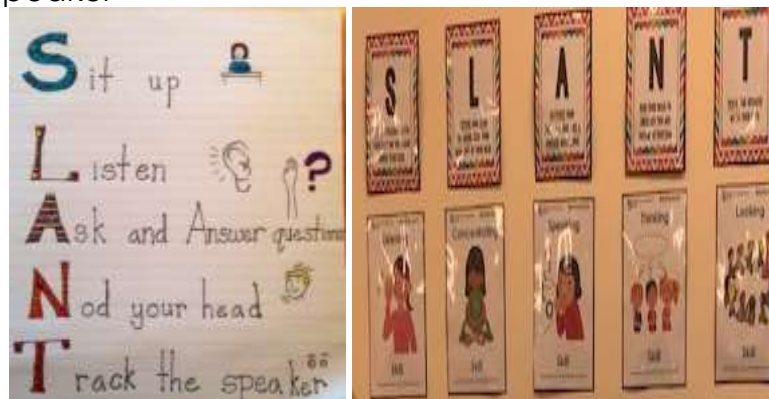
There should be easy, independent access to maths resources for all children that should be displayed on a tabletop or cupboard.

Behaviour Anchor Chart

Somewhere in your room, close to your class promises, there should be a Behaviour Anchor Chart that explains what we mean by the term **SLANT'ing**.

Slanting is how we expect the children to show us they are ready to learn during lessons. It stands for:

- S** – Sit up
- L** – Listen
- A** – Ask and Answer questions
- N** – Nod your head at appropriate times
- T** – Track the speaker



As well as SLANT'ing, there are the 5 skills of successful learning that go up in classrooms. The Hunslet Highway must also be on display.



Physical Traffic Lights (For EYFS to Year 3 only)

For our younger children, the physical act of moving their name on the traffic light generally has a significant impact in altering their behaviour.

The traffic lights should have name labels for each child.



Please note – TrackIt is still used with the children.

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.

This display does not need to be on a hessian background, as you might be struggling for space and need to use areas around windows etc. to fit it in.

It should include pieces of work from English, Maths and Science/Topic. The Science/Topic work could be art or photos of an experiment.

Please ensure that all elements of the display are backed in black.



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 termly.

The display board should be backed in hessian with a black border, the work should be backed in black and fixed securely to the display. The titles should be handwritten in silver pen (to be supplied by school).

Your Topic Display should include:

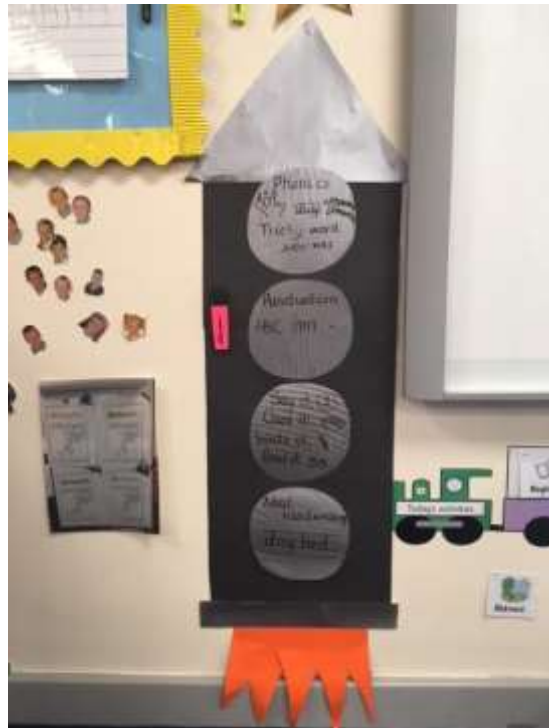
- ✓ key vocabulary
- ✓ examples of writing from the topic
- ✓ examples of children's work



The Rocket – Self and Peer Feedback tool

Every Day Writing

Each Rocket has 4 windows with each window describing a basic skill that the children in that year group should be able to achieve every day. These skills should be taken from Pie Corbett's T4W Progression Map. There should be a class version of The Rocket near the front of the class.



Emotional Register Display

The purpose of this display is to enable a child to express to you that they are in a negative frame of mind as they enter your classroom either at the start of the school day, after playtime or after lunch.

This was a very important tool before COVID 19 and will be an even more important tool over the next few months.

The idea is that the adults in the room would be able to then support the child over the next session. This might be through:

- ✓ a 1:1 emotion check in with an adult where they explore the emotion and the reasons behind it and look at possible solutions on how to change their emotional state i.e. deep breathing or visualisation
- ✓ a whole class circle where all children discuss their emotions

The display should be a simple rain cloud that children can either write their name on or move their name to.



There is NO expectation that children should move their name on to a visual representation of the words below. However, you may wish to make an anchor chart with the words and what they mean (similar to a Vocab anchor chart) so that the children's ability to express how they are feeling improves as they move through school.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Happy	Happy	Happy	Happy	Happy	Happy	Happy
Sad	Sad	Sad	Sad	Sad	Sad	Sad
Tired	Tired	Tired	Tired	Tired	Tired	Tired
Angry	Angry	Angry	Angry	Angry	Angry	Angry
Hungry	Hungry	Hungry	Hungry	Hungry	Hungry	Hungry
	Scared	Scared	Scared	Scared	Scared	Scared
	Calm	Calm	Calm	Calm	Calm	Calm
		Brave	Brave	Brave	Brave	Brave
		Bored	Bored	Bored	Bored	Bored
			Lonely	Lonely	Lonely	Lonely
			Mischievous	Mischievous	Mischievous	Mischievous
				Surprised	Surprised	Surprised
				Annoyed	Annoyed	Annoyed
					Jealous	Jealous
					Confused	Confused
						Anxious

Additional resources to be present in each class:

- ✓ Visible posters for children requiring SALT
- ✓ Visible list of children requiring specific medication at the front of the class for adult reference