THE FEDERATION OF NETTLESTONE & NEWCHURCH
PRIMARY SCHOOLS

CLASSROOM ENVIRONMENT POLICY

Date Agreed: August 2017

Review Date: August 2018

Signed: _____

Chairman Board of Governors

The Federation of Nettlestone & Newchurch Primary Schools

Revision No.	Date Issued	Prepared By	Approved	Comments
1	July 2014	KJH		Revision of Policy in line with Federation with Nettlestone Primary School.
2	July 2015	KJH		Inclusion of Appendix – working wall review as guidance for staff
3	June 2016	KJH/AJ		Inclusion of references made by LLP regarding working wall and use of common font throughout the federation
4	August 2017	KJH		Inclusion of ABC best practice Inclusion of reference to AfL common language

All the governors and staff of The Federation of Nettlestone & Newchurch Primary Schools are committed to sharing a common objective to help keep the children and staff of the school community safe. We ensure that consistent effective safeguarding procedures are in place in order to support families, children and staff of the school.

Purpose
This policy acts as a guide to developing the classroom environment to ensure a shared understanding and consistency of approach across the whole federation.

Rationale
Classroom environments can both support and enrich the learning of all children. As well as being rich, enabling and welcoming, the classroom environment can be a learning tool, a way of engaging children and building the class community. It can create a sense of ownership and be used to support and promote learning as well as celebrating children's work. With thought and planning an effective classroom environment is used as an interactive resource supporting teaching, learning and assessment.

Introduction
All staff are encouraged to think carefully and be clear about what it is that they are trying to display and why they are displaying it in the first place. Children should not be given work to create a display – instead we should display the work that they have created using the processes that we have taught them. Displays should be meaningful, relevant and full of learning. A display should never be wallpaper. To make a display meaningful to children they have to be part of the creation or appreciate the relevance of it.

This is why within The Federation of Nettlestone and Newchurch Primary Schools at the beginning of the school year all of our display boards are blank. They can be backed and bordered but otherwise they should be empty. True blank canvases for the children to fill.

Backing Boards
Your display should be there to help, inspire and promote children's learning. So, what is featured needs to be relevant, purposeful and accessible to the children. They need to engage with it, understand it and then use it in their everyday learning. For that reason, your boards need to be neutral. Across the Federation we prefer that hessian is used with a bright border of your choosing. It is preferred that borders are complimented with a black frame although a variety of materials may be used to enhance your display.

Display and Print – *'Print Rich not Full of Print!'*
Print in your environment is only 'rich' for children if they are interested in it and engage with it. If there is lots of print then it just becomes wallpaper. We use print in the environment to teach the children that print carries meaning, therefore it makes sense for children to be involved in the creation of that print. This could be labels for the classroom or the display. Recording in display what the children say about their work or what they think about what they have been doing, along with their photographs, can be a great way of getting them to engage with the print that is on the walls.
It is essential that any print placed on your walls can be read! If in doubt, do the squint test. Stand about six feet away from your board and squint at it. If the children's work is the background, and the border and the labelling all merge into one riot of colour then you have got it wrong. If the children's work 'pings' out at you (and them), then you have got it right. After all, what is display for? It is there to motivate children by raising their self-esteem or to teach them something that they need to know. It is not about making wallpaper.

Displays to Teach and Inspire

Across the Federation of Nettlestone and Newchurch Primary Schools we strongly advise that class spaces contain displays that teach and inspire.

Working walls show learning, differentiation and clearly document the learning journey. If these are to be useful they need to engage the children. To engage you need to be visible and children are not going to interact with something that they cannot see or access. The ideal height for any working wall or teaching display is child eye level. The further up the wall your display is the less impact it will have for children. This also applies when considering hanging copious amounts of 'stuff' from the ceiling, on washing lines or bits of string. Always ask yourself who looks at it? What impact will it have on my teaching and learning? How is it cluttering my space? The less clutter around the space, the more impact it will have! Take the time to sit at a child's desk or sit on the carpet to give you a really good child's eye view of the space you have to work with.

Learning journeys will usually go in a particular order and therefore it is important to make sure that your photos and annotations follow this order otherwise the whole thing will not make sense. Arrows or footprints may help to document the direction followed. For most journeys it is important to show the children what they are aiming to create or achieve in the form of 'What A Good One Looks Like – WAGOLL however it should be acknowledged that the work of the children may be even better or more exciting than your own example! By capturing successes of the children en-route to completing the journey they are more likely to remain engaged, become involved in the process and continue to make positive contributions.

If displays are to be motivational then include images of the children – children love nothing more than to see themselves in a video or photo so include images wherever possible rather than just the work. This is especially important in early years where the child may yet recognise his/her name in print but do not underestimate the power of the photograph in all year groups! Photographs on working walls are really impactful and clearly demonstrate the successful working towards an objective.

Displays to Celebrate Achievement and Attainment

Displays can also celebrate children's achievements and build their self-esteem. Making children proud of their work will make them want to achieve more. This type of display does not just show off children's work but gives a clear indication that the staff in the year group have a clear and thorough understanding of the age related expectation for their cohort and are keen to celebrate the achievements of their class and clearly understand what their next steps may be. So this kind of display could be a gallery of children's work but it should be contextualised with statements that give the context for learning, examples of the pupil voice and thoughts on their learning and some next steps. These displays are usually in the main corridors within our Federation. It is important that any British Values referenced within the display are clearly identified. Staff should be mindful that these displays do directly reflect their teaching to all visitors and stakeholders and therefore should be mindful of the standards of presentation and accuracy on display.

It is very rare that a display will show multiple copies of the same outcome as this will not demonstrate the children's unique, individual approach or skill development. Linking display to the skills developed is the key, therefore rather than 30 copies of the class efforts to produce Van Gough's 'Sunflowers', the teacher should display the children's paintings that show that they have used the colours or techniques used by Van Gough but not necessarily in a picture of a sunflower! The display will then show skill, process, differentiation and diversity.

Displays to Document

If learning and attainment is evident on the walls then no-one is going to miss anything or have to go digging for it! For example, if pupil progress meetings indicate that Boys Reading is a development issue for your cohort it makes sense to have a display that documents all that you are doing to address this issue within your setting. These sorts of display are really useful and can be added to during the term or year. High level display space can be used for this point of reference. The use of children's comments to document their own improvements in a particular area is very powerful.

Ensure key focus areas are evidenced clearly for any visitor!

Things to remember:

Teachers will ensure that their personal work area is tidy and ordered, thus setting an excellent example to the children. All classroom environments will provide the following at an age appropriate level for children working in the classroom/learning environment. The following will also be used within lessons to support teaching and learning.

- ✓ ALL glass will be kept clear (door and windows) as a safeguarding necessity.
- ✓ School Rules, E:Safety Rules and negotiated classroom contracts for effective behaviour for learning will be displayed in every classroom.
- ✓ The current fundamental British value (theme of the fortnight) is displayed and referred to in every classroom – these will be more powerful if a photograph is used to depict children in the class demonstrating the value – values covered will also be celebrated on every display using the postcard in appendix A.
- ✓ There is a large pictorial reference of adults working in the classroom and who the children can talk to if they are worried or unsure – Speak Out Stay Safe (safeguarding necessity).
- ✓ Pupil behaviour cards and sticker cards are stored in a place easily accessible to pupils.
- ✓ The classroom environment supports a developing love for reading at an age appropriate level (book areas, phonic displays, opportunities for children to share their views of books/reading, promotion of relevant stories/reading material). Books need to be respected and valued not just slung on a shelf – perhaps book monitors could help? This also applies to classes that access the home readers.
- ✓ All classrooms will celebrate the use of the Nelson handwriting font both in published materials and via the modelling of teachers handwriting – all laptops have this installed.
- ✓ ALL classrooms should be enabling environments. Children's independence should be encouraged, resources clearly labelled in order for easy child access – please avoid spoon feeding children with all that they need on their tables – make them responsible!
- ✓ Visual progress measures that can be used within every lessons are apparent (e.g. photographs, red, green, amber references)
- ✓ Objectives, success criteria and key questions are displayed and referred to in lessons.
- ✓ A working wall for literacy documents a clear learning journey offering prompts, ideas, challenges, targets and progress made towards them and good examples (what a good one looks like) that are generated during lessons are displayed and referred to, to support future learning as well as the celebration of children's work.
- ✓ A working wall for maths documents a clear learning journey offering prompts, ideas, challenges, targets and progress made towards them and good examples (what a good one looks like) that are generated during lessons are displayed and referred to, to support future learning as well as the celebration of children's work.
- ✓ Published materials are kept to a minimum.

Focus: use of working walls to assess, support and extend learning.
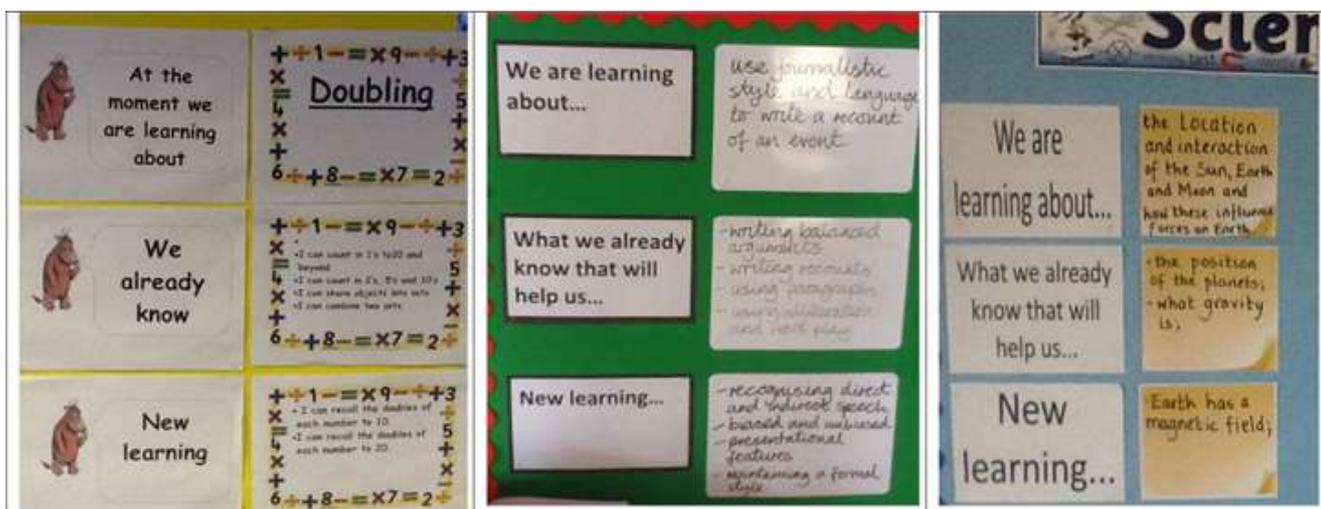
Working walls were most effective when:
A full display board is used so you can clearly see the steps and progression in learning.
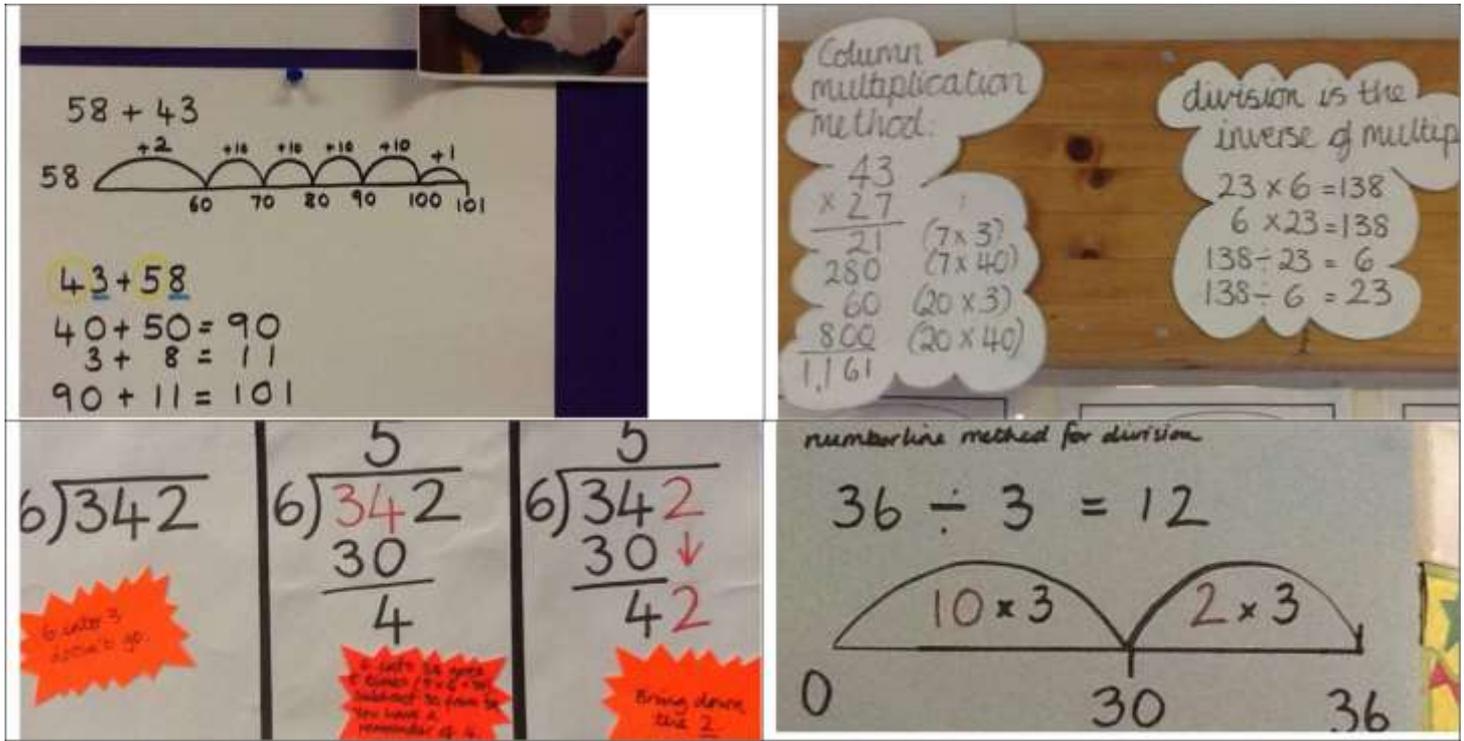
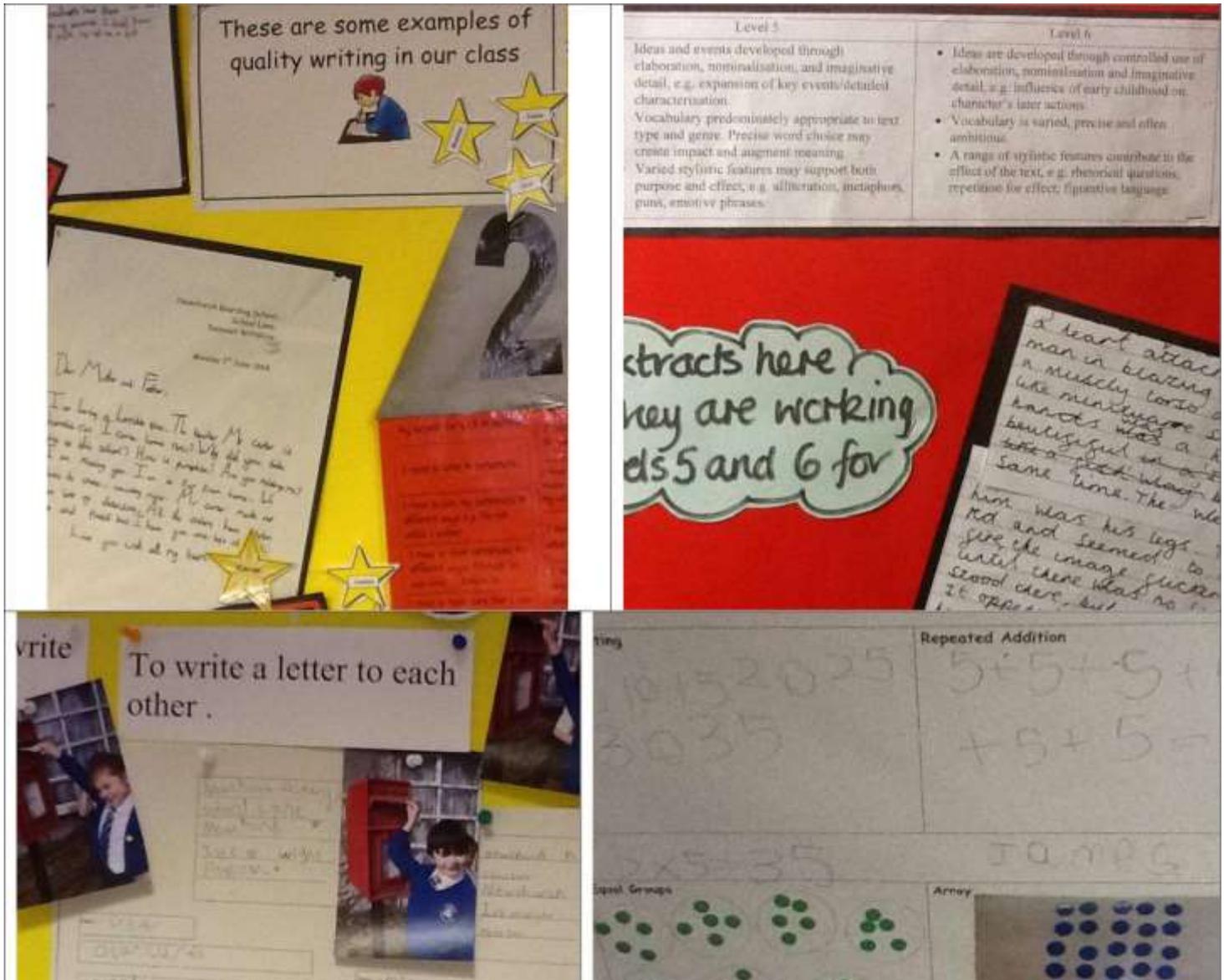Assessment of prior learning is clearly shown as a starting point.

Learning objectives and links with prior learning are clear.
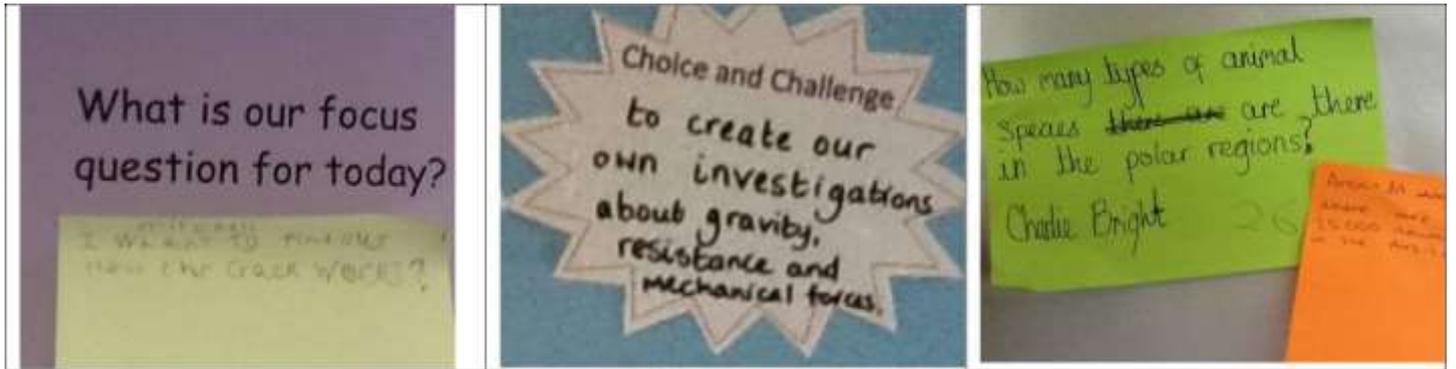
Calculation strategies are clearly modelled.

Examples of children's work are included.

There are opportunities for pupil-led enquiry based learning.

Key vocabulary, clear definitions and examples in context are given.

The Letter forms

a b c d e f g h i j

n o p q r s t u v w

The Capital letters

A B C D E F G H I J K

O P Q R S T U V W

The Numerals

1 2 3 4 5 6 7

Referencing of British Values on all Displays.

We respect the culture and beliefs of others.

twinkl.co.uk

We kr
are c

twinkl.co.uk

We understand and respect the roles of people who help us.

twinkl.co.uk

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conseq
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twinkl.co.uk

We treat everybody equally.

twinkl.co.uk

We u
right f

twinkl.co.uk

We listen to and respect other people's opinions and values.

We try to help other people.

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Assessment for Learning Criteria

Please ensure that this common language is referred to when referring to colours and 'Going for Green!' When self-assessing children should refer to this language and therefore it would be helpful to have it displayed prominently in the classroom.

AOL : Assessment of Learning

I can teach someone else this.

Great! I understand it.

I understand some of it.

I don't understand yet.

Themes of the Week:

Date Week Beginning	Value to be displayed
4th Sept	Quality
11th Sept	
18th Sept	Tolerance
25th Sept	
2nd Oct	Appreciation
9th Oct	
16th Oct	Thoughtfulness

Date Week Beginning	Value to be displayed
30th Oct	Thoughtfulness
6th November	Friendship
13th November	
20th Nov	Responsibility
27th Nov	
4th Dec	Peace
11th Dec	
18th Dec	Respect

Date Week Beginning	Value to be displayed
4th Jan	Respect
8th Jan	Patience
15th Jan	
22nd Jan	Unity
29th Jan	Love
5th Feb	

Date Week Beginning	Value to be displayed
19th Feb	Unity
26th Feb	
5th March	Caring
12th March	
19th March	Hope
26th March	

Date Week Beginning	Value to be displayed
16th April	Courage
23rd April	
30th April	Honesty
7th May	
14th May	Trust
21st May	

Date Week Beginning	Value to be displayed
4th June	Happiness
11th June	
18th June	Freedom
25th June	
2nd July	Co-operation
9th July	
16th July	Simplicity