Learning Environments Policy
2023 – 2024

Approved by:	Naveed Iqbal
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Next review date:	September 2024

Rationale

The school environment reflects the ethos of the school. At Metropole School, we believe that displays should enhance the learning environment, providing opportunities to celebrate students' achievements, stimulate their thinking and extend their knowledge. Displays can also help create an interactive and attractive environment in which learning is facilitated and can help foster a caring attitude by students to their surroundings.

Display Purpose

- To celebrate student work
- To inform students (informational displays)
- To aid or prompt (number lines, alphabets, key terms, definitions, exam info)
- To be used as a classroom resource (interactive- working walls)

Successful displays

- Be clear about the purpose of the display. Is it to celebrate work? Is it to provide a stimulus for learning? Is it to reinforce a concept or introduce a skill?
- Keep the display simple and uncluttered. Should be a visual medium that should excite and support learning, not confuse. The display techniques chosen should enhance the student's work and draw the eye to selected items
- Displays should reflect a variety of cultures and promote equal opportunities to learn and take account of stereotypes, disabilities and gender balance
- Displays should be relevant to the work being carried out in the class. Work in progress (appreciate the learning process) as well as finished work should be part of displays
- Evidence of target setting by students

Backing Boards

- Board titles to be written in both English and Arabic
- Use staples to attach the card/border to the board
- Follow the direction of the card/border with your staple placement
- Ensure that card/border is used efficiently; if there is a considerable overlap, cut the card/border with a guillotine rather than waste the overlap
- Ensure that any edges of overlapped card/border are lined up with the other pieces on the board
- Each board should be backed with an appropriate border attached

Lockable Display Boards

- The school vision and pillars to be displayed
- The curriculum information for the relevant key stage/subject to be visible
- One per subject/key stage
- Secondary department photos and biography for each staff member
- Exam specification: GCSE, A-Level, BTEC for Secondary
- Information about career paths for Secondary boards

Classroom Displays

- Should scaffold learning and celebrate achievements
- Board titles to be written in both English and Arabic
- Displays should show work that is completed by the students
- The work should be of a high standard (relevant to student's age)
- All pieces of work should be marked using the feedback policy
- No drawing pins

Primary Expectations

- All classrooms including specialist teachers must have the same information
  - Timetable
  - Teacher photo and name
  - Attendance tracker
  - HPL Focus

- All infants
  - Backed with hessian
  - Neutral and complementary boarder

- Foundation Stage
  - Handwritten text
  - Child centered focus
  - Sassoon infant primary font
  - Photographs of the process of work where appropriate

- Year 1 and Year 2
  - Letter join font
  - Neutral title bunting
  - Limited printed text
  - Working walls as per the rest of primary

- Mathematics
  - Title in Arabic and English
  - Working wall
  - Shared Maths/examples/WAGOLL
  - Examples of work linked to LO – Marked showing clear use of the marking policy with responsive marking (not just ticked work)
  - Key vocab for the unit being taught (not for entire year)
  - Reasoning, problem-solving and critical thinking
  - A challenge linked to the unit of work
  - A piece of writing (to develop writing across the curriculum) such as an explanation of learning
  - QR Code- pupil voice talking about the unit of work/ explaining/ creating 'how to do method'
  - Photos of Maths in action

- English
  - Title in Arabic and English
  - Working wall- Talk for Writing/examples of teacher/whole class writing
  - WAGOLL- labelled (features) high expectations
  - Examples of work linked to the unit of work – marked showing clear use of the marking policy (not just ticked work)
  - A piece of writing
  - QR Code - student voice talking about the unit of work/ explaining/ creating
  - Photo of English in action - Talk for Writing process

- Science
  - Working wall
  - Key vocab
  - Working scientifically skills
  - Examples of work linked to the unit of work – marked showing clear use of the marking policy (not just ticked work)
  - Title in Arabic and English
  - A piece of writing (to develop writing across the curriculum) such as an explanation of learning
  - QR Code - pupil voice talking about the unit of work/ explaining/ creating
  - Photos of science in actio - experiments

- Arabic
  - Small board on left/right as you enter the classroom (for the Arabic teacher to complete and keep up-to-date and linked to learning)
  - Arabic and English title
  - Key vocab linked to the unit of learning
  - WAGOLL
  - A piece of writing marked against school policy
  - QR code – student explaining their learning
  - Photos of students learning in Arabic

Secondary Expectations
Corkboard Displays

- LEAD rooms:
    - LEAD group name
    - LEAD teacher name and photo
    - LEAD class timetable
    - HPL focus
    - Attendance tracker
    - Uniform expectations
    - Must be fully populated with no gaps
- Non-LEAD rooms:
    - HPL focus
    - Attendance tracker
    - Main room's teacher photo and name
    - Student leader information
    - Mental Health awareness poster
    - Uniform expectations
    - Must be filly populated with no gaps

Corridor Displays

- Progression throughout the school should be reflected in the displays
- Corridor displays should be relevant to the work being carried out in the classes
- All pieces of work should be marked using the school/department feedback policy
- Interactive elements must be included e.g through the use of QR codes
- Student graded work linked to assessment objectives
- No drawing pins
- Links to the exam board and specification

Classroom Displays

- Arabic titles/words accompany English titles/words, where possible
- Working wall with student's work, which is regularly updated (updated half-termly)
- WAGOLL area, which includes the learning objectives (updated half-termly)
- Student work is marked in line with the marking and feedback policy, and is linked to the assessment objectives
- Feedback is evident on work with examples of student progress
- The marking and feedback policy, or a QR code linking to the marking and feedback policy is displayed in the classroom
- Learning objectives/exam question related to the student's work is clear and visible
- Clear links made to HPL
- Challenge activities are clearly signposted
- Key terms are visible on the walls and windows. They are laminated and neatly cut out. The font and font size are consistent
- QR codes are signposted in terms of their content
- QR codes link to videos such as:
    - Student's speaking about their work
    - Teacher feedback about the learning to ensure progress is mad

LEAD Display (inside classroom)

- LEAD rooms:
    - LEAD group name
    - LEAD teacher name and photo
    - LEAD class timetable
    - Uniform expectations
    - Behaviour and rewards system
    - Must be fully populated with no gaps

- Non-LEAD rooms:
    - HPL focus
    - Main room's teacher photo and name
    - Student leader information
    - Mental Health awareness poster
    - Uniform expectations
    - Behaviour and rewards system
    - Must be filly populated with no gaps

Cork boards display

- LEAD rooms to have:
    - Welcome sign with Lead group name, Lead teacher name and photo
    - Lead class timetable
    - Room timetable
    - HPL focus
    - Attendance

- Non-LEAD rooms to have:
    - Welcome sign for Department/Subject
    - Room timetable
    - HPL focus
    - Attendance