



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

Learning Environments



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Cork boards display **Error! Bookmark not defined.**

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. It should be a visual medium that excites and supports learning. 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

- 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
- Secondary department photos and biography for each staff member
- Exam specification: GCSE, A-Level, BTEC for Secondary

Classroom Displays

- Should scaffold learning and celebrate achievements
- Board titles to be written in both English and Arabic where appropriate
- 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 feedforward policy
- No drawing pins

Primary Expectations

- All classrooms including specialist teachers must have the same information
 - Timetable
 - Teacher photo and name
 - Attendance tracker
 - Uniform expectations
- All infants
 - Backed with hessian
 - Neutral and complementary border
- 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

- 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

External Corkboard Displays

- LEAD rooms:
 - LEAD group name
 - LEAD teacher name and photo
 - LEAD class timetable
 - Attendance tracker
 - Uniform expectations
 - Red and Green Card

 - Enquiry Based Learning information

- Non-LEAD rooms:
 - Attendance tracker
 - Student leader information
 - Uniform expectations
 - Attendance tracker

- Uniform expectations
- Red and Green Card
- Enquiry Based Learning information

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
- Links to the exam board and specification
- No drawing pins

Classroom Displays

- Title should be individual lettering
- Working wall, an interactive display used to support learning
- WAGOLL board which highlights high quality student work (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 feedforward 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 where appropriate
- High Performance Learning is signposted
- Enquiry Based Learning is signposted
- Challenge activities are clearly signposted
- Key terms are visible on the walls/windows. They are laminated and neatly cutout. The font and font size are consistent
- QR codes link to videos such as:
 - Student's speaking about their work
 - Teacher feedback about the learning to ensure progress is made

Teaching and Learning posters

All classrooms should display:

- SPAG posters
- Feedback posters
- HPL wheel
- HPL department reflection progression grids
- HPL reflection question
- Feedforward policy QR code

LEAD Display (inside classroom)

- LEAD rooms:
 - LEAD group name
 - Attendance area
 - SWAY area
 - Year group specific content i.e Birthdays/careers
 - Behaviour and rewards system
 - Must be fully populated with no gaps