

ABBEY HILL PRIMARY AND NURSERY SCHOOL



DISPLAYS AND ENVIRONMENTS POLICY

Date policy agreed:	15 th July 2024
Date of next review:	July 2027
Headteacher signature:	
Chair of Governors' signature:	



Achieving our dreams together



WHAT SHOULD WE 'C'?

Our approach to the environment is underpinned by a culture of 4 c's:

conducive, considered, child-led, celebratory

WHAT DO WE BELIEVE?

We believe that the Abbey Hill environment should be:

- ✓ CONDUCTIVE to learning both in terms of reinforcing expectations around being P.R.O.U.D but also support learning.
- ✓ CONSIDERED so that any aspect of the environment has been given consideration and thought prior to it being deployed.
- ✓ CHILD-LED both in the intention behind why it exists (to benefit our Abbeyhillians) but also in the appearance and approach taken - pupil voice is important to us all.
- ✓ CELEBRATORY of ALL Abbeyhillian learners, reflecting the high standards and expectations but also the true breadth of our school community.

DO CORRIDORS AND CLASSROOMS DIFFER IN OUR ENVIRONMENT VISION?

Corridors are deliberately designed to be celebratory of **all** and a 'showcase' of our school.

Classrooms should balance purposeful with a reinforcement of our expectations – work we are P.R.O.U.D of.

CORRIDORS:

Displays are deliberately planned on an agreed rota with each phase having a dedicated space/spaces in school which should be updated per the agreed rota. Learning may be deliberately produced in order to go here and/or a classroom display may be transferred on completion of a unit of learning.

Photographs, QR codes providing access to digitally-available content and portfolios of additional work are all encouraged and considered good practice. Fonts may be handwritten but should be reflective of our handwriting policy if handwritten. Typed fonts should be clearly-legible.

Displays should also reflect key aspects of school life including, but not limited to:

- School values



- Diversity
- Pride Week
- Curriculum Themes
- Whole-School writing
- Trips
- Our community

The learning environment is not limited to what is seen. We take care also in what is heard. Music is played with an artist of the week Mon-Thurs and a special FriYAY playlist and this is a deliberate choice about the auditory aspect of our environment.

Our behavioural expectations are a part of our environment. We use our environment safely, with respect, positively. We move with care for each other and our environment.

CLASSROOMS:

Displays in the classroom are the responsibility of the teaching team based there. All displays will be hessian backed and a small amount of foliage may be used. This is informed by pupil voice. Displays can be on doors or partial use of boards where space is limited in classrooms.

Fonts may be handwritten but should be reflective of our handwriting policy if handwritten. Typed fonts should be clearly legible.

Learning Walls, where used, should be reflective of the live curriculum and added to regularly – at least every other day if not daily.

Dual-coding is used to supplement displays as part of our core adaptations for learning.

Non-negotiable displays:

- Class identity, Class charter and visual timetable
- English Learning Wall with accessible resources
- Maths Learning Wall with accessible resources
- Learning Project Learning Wall with books.
- All of these displays may be prepopulated with some content and added to live.
- History timeline
- Choice Chart
- Subject-specific displays of: Science, RE and MFL Key Vocabulary in KS2

HOW DO WE ADAPT OUR ENVIRONMENT TO ENSURE INCLUSION?

It is important that our displays represent all children in school and are equally accessible to everyone.

To represent our SEND learners we:



- Ensure work displayed showcases the achievements of all children
- Display work produced in a range of ways
- Showcase achievements through the use of photographs

To support our SEND learners with accessing displays in the environment and understanding working walls we:

- Use dual coding to support understanding of subject related vocabulary
- Provide QR codes to facilitate easy access to key information
- Keep working walls uncluttered to support cognitive load and information processing
- Use familiar fonts and font sizes that support independent access to environmental print
- Display dual coding and Inprint symbols within the environment on buff paper

TRANSITION AND CONSISTENCY BETWEEN EARLY YEARS AND PRIMARY

The Foundation Stage Unit environment is designed to replicate a home environment for our Pre-School, Nursery and Reception children, so they feel welcome, happy, and secure as they start their journey as an AbbeyHillian. Wallpaper is displayed throughout the Unit and homely touches are included through the use of home accessories.

Our approach to learning is based on the Early Excellence Curriculum Development Model 3-5 years and this is reflected in the furniture we use and the way our resources are labelled and displayed. In our continuous provision children independently access resources from shelves and return them to the matching photo.

Communication Friendly Spaces are created through the arrangement of our furniture, to provide cosy and safe areas. This supports the emotional wellbeing of our children, and supports the stimulation of language development.

Displays in the Foundation Stage Unit are the joint responsibility of the teaching team. The display boards are of pastel shades and are framed with a hessian border, to link with the displays in the KS1/KS2 buildings. Sunflowers are used as a consistent theme in each room and link with the greenery used in the main school buildings.

In the Foundation Stage Unit these are the non-negotiables, which must be included in our learning environments:

- Mark-making, malleable, creative, sand/water, busy-fingers, maths and reading areas



- Role-play areas
- Class Learning Journey
- Choice Chart (Nursery and Reception)
- Golden Rules
- Photos celebrating achievements and reflecting learning
- Work created by the children, with their names clearly displayed
- Signs and symbols to support the routines of the day

In order to aid an effective transition and retain effective practice, Key Stage One provision builds on the ability for our children to be independent learners and have the opportunity to access resources independently. Areas in the classrooms and KS1 corridor have been created to provide continuous provision and enhanced resources used to challenge learning.

