

Learning Environment and Presentation Policy

Our vision

RATIONALE

The purpose of this policy is to produce a consistent approach towards the learning environment and presentation of work throughout the school. Children should all be aware of the standards expected of them and know that this will apply whichever adult is taking the class. It will ensure expectations are raised by all staff and engender in all children a sense of pride in how their environment and work should look. As we are 'nurturing learners for the future', we should avoid introducing practices that are not used in secondary schools or in the wider world of work.

WHAT IS PRESENTATION?

- Presentation is concerned with the standard of what is shown or displayed.
- Those standards, which we are always looking to improve, depend upon the emphasis and attitudes valued by the staff, parents and recognised by the children.
- Presentation is seen in many aspects of school life such as recorded work, practical activities, speaking and listening, the school environment and most importantly oneself.

EXPECTATIONS FOR STAFF

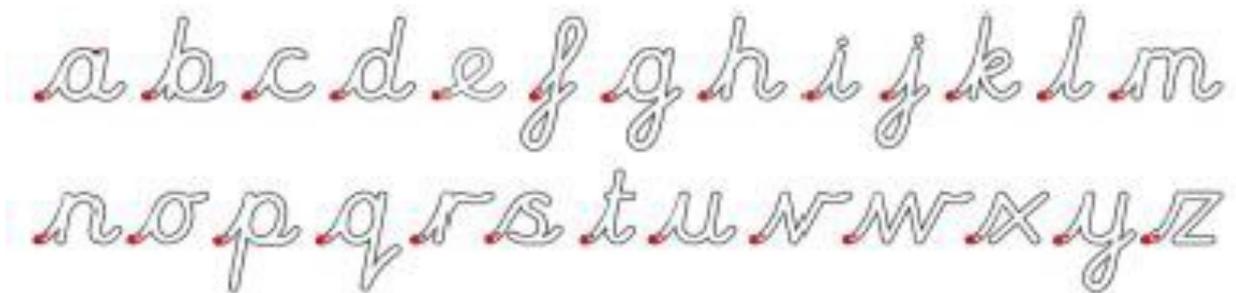
Remember – you are the most important role model for presentation and high expectations! Use the resources available to you e.g. on the IWB – lines, grids to model good practice.

- All handwriting which is on display for the children – on the interactive whiteboard, books, flip charts, display – should be joined or pre-joined, legible, consistently formed and neat.
- All children's work must be marked using the agreed guidance policy.
- If a child is away please ensure that their book is marked with 'absent' and write the short date.

EXPECTATIONS FOR HANDWRITING

- Letter-join taught is a cursive style – all letters starting on the line
- Cursive/pre cursive is the preferred style for all worksheets and hand-outs.
- Use the right size letters when you need to – capital letters at the start of sentences and for proper nouns.

- Handwriting is taught where needed and as an integral part of spelling and phonics lessons in Foundation and Key Stage 1.
- Children use a standard school-issue HB pencil, which is well sharpened. When a child demonstrates regular application of cursive joined handwriting, they are awarded with a pen licence and a school-issue handwriting pen; no other handwriting pens are to be used for work in pupils' exercise books.
- All children from year 1 upwards should have their own school issue pencil case with a school pencil/pen, ruler, sharpener, glue stick, scissors and whiteboard pen and whiteboard rubber. No home resources should be included. Worn equipment should be replaced immediately including pencils or pencil crayons.



INCLUSION

The vast majority of children are able to write legibly and fluently. However, some pupils need more support and provision this will be provided for in Individual Education Plans. Teachers of children whose handwriting is limited by problems with fine motor skills should liaise with the SENCO to develop a programme designed for the individual child. This may involve extra handwriting sessions and access to extra resources. Other areas that could be considered are posture, lighting, angle of table etc.

THE PHYSICAL ENVIRONMENT

The learning climate we create in school is crucial to supporting the progress of all pupils and demonstrating our high expectations. Purposeful and well scaffolded displays help children to learn, celebrate success and make a more pleasant environment for all. Clean and tidy classrooms contribute to that good climate. We should all take responsibility for our physical environment, including areas of the academy such as corridors, shared areas and cloakrooms and model for pupils how to respect our environment in line with our school rules.

THE CLASSROOM ENVIRONMENT

- All resources, including exercise books and folders, should be stored and labelled appropriately.
- All exercise books and folders should be labelled with the child's full name, class, year groups and subject.
- A coloured dot will be visible on the inside cover of book
 - Pupil Premium – Blue
 - SEND – Red

- Prior Low Attainer – Orange
 - Prior Middle Attainer – Yellow
 - Prior Higher Attainer – Green
- All pupils' work must be valued (including worksheets) and filed regularly.
 - When sticking work/labels/headings in books ensure they are straight and cut to size, nothing should be sticking out of the book.
 - Children must be provided with the equipment required to achieve good standards of presentation.
 - Each room has whiteboards available for all the children with lines and/or without.
 - Classroom environments should be tidy and well organised in order to encourage independence.
 - The classroom should not be cluttered. All classrooms need a teachers desk/laptop table, a set of trays so every child has their own personal space, a reading area with a book case/box (this may have chairs/bean bags etc). All classrooms have a store room and fixed shelving so no other furniture is required.
 - All resources such as maths/science equipment should be used and returned to the central stores. These storerooms should be kept tidy and the subject leader will ensure they are orderly and maintained. The central storerooms are open and should be accessible to staff only – no children should be allowed to enter these storerooms unaccompanied.
 - When modelling writing, staff should use the school handwriting style and maintain high standards of presentation.
 - The full date and short date will be visible on whiteboards each day.
 - Learning objectives and steps to success should be displayed as appropriate.

DISPLAYS

- Stimulating and relevant displays are an essential learning resource. Displays in classrooms will include working walls for English, maths, science and the wider curriculum, which include essential key words/vocabulary, questions, information and targets to support pupil learning. Classroom displays will also include celebration and analysis of exemplary pieces of children's work – what a good one looks like.
- All classrooms will have the school rules, visual timetable displayed at the front of the classroom, marking symbols and timetables. Planning should be displayed for all adults including cover staff to see.
- Displays that scaffold learning will change and develop throughout the course of a topic and will change with the start of new learning. Displays that celebrate work will change at least once per term.
- Displays do not necessarily have to be confined to the display board. Depending on where the display is, you can use the wall around them, have things hanging from the ceiling and make the most of 3D.
- Work should be mounted and named (this does not apply to working walls).
- All displays must have a title and may include interactive elements such as questions, being tactile or having moving parts.
- Display work should be of a high standard and reflect the best work a child can do.

- Classroom displays should reflect current learning or provide support for working independently.
- Working walls – English, maths and science is based on the working wall approach where teachers modelling and prompts are displayed as part of ongoing learning in each classroom.
- Children’s work will be used to affirm features of work that are desired
- Vocabulary relevant to the focus of the learning will be evident in all three subjects
- Displays as celebration – work on celebration displays should be mounted and captions may be laminated. Captions may also be mounted or displayed in shapes e.g. speech bubbles, stars etc.
- The use of artefacts to make display 3D is welcomed
- Corridor displays should be backed and bordered in the agreed colour theme for that term
- Displays should be changed at least termly.
- Work on a celebration display should be colour copied from their book, it should not be copied up in best as this is not a productive use of pupils’ time.
- Stimulus displays in shared areas – topic related books mirroring the displays in the classrooms should be evident in each phase area
- These should include transferrable vocabulary for that topic and transferable skills
- Books relevant to the topic covered will be displayed prominently
- Book displays will be supported by quality artefacts and resources linked to that topic to inspire curiosity
- Question prompts and key facts / knowledge organisers will also be displayed

Display dos and don’ts

- Display paper should be of a good quality and isn’t looking tired. It should be cut carefully to fit
- Academy symbols are to be used to corner each corridor board
- Make sure a range of abilities is evident not just work from the highest achievers
- Make sure work on the board that is meant to be straight is, any work at angles can be read clearly
- Corridor displays should be labelled with the class/year group
- Children’s work should be named with their first name only and first letter of their surname if there are more than one pupil with the same forename.
- Don’t be afraid to display drafts, sketches or plans that show process followed to get to the finished point.
- Finally stand back and evaluate the display – has it worked, are the children using it or talking about it? Is it a useful tool for teaching? Has it made a child feel proud?

WORK IN BOOKS

- Whilst seeking high standards of presentation in all work, we must not let this slow the pace of learning and progress. The following guidance aims to remove institutionalised barriers and encourages smooth transition from teacher input to follow-up activities:

- In KS1, every new piece of work should be started on a new page.
- In KS2, a new page should only be started if less than $\frac{1}{4}$ of a page remains. In all other cases, a line should be left before commencing work. Ruling off underneath work should not take place.
- All work should be dated. In EYFS the staff will do this on all work. In KS1 and KS2 this will be the numerical date (ie.19.10.10), which will be written on the left.
- The only occasion when the full written date should be used is as a warm-up to a handwriting session or where this is a planned activity.
- The learning objective is within the teachers weekly planning and should be displayed on the board in some form. All learning objectives will be shared with the pupils and a concise learning objective will form the title on all pieces of work, in line with the date on the left hand side.
- A line will be missed underneath the learning objective and the child will begin their work.
- The steps to success should be shared with all children verbally. It would only be recorded in books if this was a planned strategy for assessment within the lesson.
- In mathematics, children should generally work across the page leaving at least two squares between problems. However, where appropriate, children may work down the page.
- In KS2 mathematics, every digit should have its own square. Any writing should maintain a natural flow.
- Work will be demarcated in the margin by a subject code e.g. SPAG, Hist, SCI.
- Children should correct errors by placing a single line through the error and putting the desired correction next to it. Do NOT use a rubber.