



LANDAU  
FORTE  
ACADEMY  
MOORHEAD

<b>Policy Name</b>	<b>Learning Environment Presentation Policy</b>
<b>Policy Number</b>	<b>PL0029</b>
<b>Date of Issue</b>	<b>January 2022</b>
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<b>Date of next review</b>	<b>January 2024</b>

## **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 instil in all children a sense of pride in how their environment and work should look.

## **CLASSROOM DISPLAYS**

Displays in the classroom have two purposes: to support children's learning and to show the journey of the teaching and learning. Whereas our Curious Corridors across the school are colourful and exciting, classroom displays are neutral to support children's focus in learning, particularly those with learning needs, such as Autism. Displays are to be updated frequently to reflect the learning going on that half term.

**Maths** – This should follow the Maths Mastery approach to teaching Maths: Concrete, pictorial, abstract. They also show 'What we are learning' and key vocabulary to support the children to articulate their learning. Years 1-6 should have a hundred square and Years 2-6 should have multiplication squares.

**Writing** – This working wall should follow the 3 week cycle of the topic under four titles: Hook, Imitation, Innovation and Invention. The hook shows how we have engaged the children into the new topic. Imitation supports children in the tools needed to write that text type, such as an annotated model text and SPaG sessions. Innovation includes modelled teacher writing and Invention has the independent Hot Write. This acts as a working wall and is updated with each 3 week topic.

**Reading** – This display should be focused around that half term's class book and should be updated accordingly. It should include key vocabulary from the term and supporting strategies to assist children in their reading sessions. It should also show how many children have read that week at home and in school, promoting regular reading.

**Wider Curriculum** – Each subject in that phase's curriculum should have its own display. These act as working walls and show the learning journey of the topic. These should be updated each term.

- A visual timetable displayed at the front of the classroom supporting those children that need context for the day.
- Display work should be of a high standard and reflect the best work a child can do.
- Display work should be backed with black paper.
- Displays should be changed at least termly.

- Make sure a range of abilities is evident not just work from the highest achievers

## EXPECTATIONS FOR STAFF

Teachers are the most important role model for presentation and high expectations.

- 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 school's marking and feedback policy.

## EXPECTATIONS FOR HANDWRITING

- In KS1, children use a standard school-issue HB pencil, which is well sharpened.
- In KS2, children use a blue pen.
- Titles and dates are underlined with a pencil and ruler.
- Children respond to teacher guidance in red pen.



## 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.

## **THE CLASSROOM ENVIRONMENT**

- All exercise books and folders should be labelled with the child's full name, class, year groups and subject.
- When sticking work/labels/headings in books ensure they are straight and cut to size, nothing should be sticking out of the book.
- 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 teacher's desk/laptop table, a set of trays so every child has their own personal space, a reading corner with a book case/box (this may have chairs/beans bags etc).
- When modelling writing, staff should use the school handwriting style and maintain high standards of presentation.
- A display should follow the school's behaviour system, as per the behaviour policy.

## **WORK IN BOOKS**

- Work will be demarcated in the title e.g. Science – The Life Cycle.
- All work should be dated and titled with a pencil and ruler.
- A line will be missed underneath the date and title 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 KS1, children complete Maths predominantly in their workbooks.
- In KS2 mathematics, every digit should have its own square. Any writing should maintain a natural flow.
- Children should correct errors by placing a single line through the error and putting the desired correction next to it.



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<b>Date</b>	<b>January 2022</b>
<b>Change Made</b>	<b>Version 1.0</b>
<b>Made By</b>	<b>Mrs A Eggleston</b>