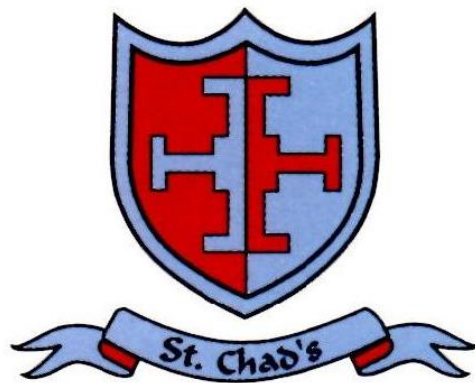


St Chad's Catholic Primary School



Display & Learning Environment Policy

**Written on behalf of, and following consultation and discussion
with, all staff.**

September 2025

Review date: September 2027

Rationale

‘Aesthetically pleasing surroundings influence both learning and social behaviour. Displays are focal points for learning. They show to a wider audience what the children have achieved while reaffirming the value of their work. Displays help children and teachers to see things in different ways and to make connections between ideas.’

Art, Craft and Design in the Primary School – Editor John Lancaster

The learning environment is important as a means of adding greater depth and breadth to children’s learning. It also raises self-esteem and encourages pride in the classroom and school. The learning environment at St. Chad’s reinforces the school’s commitment to achieving high standards.

Aims

The school’s aims for the learning environment are:

- To value and enhance children’s work
- Reflect the vision and ethos of the school
- To celebrate achievement and success
- To increase children’s self-esteem and pride in their work
- To motivate children by setting high standards to which they can aspire
- To create a stimulating teaching and learning environment
- To encourage aesthetic awareness and a positive attitude to our school environment
- To arouse curiosity, pose questions and stimulate enquiry
- To reflect and value different levels of achievement throughout each year group
- To inform and inspire parents, carers, governors, teachers and visitors to the school

Whole School Areas

A display should always have one or more of these specific purposes in mind:

- To stimulate interest in a theme/ topic
- To introduce, summarise or reinforce knowledge and skills
- To celebrate children’s work.

Whole school displays should include (where appropriate):

- Information (pictures, reference materials, word banks, etc. to encourage interaction and enquiry)
- Process (stimulus material, evidence of the work's evolution)
- Outcomes (final pieces of work)
- Clear labels and headings to indicate the title of the work and which subject or topics it is related to
- Information about the process involved (In Class 2 we have been learning about instructions... the children began by learning about imperative verbs... etc.)
- The year group of the children (when outside the individual classrooms).
- A variety of written text styles should be used (e.g. handwritten by students, typed for presentation etc.)
- In communal areas the font used should be 'twinkl cursive looped'
- Staples should be completely removed when changing a display
- Children's work should be backed and trimmed using the guillotine.
- All whole school display areas should be backed in hessian
- Staff can select the colour of border for their display. All boards must be double backed.

Timings and Organisation of Whole School Displays

- Main display areas in the communal areas of the school will be changed on rotation (see timetable, Appendix A)
- Work on display will reflect the current learning in school (across all year groups)
- Each class will be assigned a display board which will be updated at least once termly (in line with the whole school display timetable)
- A teacher can update their board more than once in a term should they wish to (keeping within the topic/ theme outlined within the timetable)

St. Chad's Catholic Primary School

Display/ Learning Environment Policy Appendix A

Display Rotation Timetable

<u>Term</u>	<u>Theme</u>
Autumn	Topic Display
Spring	English (Writing)
Summer	Art (& Communicants)

At the beginning of each term, staff will meet briefly to discuss and arrange the boards they wish to have for the coming term/ theme and will be decided between staff.

Reminder

- All whole-school display boards will be backed in hessian.
- The colour of border can be chosen by individual teachers and will need to be double backed.
- Pupil's work must be backed and trimmed evenly using the guillotine before being displayed.