

Reference Number G10	Ratified by Governors 1. Teaching and Learning Committee 2. Mental Health and Wellbeing Committee	Review Date September 2024
Headteacher Alexandra Wilkinson Date: September 2023	Chair of Governors Julie Hogg Date: September 2023	
Policy Title	<i>Classroom Environment and Displays Policy</i>	

REVIEW SHEET

The table below details earlier versions of this document with a brief description of each review and how to distinguish amendments made since the previous version date (if any).

Version Number	Version Description	Date of Revision
1	Original	September 2023

School Vision Statement for the Classroom Environment and Displays

At Lanercost, we are driven towards a lifelong love of learning, equipping every child to become forward-thinking, passionate young adults prepared for the ever-changing world. As a school family rooted in Koinonia^[1], we enable every child to reach their divine potential, celebrate their individuality, and grow in wisdom and knowledge. Throughout each child's journey, we ensure everyone in our diverse community is treated with dignity and respect.

We foster an environment where children are equipped to become mature young adults who uphold British values and are prepared for the ever-changing world, including every adult and child's well-being and mental health. This policy operates within the Christian ethos of the school. It has been written to reflect an understanding that we are equally cherished and valued as God's children, and all deserve and should be allowed to achieve their full potential.

As such, our classrooms and the school environment should always reflect this. This policy is also written in conjunction with the 'SEND' policy to ensure the highest level of inclusivity in school; where a policy contradicts another, please alert the Headteacher, and this will be dealt with immediately.

Scope

This policy describes the school's approach to the classroom environment and displays. This document aims to ensure that all staff have the same expectations and understand the rationale behind the classroom environment and how it aids learning.

The policy aims to:

- Ensure all classrooms are kept safe, clean, tidy, and organised
- Influence children to have pride in their presentation, work, learning journey and behaviour
- Expect all staff to take responsibility for the classroom that they are teaching in and display for the subjects they teach, and in some cases, lead
- Encourage all members of the community to respect the school environment and actively work to ensure it is an enriched place to work and learn

The Classroom Environment

As per the Health and Safety policy, the Health and Safety officer, Mrs Alexandra Wilkinson and Health and Safety Governor, Mr Giles Saldanha, are responsible for the Health and Safety within the school as a whole.

The teacher and any teaching staff within a classroom are responsible for reporting any Health and Safety issues that arise within their classroom.

The teacher is always responsible for keeping the classroom safe, clean, tidy and organised. This is a primary responsibility.

As a school, we strive to create respect and responsibility towards the environment. This means that we teach the children to respect the equipment and facilities in the school and to play their part in looking after their classroom and the environment in general. All staff and children are expected to leave classrooms neat and tidy. No litter will be left on the floor, all equipment will be put away in the appropriate place and resources used for a lesson will put back in the correct place that it belongs. The children are expected to take responsibility for looking after their own equipment, collecting it at the start of lessons and putting it away at the end. How an individual teacher expects the children to do this is their choice, e.g. classroom monitors.

Each child has two pegs: one for their bags and one for their coat. The area in which these are depends on the class. The class's teaching team is responsible for keeping that communal area safe, clean, tidy, and organised.

Non-negotiables

Respect and Reverence Hope Responsibility Perseverance Truthfulness Compassion

In line with our vision and values in school, we have certain non-negotiables in classrooms.

1. All classrooms will display the school's values with the current value highlighted. This will be an interactive display for the children and be part of each classroom's reflective space.
2. All classrooms will have a visual timetable for the children.
3. A reading corner that adheres to the requirements of a reading corner, which are outlined in the Reading Intent, Implementation and Impact Document.
4. An expectation of the Handwriting expected for that cohort.
5. All Health and Safety, Behaviour and Safeguarding information given to the teacher by the Headteacher.
6. RWI Graphemes relevant to the year group.
7. All boxes will be labelled appropriately to ensure children clearly understand how to keep their classroom tidy and organised.

Displays

The prime function of all displays in school is to aid the children's learning and help the teacher teach their class. In school, we have two fundamental types of displays:

1. Working walls
2. Display Boards

1. Working Walls

Unlike a traditional display, a working wall should support children's learning and help them become more independent.

Working Walls are expected to have a clear and basic background, which the teaching team adds to as they teach the lessons the Working Wall correlates to. The Working Wall can also have, but is not limited to, a clear title of the Working Wall, vocabulary words (on bright yellow card), photographs of current work to aid memory of a lesson, and knowledge organiser for the unit currently worked on. This must be regularly updated within a lesson and in front of the children, as once the children get used to the information on the Working Walls, the information can become 'wallpaper'. The most helpful working walls should support the teaching of lessons and also serve as an access point for children, aiding independent working. The teacher must be actively involved in this process. In line with our expectations for SEND children, these Working Walls must not be cluttered with information.

2. Display Boards

Display boards highlight children's work in a subject or a unit. These boards do not need to be updated regularly but must positively showcase the work completed, be creative and reflect the unit of work completed. An example may be different pieces of outstanding work throughout the unit. Display boards within a classroom will highlight all the children's work and the teacher will represent all the children in the class.



Reflective Spaces

As a church school prioritising the mental health and well-being of our staff and children, all classrooms have a reflective space. This reflective space echoes our school values and allows children to have an area to go to should they need time and space. See the Prayer and Reflective space policy for more information about our reflective spaces.

Whole School Environments and Displays

Within the communal areas of the school, there are exciting environments and displays. Different people are responsible for different areas to aid well-being and ensure that there is distributed responsibility.

Area	Person Responsible
Foyer (Safeguarding and Values information)	Headteacher
Foyer (Current Staff and information)	Admin
Library	Reading Lead in conjunction with the children
Computing Corner	Computing Lead
EYFS outside	EYFS lead
Staff Room information	Headteacher
DT board	DT lead

PE board	PE lead
Maths board	Maths lead
School House (House points/British Values)	Headteacher
School House (Values Boards)	C.W. lead

A job may be delegated to another member of staff to complete; however, the responsibility of the communal area and display is the responsibility of the named staff member.

Another member of staff using the communal area is responsible for keeping the classroom safe, clean, tidy and organised.

In line with our values, it is all within our community's responsibility to keep the school safe, clean, tidy and organised; therefore, on seeing a display or communal area not safe, clean, tidy and organised, the member of staff should either sort it themselves, alert the member of staff responsible or speak to the Headteacher.

Concerns

Should a staff member have concerns about the responsibilities outlined in this policy or want to reduce/increase their responsibilities, they will speak to the Headteacher.

Should the Headteacher feel that a member of staff is not fulfilling these responsibilities, they will initially talk to the member of staff about how to aid them. Communal responsibilities may be removed should this help the member of staff. If the classroom responsibilities are not being fulfilled and this has been discussed with the staff member, the Headteacher can ask a Governor to be present in the second discussion.

Policy review

This policy will be reviewed every three years at a minimum.

Additionally, this policy will be reviewed and updated as appropriate ad hoc, but the staff and appropriate governing bodies will be informed.

This policy will always be immediately updated to reflect personnel changes.