GES Display Policy

Aims of Display & Classroom Organisation

At Gulf English School we aim to:

• Encourage students to have pride and confidence in their work and achievements by demonstrating that we value their work and learning

• Create a learning environment that stimulates interest and discussion to challenge student's knowledge and understanding of the world

• Encourage respect for the school environment and actively work to ensure it is an enriched place to work and learn

• Influence students in best presentation, personal organisation and general tidiness

• Celebrate achievement and raise self-esteem for all

• Use display and resources to positively impact on learning; through consolidation / reminder of previous learning and introducing new information & knowledge.

Expectations on Classroom & Common Areas Display

• A high quality learning environment has a direct impact on the standards and attitudes of the students in our school.

• Initial stimulus displays should be in place before the students return to school in the new academic year.

These include:

 - Key questions and key vocabulary related to topics / specific subject areas

- Posters with accompanying questions to stimulate the students' interest

- Table top displays of artefacts / books / resources linked to the curriculum

- Book corners set up / labelled and books attractively displayed (preferably with canopied area to demarcate the area from the rest of the classroom and lighting to add interest)

- As work is generated from the students this should be used to replace the majority of adult generated displays and resources

- Welcome/learning boards outside of classrooms must be completed and displayed by the end of the third week of the Autumn term at the latest

- Full display in classrooms should be fully in place by the first week back after Autumn half-term

• Display should be carefully planned for and time built in for students to take forward work of the highest possible quality into display.

• Classroom & corridor curriculum displays should be changed termly. High quality displays can be recycled and moved to other areas of the school.

• When displays are changed, worn or faded backing should be replaced and recycled. Displays should be maintained to ensure that they do not become tatty or ragged.

• Work should be attached with staples. Drawing pins must not be used to display work as they are a health & safety hazard and detract from students' work.

• Pritt Pads should never be used on painted or tiled walls as they damage the surface and look messy when work is removed. Please do not staple into wood (doors and furniture).

• Welcome displays to be completed by end of third week of term and other displays to be fully in place by first week after each half-term.

Displays should contain:

• Plain wall backing unless produced by students eg. a mural. This will show the students' work to best effect without detracting from it or appearing cluttered.

• Thoughtfully and tastefully selected colours eg. Please no luminous yellow / orange / pink card for labels etc.

• Borders made of purchased border rolls. Work on display should not overlap the border, unless as an intentional design element, as student's work should be thoughtfully positioned and spaced.

• Use fabric to add interest to displays and to ensure quality presentation (use expertise of other staff to support, where necessary).

• A high percentage of display in classroom should be students' work. Students' work should significantly outweigh other display resources (although these can be very effective in consolidating / extending learning).

• At a practical level, refer to displays when teaching to make meaningful links with previous learning / new learning. Display is not intended as decoration – it celebrates achievement, gives a wider audience to learning, reminds students of what they have learned / achieved, encourages higher standards through accessing the work of others and can enrich learning.

• Classroom displays should include: Topics being studied, students' groupings & class timetable.

Please do not use a display board for your personal organisational papers. These should be at close hand in a file. We want to maximise display space for student's work. All displays must have: - A title (computer generated or created using stencils and coloured paper / card) - Open / closed questions - Learning Objectives/ Aim - Process (what the students did) - Reinforcement of key vocabulary - Quality labelling

• Written work on display (final draft work) should be acknowledgement neatly marked and the learning intention should be clear to the audience reading it.

• All work must be mounted. Art work should be double mounted using appropriate colours which complement the end result.

Classrooms must have:

- High quality writing displayed across the curriculum (improving pupils' writing is a continuing whole school focus)

- Support resources e.g. A maths 100 square, number lines, place value charts, speaking & listening prompts, high frequency words

- Evidence of ICT through displays (not only word-processed work

- Fire evacuation procedures (Health & Safety requirement)

• Teachers are encouraged to delegate some responsibility to named students for the upkeep and maintenance of the classroom and general learning environment. Good routines for tidying away are crucial and labour saving. Classes should not be dismissed to break / home until the classroom is tidy.

• Form timetable should be displayed on the board in the form room.

Expectations on Classroom Organisation

• The overall effect of the classroom environment should be one of space and organisation. This sets a high standard of organisation and display which will support the further raising of educational standards and create a working environment which is attractive and stimulating. Please keep your classrooms neat and tidy. Use cupboard/shelf space to store teacher resources. Try to keep surfaces clear, other than for interactive displays for students.

-This means: - Piles of junk / books / teaching resources / students' work should not be left scattered in disorganised piles.

- Do not hoard resources. When you have finished using them they should be promptly returned to the Resources Room so other staff can access them easily (please support colleagues by putting resources away properly in the correct place. If you are unsure, ask).

- Be selective in what you keep. Do not hoard junk and clutter.

- Cupboards and paper chests should be sorted out each term to maintain high levels of organisation and effectiveness.

- Teachers' desks should not be piled high with resources / paper or folders. Develop organisation systems within your room maintain them. Desks should be tidied and cleared at the end of each day to allow for cleaning.

- Storage mechanisms (files / plastic boxes etc) need to be in good condition and attractive.

- Chairs and tables should be kept straight and tidy and chairs tucked under.

• Clear routines and expectations should be established rapidly:

- Standing behind chairs on entry to classroom in the morning and exit at break times / end of the day

- Greeting the students (remembering to smile)

- Early work/starter relating to past teaching (maximising learning time)

- Lining up outside classroom to ensure controlled entry

- Classroom monitors / Responsibility systems

- Stop signals (established phrases / sounds) and accompanying expectations

- Working in a calm, purposeful and settled manner

- Moving around the building

• Classrooms should be fully set up for first lesson. If you know you will be absent the next day, please leave work for the cover teacher clearly labelled on the teacher's desk.

• Chairs under / tables straight before students leave the classroom (throughout the day as an established routine). Please actively encourage and train students to take care of the learning environment and equipment. Train students to tidy up the classroom at the end of the morning sessions and at the end of each day.

• Labelling on trays, cupboards and equipment should be consistent in terms of the font used and quality of mounting.