



THE OXFORD SCHOOL

Display Policy for learning environment

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.'-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 The Oxford School reinforces the school's commitment to high standards and the drive to continually raise achievement.

Purpose

- To provide and represent the work covered through curriculum areas and give a 'snapshot' of the school and class room learning which reflects the broad range of curricular subjects, where appropriate and is representative of the objectives and skills learnt/taught. Children's work should be displayed in a way that celebrates their achievements as well as reinforces/revises theme covered and promotes a spirit of enquiry.
- Engage and encourage students' learning by promoting a sense of pride in their own achievement.
- To develop children's aesthetic awareness.
- To stimulate interest in a theme.
- To introduce, summarise or reinforce knowledge and skills

Importance of the policy to the curriculum

- Effective displays take account of and help to support the learning needs of all students.
- Effective displays for celebration of achievement which motivates and inspires all students to achieve their best.
- Provides relevant opportunities for students to interact with displays of different subjects to enhance their learning.
- Demonstrate continuity and progression in the achievement of all students.
- Monitoring and guidance provided by SMT members and subject leaders is structured to the ethos of the school educating UAE heritage.



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Strategies for implementation

The learning environment and working walls

- Teachers' modelling and prompts are displayed as part of on-going learning in each classroom.
- Children's achievements are used to affirm specific feature of their learning.
- Vocabulary relevant to the learning is evident in all the subjects.
- Teachers and students may write captions and posters by hand as part of the lessons, which are then displayed prominently for reference.

The learning environment - display as celebration

- Celebration of work is displayed in corridors and other shared areas.
- Completed learning should be mounted on separate paper. The use of different fonts is optional and the script is expected to be clearly legible. Font size and style vary in different learning tiers.
- Captions should be mounted. The use of arte facts, drapes or plants enhances the display.
- A Rota for display in the school hall is established and each teacher has a board duty in the corridor allocated to them.
- Display as celebration of students' work should be timely updated.
- FS and Primary tiers learning environment is expected to be print rich.

Guidance for display

- There should be a mix of students' work.
- Work should be mounted, titled with an indication of the learning involved, labelled with the pupil's name and class and dated.
- Students' work on a designated learning wall will show work in progress.
- Working walls should reflect current learning in progress /events and achievements.
- Display should support children's understanding of their stage of learning and what they need to do next.
- Work should be accessible, inclusive and nurture children's confidence and self-esteem.
- Stimulate curiosity and encourage creativity.
- Have an emphasis on creating independent learners and thinkers.
- As much as possible, involve the children in the planning and building of displays.
- The school's vision and mission statements to be displayed in every classroom.



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- A working clock and calendar displayed in every classroom.
- All displays to be annoyed and appreciated/acknowledgement by the teachers.

This Policy is reviewed by the Senior Management Team. It was last reviewed in August 2017, and will be next reviewed in August 2019.