



Learning Displays Policy

June 2019

Date last reviewed | June 2019

Review period | Annually

Lead Reviewer(s) | Primary Assistant Principal & Secondary Vice-Principal



Introduction

At WEK we value the role our learning environment takes in developing an enthusiasm for learning and to celebrate the achievements of all children. We actively encourage all learning areas to maximise learning by staff, students and parents creating stunning displays that stimulate and celebrate learning. Displays both inside classrooms and in corridors are central to this. Each class will have a variety of displays with the purpose of them being:

- Informative – topic displays, facts and figures, maps and posters and questions
- Motivational – target boards, displays to inspire performance
- Celebratory – displays feature key achievements of the students to celebrate individual success reflecting the WEK Learner Profile and WEK Essentials
- Interactive – displays that encourage activity
- Reflective of learning process, e.g. working walls

Display Cycle

All display boards should be changed at least once per term inside and outside the classroom, with the exception of working walls which should be updated and added to regularly to keep learning current. There should be a balance of work in the room and in corridors with the majority of displays celebrating the children's work.

Display Responsibilities

- Classrooms - Teachers
- Corridors - Phases and Departments are responsible lead by Heads of Year/Heads of Key Stage
- All displays must be checked at regular intervals to ensure they are well presented by class teachers, Heads of Year and Heads of Key Stage
- Our Teaching Assistants primary role is to work with children and then to offer practical admin/preparation/display support for you - 80% learning and 20% admin support balance

Standards and Expectations

- No display boards should be left blank at any time. Work should be ready to go up before old displays are taken down.
- Borders and bold catchy titles around all display boards in and out of the class.
- Displays are innovative and eye-catching.
- Children's work displayed outside the classroom in public areas must be labelled with name and class/single mounted/have backing paper or material/frame/border.
- Any class displays should have spellings identified if incorrect in accordance with the marking policy so that those viewing see this a natural part of the learning process.
- Work should reflect the different abilities of the children in the class.
- Each display must have a clear explanation of the learning objective/purpose, learning process and/or skills developed.



- Children's comments/voice where applicable.
- Questions to invite the viewer to think, where applicable.
- Interactive elements/multi-dimensional where applicable.
- Photos of children producing/showing the work where applicable.

Corridor Display Expectations

We present the best of what children can achieve in corridors and public areas. All staff have the shared responsibility of their department/phase. If you see something that has come undone as you walk around the school, please staple or blu-tack it back in place.

Placing of displays

- Primarily use pin boards. Additional tables can be sourced for displays.
- Work can only be attached to the walls by blu-tack. **No nails, screws, etc. in walls without permission of the MSO.**
- Windows can be painted with water-based paint if approved by the phase leader.
- Walls cannot be painted unless approved by ELT and MSO.
- Hanging 'washing lines' can easily be installed, with approval from the relevant leader and MSO. Please see the operations team with requests.
- Objects cannot be hung off lights, sprinklers, etc.

Foundation Stage - Displays

All displays should be on a display board, with the exception of number lines, alphabets and enhancements to role play and Library areas. Teachers may have 3-D/2-D images 'growing' from display boards with approval from the Head of Phase.

Display boards in FS should be backed with material of a neutral colour, unless approved by the Head of Phase. FS Teachers should use neutral borders on display boards.

Children's work should be double-backed. Children's work on every display should be labelled with the child's name (and photograph if the child cannot yet read his/her name).

Classrooms should have the following displays:

- Class rules, The WEK Learner Profile, Mr Men behaviour charts
- Vertical number lines in both English and Arabic
- Alphabets (one continuous line left-to-right with no break) in English and an Arabic alphabet display
- Phonics display with sounds learned to date - FS2 should include the Read Write Inc. sound chart and any relevant high frequency words
- Days of the week, months (FS2) in both English and Arabic and a visual timetable
- A colour reference with English and Arabic labelling



- Science should be represented either inside or outside of the classroom
- Individual targets for each child
- UAE Display with age-appropriate information, e.g. rulers, factual information, awareness of religion (including mosque visual and 5 Pillars of Islam), currency, animals, buildings, etc. linked to the relevant Social Studies objectives in FS2.
- Arabic should feature in many areas around the classroom, with English/Arabic translations and links to the children's current Arabic lessons
- Teacher Administration - planning board, paper class registers, fire register, emergency exit plan, etc.
- Displays may be based around one context or theme of learning e.g. 'Pirates' but should explain the curricular focus or learning across the connected curriculum
- Parent communication board located directly outside the classroom
- Corridor displays should represent different work and areas of learning across the department – for this reason, corridor displays should be agreed with the Head of Year at team meetings

Primary - Displays

All classrooms should have a representation of different curricular areas but displays can be based around (not restricted to display boards):

- Class rules, The WEK Learner Profile and Student WEKs expectations
- CAT4 displays (KS2 only)
- KS1 displays should be backed using hessian or other material approved by the Head of Phase.
- Literacy working wall(s) inside the classroom, including scaffolds such as common misconception words, synonyms, key vocabulary and alphabets. English work may also be showcased in shared area displays.
- Numeracy working wall(s) inside the classroom, including number lines, key vocabulary etc. Maths work may also be showcased in shared area displays. Year 1 classes must display a vertical number line to 20.
- Arabic text/labelling, Arabic number lines, Arabic alphabet in class
- Arabic should feature in many areas around the classroom, with English/Arabic translations.
- Science display with current Science themes. This may link to Connected Curriculum and can be positioned inside or outside of the classroom.
- Connected Curriculum/PSHE displays may be based around one context or theme of learning e.g. 'Pirates' but should explain learning across the Connected Curriculum
- French display/key vocabulary (Year 2 and above)
- UAE Display linking to current Social Studies themes
- The 5 pillars of Islam should be displayed in every class.
- Teacher Administration - planning board, timetable, paper class registers, fire register, emergency exit plan, etc.
- International Language of the Week
- Arabic word/phrase of the week



- Child friendly marking guide (in line with the Feedback for Success Policy)
- Resources and drawers labelled (children can make the labels)

In addition to this, the KS1 environment must be text rich to encourage the children to increase their awareness of common words. Labels should feature around the classroom, e.g. door, table, whiteboard, topic vocabulary on displays/play stations etc. Differentiated word mats should be easily accessible as part of the learning environment.

Secondary - Displays

All Secondary School classes will have displays pertinent to their subject; 5 pillars of Islam, class behaviour expectations/rules, classroom commitments, The WEK Learner Profile, sanctions, classroom code of conduct, copy of weekly timetable, emergency exit plan etc.

- Each subject area should include a display that promotes the WEK Learner profile.
- Displays should include key questions that promote the growth mindset and critical thinking.
- UAE Displays should relate to Social Studies objectives for that year group.
- The 5 pillars of Islam poster must be on display in form rooms (provided by the school).
- Form classes should have a form board, where competitive elements are displayed, e.g. house points.
- Literacy working wall(s) inside the classroom, including scaffolds such as synonyms, key vocabulary etc. English work may also be showcased in shared area displays.
- Teachers must have a notice on their door for the current book they are reading.
- Where possible, Arabic text/labelling to support in translation of keywords.
- Arabic should feature in many areas around the classroom, with English/Arabic translations.
- Teacher Administration - planning board, timetable, paper class registers, fire register, emergency exit plan, etc.
- Child friendly marking guide (in line with the Feedback for Success Policy)
- Resources and drawers labelled (children can make the labels)

Other Environment Expectations

- All teachers are welcome to play music to develop and enhance their learning environment. This is encouraged in FS during drop-off and free flow times and during Art sessions where students are working quietly on individual pieces.
- No incense for health and safety reasons.
- Displays need to be culturally sensitive and mindful of Islamic values, e.g. appropriate clothing on characters, awareness of animals, world religion sensitivity etc.