



Trafford Alternative Education Provision
Engage | Motivate | Inspire

Display & Classroom Environment Policy

[2023]



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Name	Description	Date
Linda Thompson	Executive Headteacher	August 2022

Approvals

Name	Position	Date
Linda Thompson	Executive Headteacher	September 2023

Links to

Policy	
Governor Committee	Standards and Achievement



**Trafford Alternative Education Provision
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Our Mission Statement:

Trafford Alternative Education Provision is committed to providing....

A 21st Century education that promotes the academic, emotional and social development of our students. Our aim is to create a holistic, nurturing and inspiring environment where students are supported and encouraged to take charge of their lives, their learning and their decisions. Every student will have an understanding of their personal journey, challenges and future opportunities. All will be encouraged to become independent thinkers and learn to value and respect others thus enabling them to meet the challenges of the wider world. In partnership with parents, carers, schools and outside agencies we will provide students and staff with a positive and supportive learning experience.

We will achieve our vision by constantly thinking about the bigger picture, working as one team, valuing our staff and their continual development and by frequently reviewing, debating and developing the curriculum.



Trafford Alternative Education Provision

1. Rationale

At TAE P we believe the school environment supports us all in providing clear messages about our ethos, values and celebrates learning of a high quality. It must be well organised, clean and tidy. It should entice students to learn and exhibit our high expectations and standards. At TAE P every member of staff is accountable for maintaining an environment of a very high standard.

2. Aims

The aims of our displays are to:

- Encourage pupils 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 students' 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 small steps / milestones -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.

3. TAE P Expectations

This section sets out the school expectations on standards of display.

TYPES OF DISPLAY

Display as stimulus	Designed to arouse interest and provoke questions about a particular concept or theme
Display as information	Designed to inform; to introduce knowledge and skills; or provide summaries and reinforcement of key elements.
Display as celebration	Designed to present students' work; photographs to a wider audience

Displays have many purposes for example to focus attention, to stimulate, to showcase, interactive, etc. Displays should help to promote the students' learning and encourage their understanding of a subject.

LABELLING

A display should be labelled clearly to express the learning that has been undertaken and showcased.

BORDERS AND BACKING

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

The borders must be made of purchased border rolls. Work on display should not overlap the border, unless as an intentional design element, as students' work should be carefully positioned and spaced.

LAYOUT AND MOUNTING

Students' work should be presented with care and consideration to their purpose. All work must be double mounted with colours which compliments the chosen backing colour and does not detract from the students' learning. Work is to be trimmed and mounted evenly and intended straight edges are straight. A display board can be the basis of a display and should not be limited to this space. The use of shelves, tables and the area around the display is encouraged.

- **TIMESCALES** – school display boards should be changed termly. Classroom displays are changed according to topics and how the class teacher is using them
- **POLICING** – Everyone has a responsibility (staff and pupils) to ensure all displays are looking their best at all times and should correct or repair any damage done immediately when they see it.

QUALITY OF WORK ON DISPLAY

Work on display is to have been published for display purposes and time in class needs to be planned in for this purpose...

Each display must contain:

- A title
- Open / closed questions relating to the display content
- Learning Objectives/ Aim - Process (what the students did)
- Reinforcement of key vocabulary - Quality labelling , students' work should be clearly labelled with their first names
- Pictures of the students carrying out the processes/learning that is on display
- Pupil voice
- Work from the students and minimal input from the adults
- A range of work that spans the curriculum area from all students in the class
- Be age appropriate (high expectations)

4. Classroom Responsibilities

At TAEP we operate a hybrid primary school base model. Subsequently, all Form teachers have a base classroom. (Which is often their subject specialist main teaching classroom). However, core subject teachers may often teach in different classrooms. The design and implementation of classroom displays are the Form teacher's responsibilities. Nonetheless, teachers who share classes should negotiate notice board space with Form teachers.

All teachers take responsibility for ensuring that their classroom is an attractive, stimulating and well-resourced place to learn. The benefits of providing this sort of environment are that it will:

- help students to be engaged and to promote interest and motivation;
- support learning in the topics being studied;
- show appreciation of the work and effort of all pupils;
- recognise excellent work and effort of all pupils.

We strive to engender a positive attitude toward the school environment. This means that we teach students to have respect for the equipment and facilities in the school and to play their part

in looking after the classroom and other designated areas. Staff model this behaviour in order to demonstrate to the students the importance of keeping a clean and tidy working environment and to promote a respect for the school surroundings

Providing a safe environment is of paramount importance, and all teachers give due regard to the Health and Safety Policy when organising their classrooms. All hazards are reported immediately and actioned by the Site Manager

Staff and students are expected to leave classrooms in a neat and tidy condition. No litter should be left on the floor and all equipment and supplies should be put away in the appropriate location before the students leave school for the day.

Classrooms are cleaned each day and we ensure that the students have a clean, safe and welcoming place in which to learn.

5. Class Dojo

All form tutors must display weekly Class Dojo points in their individual class rooms

6. Break out Space

All form tutors have designed a designated break out space in their classrooms. The area can include comfortable chairs, bean bags etc. designed by each tutor group. To be used as a motivational tool for 10 minutes “ Golden Time “ at the end of each lesson if a student has earned the reward.

7. Equal Opportunities

At TAEP we ensure that our learning environments and displays reflect the rich diversity, cultures and abilities of our pupils.

In each class, there will be students with a range of differing abilities and special needs, and the learning environments should explicitly cater to these to promote and facilitate learning.

As part of this, throughout their stay , teachers will ensure that ALL students will have had the opportunity to contribute to work on display in the learning environment in the classroom or around the school.

Learning environments and displays will promote equal opportunities to learn and take account of disabilities and gender balance

8. Health and Safety

The health and safety of all who use the school is of paramount importance. It is for this reason that a Health and Safety policy is in place and in addition to this, the Head Teacher, Business Manager and Site Manager regularly inspect the school premises and grounds and update the school risk assessments. The Governing Body regularly receives reports from the Business Manager and Head Teacher about health and safety matters including details of any areas of specific concern.

Students will be supervised at all times when they are on the school premises during normal school hours, whether indoors or outdoors. The school will ensure particularly that there is adequate supervision of pupils before school, at break and lunch times, and after school, when they are using the playground

9. Monitoring

The class teachers will ensure that their classroom, and those areas used by the students in their class, are well ordered and tidy. They will ensure that students take responsibility for their own belongings and for helping to maintain their classroom and communal areas.

The school environment will be monitored by the Head Teacher on a regular basis and a report on the condition of the school environment will be included in each Head Teacher's report.

1. Appeals against sanctions

Pupils and parents / carers are free to discuss any sanction given, with the Form teacher in the first instance. If dissatisfied the contact the Executive Headteacher