



**DUBAI  
BRITISH  
SCHOOL**  
EMIRATES HILLS

# Primary Learning Environment Policy

This procedure is reviewed annually to ensure compliance with current regulations

Approved/reviewed by	
Head of Primary	
Date of review	August 2023
Date of next review	August 2024

---

At DBS we believe that the learning environment plays a key role in supporting the ethos, aims and mission statement of the school. A high quality learning environment sends a message to pupils, parents, staff and visitors throughout the school that pupils, their learning, and the local heritage and culture are highly valued.

**The purpose of this policy is:**

- To provide support for all staff
- To provide a framework for a whole school approach
- To inform parents about the importance of the learning environment

OUR LEARNING ENVIRONMENT AIMS

- To create a **purposeful** and **relevant** learning environment which supports learning and celebrates success.
- To motivate and challenge our pupils by promoting independent learning skills.
- To support/initiate/provide learning opportunities in and out of the classroom.
- To create a welcoming, safe, rich and stimulating environment for the children to be in that provides a vibrant visual image that remains in children's memories.
- To provide information to pupils, parents and members of the community.

**Purpose of display and working walls within the Learning environment:**

- To visually convey the ethos of the school – to children, parents and visitors.
- To celebrate learning and achievement.
- To give purpose and value to children's work.
- To encourage a positive attitude towards learning and the learning environment.
- To reflect our multicultural society.
- To show progression through the phases.
- To give children support and guidance with their learning.
- To model the quality and standard of learning we expect.

Our Displays should also -

- Boost children's self-confidence and help them feel valued.
- Show examples of achievement in all areas of the curriculum, reflecting the variety of subjects taught. This includes to have a balance of curriculum areas on show.
- Enable the children, staff and visitors to gain an instant insight into the diversity of the learning going on in school.
- Encourage children to take an interest in other children's work across the school.
- Inspire children and adults to think and stimulate further learning.

At DBS we encourage and promote **innovation** and **individuality**. Whilst we have whole school expectations and a consistent approach we encourage the use of innovation to make each learning space individual and tailored to the needs of the pupils and their learning.

## **Beginning of Year Expectations on Classroom & Common Areas Display**

Initial stimulus displays should be in place before the children return to school in the new academic year. These include:

1. Each board clearly marked with its curriculum area, key vocabulary related to topics/specific subject areas
2. Table top displays of artefacts/books/resources linked to the curriculum – this may be built with pupils also.
3. Book corners set up/labelled and books attractively displayed. This must be an area that is attractive to the children so that they choose to use it. Books can then be collected from the library
4. Full display in classrooms should be fully in place by the end of September

## **Consistency:**

It is important that there is a consistent approach to the learning environment across our whole school and each classroom has the necessary information displayed to support and aid our children's learning.

Therefore each classroom should have:

- ✓ WOW! Display
- ✓ Science display/working wall- including working scientifically flowchart
- ✓ Maths display/working wall linked directly to current learning- including RUCSAC
- ✓ English working wall
- ✓ Arabic display
- ✓ Behaviour chart
- ✓ Visual timetable
- ✓ An inviting book corner where the children can sit and read during guided reading
- ✓ Door decoration showing the Wow! theme
- ✓ Role play area reflecting the topic and appropriate language in sentences for context as well as some single words (FS1- Y2 in every class)

## **Key considerations:**

- Maximise space for children's learning. **Please keep displayed personal organisation papers to a minimum**
- It is essential classrooms are organised effectively so that the children can become more independent learners. Please have dedicated areas for subjects. Well-defined learning zones are important for teachers to facilitate appropriate learning opportunities.
- Windows should be kept clear from displays to maximize light in the classroom.
- Hanging displays must be kept to a minimum and at a height level which doesn't block the children's view of wall displays/IWB.
- Displays/Working Walls should be carefully planned as a year group to ensure consistency

## Primary Learning Environment Policy

- Keep it straight! – always use a paper cutter, checking that the ruler is straight and in position.
- Class name, photo of the class teacher and class timetables outside of the classroom door.
- Blue tack should not be used.
- 

### EXPECTATIONS FOR LEARNING ENVIRONMENTS AT DUBAI BRITISH SCHOOL

Expectation	What that might look like
<ul style="list-style-type: none"> <li>• All learning areas must be appropriate for effective and/or independent learning to take place.</li> </ul>	Learning areas must be set up and well organised. Pupils must be able to access resources and learning tools as independently as possible. ALL areas must be clutter free (including teachers areas)
<ul style="list-style-type: none"> <li>• Ensure that the variety and balance of the curriculum is well reflected in the learning environment.</li> </ul>	Door displays and Wow! Boards should reflect the current theme. English boards will exemplify the key text (theme) and any cross curricular links will be evident
<ul style="list-style-type: none"> <li>• New theme, new environment</li> </ul>	As topics change, displays in classrooms should reflect this, but backing paper/borders/titles do not always need to be changed then. There must be a title AND a stimulus (photo, question, hook) when a new theme begins.
<ul style="list-style-type: none"> <li>• Display boards should use backing paper and border – no display should be left without AT LEAST backing paper and border.</li> </ul>	Backing paper can be plain or patterned paper or use some other media (newspaper/fabric) as long as these <b>do not distract</b> from the work on display. Borders can be single or double mounted and similarly can be plain/patterned borders from the stock cupboard. Other media can be used as a border – please speak to display co-ordinator if you want to locate other media.
<ul style="list-style-type: none"> <li>• Displays/WWs should have a clear context, with a title and explanation of what the work is.</li> <li>• There MUST be a balance of display and working walls.</li> </ul>	Titles and explanations can be presented in any manner and do not always need to be double mounted / laminated. Titles can be presented as a banner or individual letters. Explanations can be typed, hand written or provided as a sound bite, completed by adults or children.
<ul style="list-style-type: none"> <li>• Language rich</li> </ul>	Language can be displayed around the learning environments and should not be kept to displays only. Questions should evoke thought and response, language must be large enough to see and support learning (including the independent use of throughout the day).
<ul style="list-style-type: none"> <li>• Work on displays should support learning or praise success.</li> </ul>	<b>Displays/WWs must be appropriate to reflect the teaching, learning and current interest of the class.</b> This can be presented as photographs, drawings, hand

## Primary Learning Environment Policy

	written, typed/published on computer, a finished 3D item made by children, etc... The more variety on display the better
<ul style="list-style-type: none"> <li>Work presented should be displayed neatly with children's names clearly on (where possible)</li> </ul>	Work does not always have to be mounted and laminated, but should at least look neat (e.g. – edges trimmed straight, etc...)
<ul style="list-style-type: none"> <li>Displays should be both 2D and 3D (where possible)</li> </ul>	Again, to show the variety of work going on in school, displays should be both 2D and 3D. Plinths are available if displaying 3D or speak to display co-ordinator for ideas on how to display 3D work.
<ul style="list-style-type: none"> <li>Displays should be interactive, initiating or supporting learning opportunities</li> </ul>	<p>This may be easier to achieve through classroom displays as children have more opportunities to engage with and contribute to internal display boards. Displays in classrooms can be used by children to provide information on topics / to show processes they can use to complete work / provide extension activities / show range of key words/ show a range of questions to provoke thinking / be added to each lesson over the course of a week/term, etc...</p> <p>Children should be encouraged to interact with external displays through learning walks with/without adults, looking at them during break/lunch time, display quest where they have to find a piece of information/observation from a display in the school.</p>
<ul style="list-style-type: none"> <li>Displays should have a <b>high standard of finish</b> and should look fresh. This includes Working Walls, reading and role play areas.</li> </ul>	Backing paper and borders do not need to be changed with every new display, but should be changed when they start to look tired. To keep displays looking fresh, replace things fallen off as soon as possible, use blue tack rather than staples. Working Walls, even though regularly changed, should be kept neat and tidy to a high standard.
<ul style="list-style-type: none"> <li>Displays can provide opportunities for children to be involved in their creation (where possible)</li> </ul>	This may involve children learning to mount and label work and create captions or explanations. Some children/groups may also be involved in putting up displays/learning areas especially for a new theme (role play area for FS/KS1). This must be done whilst also maintaining the high standard of displays in school.
<ul style="list-style-type: none"> <li>Displays in corridors (external displays) should be changed, at minimum, once a term</li> </ul>	External displays should be celebration displays of the learning which has been going on during the previous/current theme.
<ul style="list-style-type: none"> <li>Guidance on font size</li> </ul>	Adult discretion, as long as words are legible and can be read clearly (even if this means going up close to read – as will probably be the case with children's work) Font should be larger for titles, vocab, questions and explanations, so they can be clearly read and used for learning from afar.

<ul style="list-style-type: none"> <li>A mix of typed and handwritten text</li> </ul>	<p>Pupils should be able to see adult (teacher and TA) modelled handwriting, both on display and through the use modelling for learning on working walls. Size must be taken into account and DBS handwriting used. (FS and Year 1 joined, Year 2 above joined handwriting)</p>
<ul style="list-style-type: none"> <li>Display guidelines for Science (where not already covered)</li> </ul>	<p>Science based <b>open questions</b> for pupils to think through. Key Vocabulary for science topics Information about scientists on display Sentence starters for investigation language Images and children's work.</p>
<ul style="list-style-type: none"> <li>Use display and resources to <b>positively impact on learning</b></li> </ul>	<p>This can be done through consolidation/reminder of previous learning and introducing new information &amp; knowledge.</p>

## EQUAL OPPORTUNITIES AND SPECIAL NEEDS

At Dubai British School we ensure that our displays reflect the diversity of our world. Throughout the year, teachers will ensure that all children will have work on display in the classroom or around the school. Teachers will endeavour to ensure displays promote equal opportunities and take account of stereotypes and gender balance.

## ASSESSING AND REPORTING

Learning environment walks take place by all members of the Primary Leadership team through the year. Primary SLT, subject and year leaders will formally report on these once a term.

Staff are given advance warning about when to change displays (internal classroom displays, once per theme to reflect current learning and topic, external corridor displays, once per term)

Each year group is allocated 3-4 external display boards. The Arabic Team will also have a display board on each corridor.

## SAFETY GUIDELINES

Teachers should refer to the school's Health and Safety Policy.

Teachers must ensure that there are no dangers in the classroom or communal areas caused by negligence e.g. used staples sticking out of the wall, anything which could fall because it has not been secured properly, hanging displays too close to lights or not securing displays in areas which have alarm sensors.

**This policy reflects the consensus of opinion of the whole staff. It is the responsibility of all staff members.**