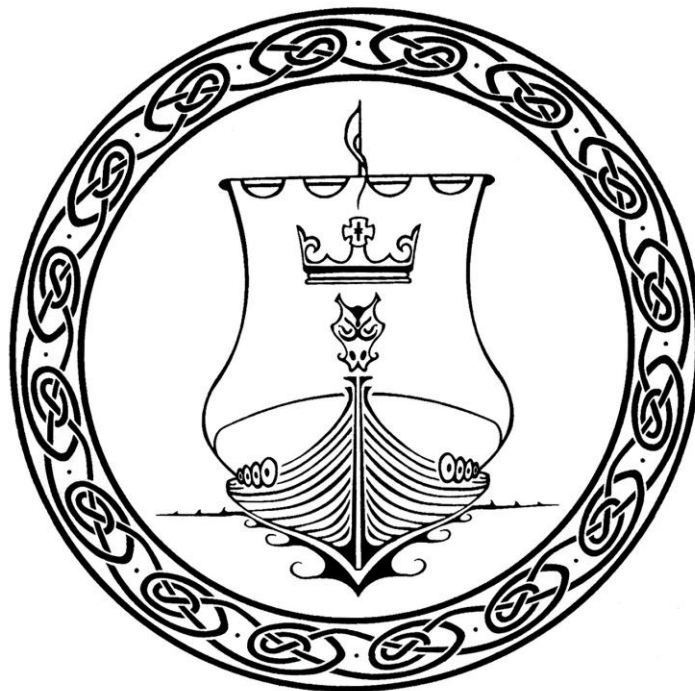




Queen Elizabeth II High School

Policy on Learning Environment



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Policy on Display

Aims of display

- To promote learning
- To reflect and support current learning
- To provide exemplars of good work
- To celebrate success
- To publicise events
- To encourage moral and healthy behaviour

Allocation of display areas and rotas where appropriate for main public areas

– see Appendix

These areas will be identified and allocated each year. Subject teams can request times for public areas. Priority will be given to the Art department for the exhibition of examination work.

Public areas

- Should reflect good work produced within departments
- Should be allocated and rotated to allow fair distribution of time/space
- Displays should be current and attractive
- Tatty/out of date displays should be regularly removed.

Classrooms

All classrooms should have a tutor /information display area for tutor notices and learning environment notices eg re bullying

Where classrooms are shared, there should be an agreed allocation of display space and/or time frames for displays to be used by teachers.

Displays should:

- be current and attractive
- promote literacy.

Tatty/out of date displays should be regularly removed.

Advice

- Timescales are helpful to share limited space
- Provide a Context for the display through appropriate heading or brief explanation
- Include students' names and/or class name to acknowledge good work
- Try to minimise spelling errors and ask children to reflect on their work
- Think about the nature of the display and therefore where it should be placed e.g. if it needs to be read at close proximity or can be seen from a distance and therefore can be high up.
- Enlarging work to A3 on the colour photocopier will increase the impact and make display more eye-catching
- All work should be mounted



Responsibilities

All teachers are responsible for their classroom, HoS for classrooms in subject area and for making sure the display technician receives display on time for public areas.

Technical support

The display technician is available to mount display. His time can be booked in advance direct with them. He is able to advise on what makes for appropriate display. However, the technician is not a teacher and therefore relies upon the professional judgement of teachers in being provided with suitable materials for display. The display should be ready on poster paper or similar so that the technician is simply putting it up. The technician can provide materials such as card/sugar paper. We have technology available to photograph and enlarge or reduce work.



Learning Environment Policy

Classroom code for the learning environment

Aims

All classrooms should provide a welcoming place to promote and facilitate learning. This code is designed to provide guidelines for relationships based on respect, improve use of space, furniture etc to promote learning and maintain clean, tidy areas for health and safety regulations and ease of use. By investing in the learning environment, all participants are investing in their own learning and therefore benefit.

Relationships

All people in the classroom should be treated with respect and valued. Everyone who works in it should feel safe and have a shared responsibility for keeping the environment conducive to learning. Staff should welcome students into the room and make sure they are seated according to the agreed plan.

All people should feel emotionally secure enough to take risks in their learning.

Everyone will support and encourage each other to achieve their best.

All classrooms will have:

- Anti-Bullying guidelines on display
- Bin clearly visible (near the door where possible)
- Attractive display linked to current learning
- Clear table for the teacher (especially where room is used by others)
- Working clock
- Audible bell
- Instructions for use of AV resources

Teachers will ensure:

- High expectations are actively promoted for self and all other learners in the room
- Clean board at end of lesson ready for start of next lesson
- Litter picked up and put in bin at end of lesson
- Seating plan is in use to help learning and provide support for monitoring damage etc.
- Furniture is moved to suit the learning activity and put back as a matter of courtesy at end of lesson
- Learning objectives are shared with children
- Resources are kept tidy and clearly labelled
- Check for graffiti on walls and furniture
- Any damage/graffiti is reported to the site staff via mail to: qe2sitemanager@sch.im
- Any problems with AV resources are reported to ithelpdesk@gov.im
- Any IPad/Laptops are stored securely at the end of the lesson
- All resources and work are stored tidily and safely at the end of each lesson
- The classroom is left secure at the end of the lesson



Site staff will ensure:

- Floor area cleaned
- Tables cleaned
- Bins emptied
- Graffiti removed
- Action taken to deal with damage/ clock not working etc.
- Windows and blinds checked

For rooms that become a repeated problem, a further strategy will be implemented.

Online Learning Environments

All departments will develop and maintain an up to date online learning environment, accessible by all QEII and Collaborative students.
HoS may choose to use any Department of Education Sport and Culture (DESC) approved online learning platform including Its Learning or Google Classroom. For further information relating to the safe use of these please refer to the DESC IT AUP and the QEII High School Communication Policy.



Appendix: Allocation of display boards in corridors.
(Classrooms for designated subjects plus tutor notice board.)

A Whole school areas

| | |
|------------------------------|---|
| Main entrance plus main hall | whole school on rota basis |
| Corridor opposite room 18 | extracurricular, attendance, achievement |
| Either side of Library | Library |
| Next to Reception | community, |
| To Left of Room 18 | Enrichment |
| Corridor towards dining room | Duke of Edinburgh, School Council, Trips and Visits, QEII in the News |
| Boards by changing rooms etc | PE and Games |

B Geog/Hist/RS and Languages block

| | |
|--|-------------|
| By room 5 (2) | PSHE |
| By room 6,7 and 8 and entrance to MFL block (3) | French |
| By rooms 9 and 10 (3) | German |
| Exit from MFL/KS3 area (1) | KS3 notices |
| By rooms 51, 52 and Geog office (2) | Geography |
| Above lockers near 56 (1) | RS |
| By and opposite room 55 (2) | History |
| By exit to upper floor | KS3 board |

C Maths/Science/Technology block

| | |
|------------------------|-----------------------|
| Maths corridor (2) | Maths |
| Science corridor (new) | Science |
| Corridor to room 32 | D&T Food and textiles |
| 2 boards by room 30 | Art |
| Boards by room 29 (3) | Art |



Boards by room 26 (2) Science

4 Boards towards room 20 D&T

D Forster Building

All downstairs boards for KS5
Upstairs 1 board Bus Studs and Social Science

E Deans Building

Area outside D15/16 Music/Performing Arts
Upstairs English

| | Subject |
|--------------------|--|
| Autumn Term | Science, Maths & Design & Technology |
| Spring Term | History, Geography, Religious Studies, MFL |
| Summer Term | Art, Performing Arts, English |