



Llanedeyrn  
Primary School

## Classroom Displays and Table Tops - #TheLlanWay 2024

### Rationale for Displays within a Learning Environment

Displays, such as interactive or working walls, play a crucial role in fostering an engaging and dynamic learning environment in primary schools. These displays serve as living documents of pupil learning and progress, offering a tangible, evolving reflection of the work being done in the classroom. By incorporating interactivity, they invite pupils to contribute to, and take ownership of, their learning journey. This increases engagement and provides opportunities for deeper reflection, discussion, and collaboration among peers. Additionally, working walls can showcase key learning concepts, strategies, and vocabulary in real-time, allowing pupils to refer to them throughout lessons, reinforcing understanding and aiding retention.

Displays that evolve over time ensure that pupils' progress is consistently visible to both the teacher and the learners, fostering a shared sense of accountability. For teachers, they serve as valuable tools to monitor pupil understanding and adjust instruction accordingly. The interactive nature of these displays also encourages a hands-on, inquiry-based approach to learning, aligning with modern pedagogical practices that emphasise active participation and exploration. This shared, corporate, collective focus on learning creates a classroom culture, indeed a school culture, where all pupils are invested in their own and each other's success, making the learning process more meaningful and coherent.

### Organisation for Displays and Table Tops – Whole School

Displays in each classroom must be completed by the last week of **September** and changed again by **February**. Working Examples can be grown throughout the terms but the essential display itself must be ready by end of **September** and beginning of **March**.

Communal displays will be changed in January.

Displays are only to be put up on **display boards**. Lettering, posters, signs, children's work etc. are not to be stuck on walls above or below display boards.

All windows need to be kept clear. Nothing is to be displayed or put onto windows.

All classroom ceilings are to be clear; no hanging objects/mobiles etc.

Doors must be kept clear.

Doors are not to be covered in backing paper. No staples or Sellotape or blu tack etc. are to be used on any doors.

All display boards must be backed with brown paper – this will be provided so that it is corporate. A dark blue border will be placed around the edges – this is also in a corporate colour.

All classrooms must operate a clear desk policy. The teacher’s desk must be clear, and not have unnecessary piles of paper and books. The space underneath the teacher’s desk also needs to be clear.

Nothing is to be placed underneath the whiteboard or around it on the walls. They need to be kept as clear as possible to avoid cognitive overload. The same applies to window sills.

**Foundation Phase - only**

**Welcome Sign – in Welsh**

In the Foundation Phase, a sign is placed on each door.

This is a corporate sign only. This will be in the same font and design.

**Areas of Learning and Experiences:**

1. Health and Wellbeing including Growth Mindset
2. LLC
3. Maths and Numeracy
4. Science and Technology
5. Expressive Arts
6. Humanities

**If you have limited display boards...**

In the first term and a half, you need to have displays showcasing at least three AOLEs. The second half of the year, the displays will showcase the other three AOLEs. Changes will take in February. This will be determined by the number of display boards in the classroom.

Each Display must have:

- At least 2 questions / statements in Welsh. This is not a google translate exercise but is to be a pattern that they are learning from the Continuum;
- 1 question / statement in the language of a child in your class;
- At least 1 questions / statements about Numeracy across the Curriculum;
- A working aspect or a journey / process to it rather than a ‘look at’ feel;
- Title of the AOLE;
- Corporate border and colours.

LLC will need to incorporate a word wall or genre process.

<b>Table Tops</b>	Table tops linked to the display so that pupils can interact with them.
<b>Challenges</b>	In Foundation Phase, the learning environment uses black clipboards or black frames for the Challenges.  Label layout is corporate and is provided by the Learning Leader.
<b>Years 3 to 6 - only</b>	
<b>Welcome Sign – in Welsh</b>	In Years 3 to 6, a welcome sign in Welsh is to be put up on the glass pane outside the classroom.  This is a corporate sign only. This will be in the same font and design.
<b>Labels</b>	In Years 3 to 6, the Learning Leader distributes corporate labels for Areas of Learning or the display boards, including the Reading Area.  These are corporate signs only. These will be in the same font and design.
<b>Areas of Learning and Experiences:</b>  <ol style="list-style-type: none"> <li>1. Health and Wellbeing including Growth Mindset</li> <li>2. LLC</li> <li>3. Maths and Numeracy</li> <li>4. Science and Technology</li> <li>5. Expressive Arts</li> <li>6. Humanities</li> </ol>	<b>If you have limited display boards...</b>  In the first term and a half, you need to have displays showcasing at least three AOLEs. The second half of the year, the displays will showcase the other three AOLEs. Changes will take in February. This will be determined by the number of display boards in the classroom.  Each Display must have: <ul style="list-style-type: none"> <li>▪ At least 2 questions / statements in Welsh. This is not a google translate exercise but is to be a pattern that they are learning from the Continuum;</li> <li>▪ 1 question / statement in the language of a child in your class;</li> <li>▪ At least 1 questions / statements about Numeracy across the Curriculum;</li> <li>▪ A working aspect or a journey / process to it rather than a 'look at' feel;</li> <li>▪ Title of the AOLE;</li> <li>▪ Corporate border and colours.</li> </ul>

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