Classroom Organisation and Display Policy

Viridis Schools

Aims of Display & Classroom Organisation

At Orchard, Southwold and Hoxton Garden schools we aim 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 children's 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 children in best presentation, personal organisation and general tidiness.
- **Celebrate 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.
- Represent all children in our displays including that of children's outcomes and learning.

Expectations on Classroom & Common Areas Display

A high quality learning environment has a direct impact on the standards and attitudes of the pupils in our schools.

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

Classroom displays to be fully in place by the end of the first week after each half-term. The deadline will be identified on the half termly CPD overview.

Displays should contain:

- **Backing paper.** This will show the pupils' work to best effect without detracting from it or appearing cluttered.
- **Thoughtfully and tastefully selected colours**. No luminous yellow / orange / pink card for labels etc which detract from pupils work.
- **Borders made of purchased border rolls.** Work on display should not overlap the border, unless as an intentional design element, as children's work should be thoughtfully positioned and spaced.
- **Use of 3D elements or fabric to add interest to displays** and to ensure quality presentation (use expertise of other staff to support, where necessary).
- **A high percentage of display in classroom should be pupils' work.** Pupils' work should significantly outweigh other display resources (although these can be very effective in consolidating / extending learning).
- **At a practical level, refer to displays when teaching to make meaningful links with previous learning / new learning.** Display is not intended as decoration – it

celebrates achievement, gives a wider audience to learning, reminds pupils of what they have learned / achieved, encourages higher standards through accessing the work of others and can enrich learning.

- **Classroom displays should include:** Topic (history / geography) / Maths / Literacy / Science / ICT through whole curriculum / RE & PSHCE / Children's groupings & class timetable. **Please do not use a display board for your personal organisational papers**. These should be at close hand in a file. We want to maximise display space for children's work.
- Work should be attached with staples or blu tack. **Drawing pins must <u>not</u> be used to display work** as they are a health & safety hazard and detract from pupils' work. Please do not staple into wood (doors and furniture) or walls.

All displays must have:

- A title (computer generated or created using stencils and coloured paper / card - the use of metallic foil / wrapping paper can make a display look very effective and high quality).
- Open, age appropriate questions related both to prior and current learning.
- Reinforcement of key vocabulary (use the curriculum document to ensure pitched vocabulary).
- Quality labelling e.g process of what the children did / children's names.
- Pupil voice (voice notes, speech bubbles).

Written Work

- Written work on display (final draft work) should be acknowledgement marked (neatly) and the learning intention should be clear to the audience reading it. Emergent writing of younger pupils and those with SEN should be annotated.
- As work is generated from the children this should be used to replace the majority of adult generated displays and resources and reflect the learning journey over time.
- All work must be mounted. Art work should be double mounted using appropriate colours which complement the end result. Written work should also be mounted, though not always necessarily double-mounted. <u>Please</u> ensure that work is trimmed and mounted **evenly** and intended straight edges are **straight**. Please use paper cutters provided. A border of 1cm is advised.

Tabletop Displays

- Table top displays should contain a fabric base, artefacts, books and resources linked to the curriculum. Key questions and key vocabulary should be present.

Book corners / Mini Libraries

Book corners (KS1 and EYFS) should have:

- An engaging theme with a range of resourcing to create curiosity and inspire imagination.
- A variety of books including topic books, fiction books and non-fiction books.
- Key questions and vocabulary displayed (print rich).
- Soft seating (cushions etc).

Mini Libraries (KS2) should have:

Mini libraries should present core texts and teacher recommended reads. The core elements are:

- A themed approach
- Teacher recommended reads
- Core texts for the year
- Key questions around the strand, *making links*

The mini library will compliment the reading display (not replace it).

Welcome Boards

- Welcome boards are an expectation for every class and a corridor display will be allocated for this near or outside the classroom.
- Pupils write their reflections on learning and this is displayed next to their photograph to create a sense of belonging and ownership.
- Welcome/learning boards outside of classrooms (including children's photographs) must be completed and displayed **in line with half termly display deadlines** indicated on the CPD Overview. These will be refreshed at mid point in the year **(February)** with new writing reflections from children.

Classrooms Organisation Expectations

- High quality writing displayed across the curriculum.
- Support resources e.g. a maths 100 square, number lines, place value charts, speaking & listening prompts, high frequency words.
- Evidence of ICT through displays (not only word-processed work).
- Key information displayed e.g. timetable, literacy, numeracy and reading groups / home diary tracker.
- PE days and expectations of kit must be displayed.
- Fire evacuation procedures (Health & Safety requirement).
- Book corners / inspiration stations should be themed and inviting. Book areas should be tidied daily and regularly sorted, either by your TA or pupils.
- Teachers are encouraged to delegate responsibility to pupils for the upkeep and maintenance of the classroom and general learning environment. Good routines for tidying away are crucial and labour saving.

Everyone has both strengths and development needs as a teacher. If display is your strength share it. If display is not your strength ask for support.

Expectations on Classroom Organisation

- The overall effect of the classroom environment should be one of space and organisation. This sets a high standard which will support the further raising of educational standards and create a working environment which is attractive and stimulating underpinning pride and care. Please keep your classrooms neat and tidy. Use cupboard space to store teacher resources not window sills, teacher desks or sides. Surfaces should be clear, other than for interactive displays for children.
- Piles of junk / books / teaching resources / pupils' work should not be left in disorganised piles, it is the teacher's responsibility to manage this.
- Do not hoard resources. When you have finished using them they should be promptly returned to the Resources Room so other staff can access them easily (please support colleagues by putting resources away properly in the correct place. If you are unsure, ask).
- Be selective in what you keep. Do not hoard junk and clutter.

- Cupboards should be sorted out each term to maintain high levels of organisation and effectiveness.
- Teachers' desks should not be piled high with resources / paper or folders. Develop organisation systems within your room and maintain them. Desks should be tidied and cleared at the end of each day to allow for cleaning.
- Storage mechanisms (files / plastic boxes etc) need to be in good condition, if you need new storage resources, speak to the reprographics lead.
- Chairs and tables should be kept straight and tidy and chairs tucked under.
- Pupil tabletop resources such as stationary should be replenished regularly and pupils should be expected to use with care and respect. Learning aids such as handwriting scripts should be kept in good condition and replaced if they begin to peel or become unstuck.

Clear routines and expectations should be established rapidly

- Standing behind chairs (Y1 - Y6) on entry to classroom in the morning and exit at lunchtime / end of the day.
- Greeting the children (remembering to smile).
- Early work relating to basic skills teaching (maximising learning time).
- Reading books out and in place before going to lunch.
- Class learning plans displayed for week.
- Packing away / tidying up.
- Lining up outside classroom to ensure controlled entry.
- Classroom monitors / Responsibility systems.
- Recall signal (hand up) and transitions (3,2,1) established and accompanying expectations set.
- Working in a calm, purposeful and settled manner.

Classroom setup

- Classrooms should be fully set up for first lesson before morning briefing. If you are on a course and leaving work for a supply teacher the first lesson should be set up the evening before and a file of notes left for the supply teacher clearly labelled on the teacher's desk.
- Chairs under / tables straight **before** children leave the classroom (and throughout the day) as an established routine. Please actively encourage and train children to take care of the learning environment and equipment. Train children to tidy up the classroom at the end of the morning sessions and at the end of each day.
- Labelling on trays, cupboards and equipment should be consistent in terms of the font used. Pupils' trays (if used) must be labelled with both the child's christian name and surname. For most labelling of furniture and equipment we use Comic Sans (bold).
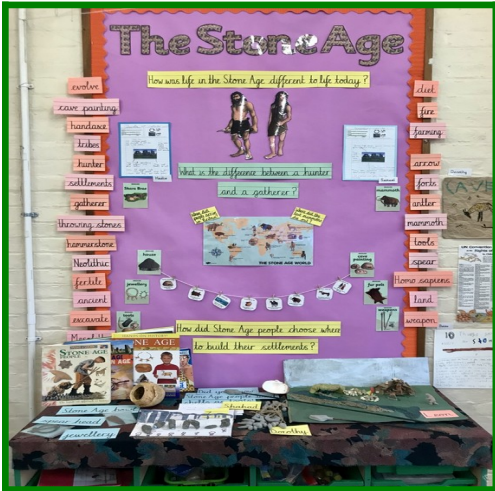
Links to other policies

- Teaching and Learning Policy
- Behaviour Policy
- Marking and response Policy
- Handwriting policy
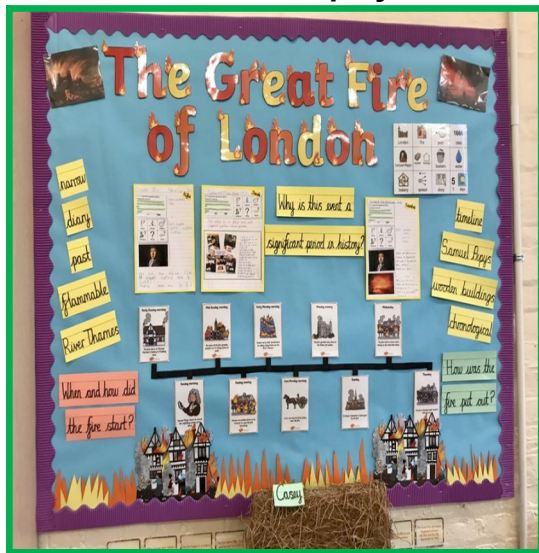
Appendix

Welcome Boards
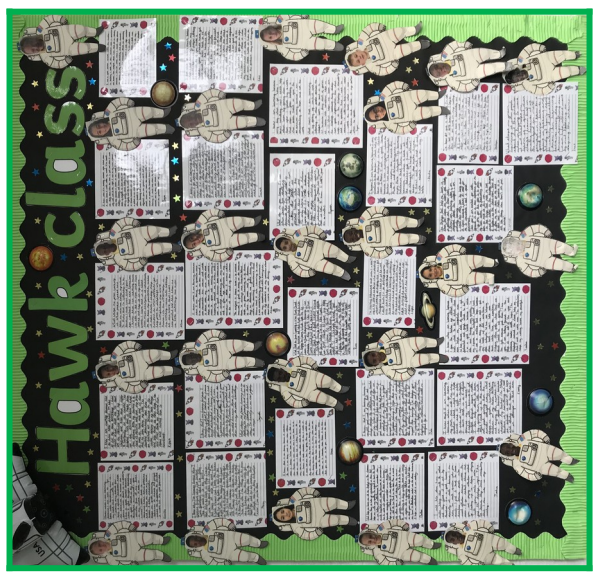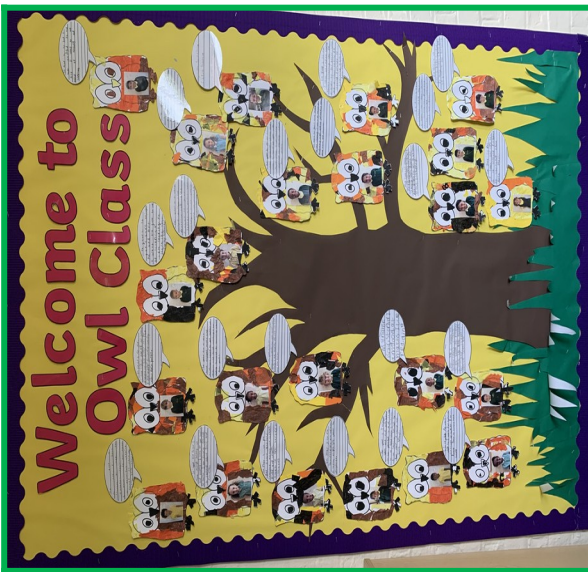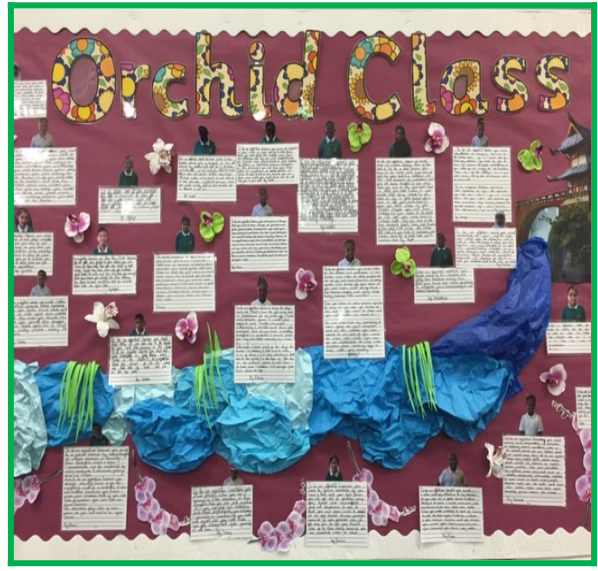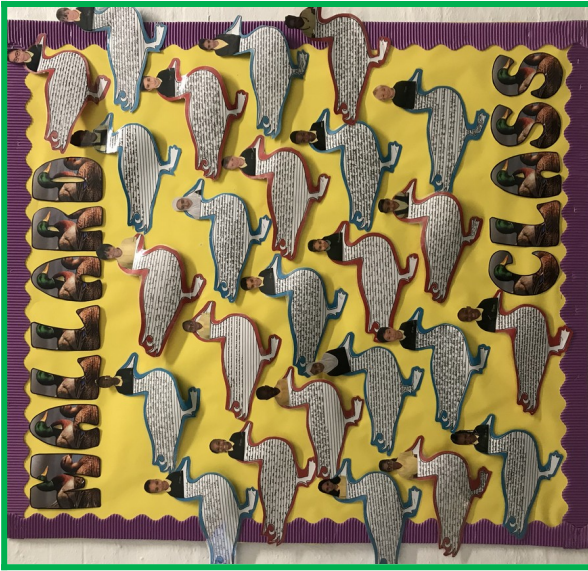
Tabletop Displays

Book Corners (EYFS and KS1)

Mini Libraries (KS2)

Wider Curriculum Displays

Literacy and Numeracy Displays