



Display and Classroom Organisation Policy

Contents:

Purpose and Aims

1. [Equal Opportunities](#)
2. [Expectations on Classroom and Common Area Displays](#)
3. [Display Boards across the School](#)
4. [In Class Display](#)
5. [Guidance for all displays](#)
6. [An Overview of classroom displays](#)
7. [The use of Learning walls / Build-it-up boards](#)
8. [Other classroom non-negotiables](#)
9. [Expectation on classroom organisation](#)

Purpose and Aims

At Samuel Allsopp Nursery and Primary School, we recognise the whole school is a potential visual aid and learning environment for the child. Display of resource material and children's work offers opportunities to build up the skills of learning and understanding and to enrich through visual means. It is not only a powerful tool to stimulate interest and thinking but also the basis for creative and aesthetic awareness.

This policy aims:

- To create a learning environment that stimulates interest and discussion to challenge children's knowledge and understanding of the world
- To visually convey the ethos of the school – to children, parents and visitors
- To celebrate achievement and raise self esteem by offering an audience for children's work and by demonstrating the types of work and learning that our children are engaged in
- To encourage pupils to have pride and confidence in their work and achievements by demonstrating that we give purpose and value to their work and learning
- To encourage a positive attitude towards learning and the school's learning environment
- To reflect our multicultural society
- To show progression through the key stages
- To give children support and guidance with their learning
- To model the quality and standard of work we expect
- To encourage respect for the school environment and actively work to ensure it is an enriched place to work and learn
- To provide pupils with a clear model, with useful resources, to support their independent learning
- To influence children in best presentation, personal organisation and general tidiness
- To use displays and resources to positively impact on learning; through consolidation / reminder of previous learning and introducing new vocabulary and knowledge

1. Equal Opportunities

All pupils should have their work displayed on a regular basis. Due to restrictions of space this may mean that pupils do not always have a piece of work on each display. Teachers should ensure that all pupils have their work displayed regardless of their individual ability, recognising the individual's personal achievements. Displays of this kind should celebrate the high quality of work achieved and be rewarded by high quality displaying. When using resource materials, staff should ensure that the range of materials displayed show a positive representation of genders, races, cultures, faiths and people with special needs.

2. Expectations on Classroom and Common Area Displays

A high-quality learning environment has a direct impact on the standards and attitudes of the pupils in our school. Initial set up of displays should be in place before the children return to school in the new academic year. These include:

- Key questions and key vocabulary related to topics / specific subject areas
- Accompanying questions to stimulate the children's interests
- Mini museums of artefacts / books / resources / key questions / linked to the curriculum
- Book corners set up / labelled and books attractively displayed (possibly with canopied area to demarcate the area from the rest of the classroom and lighting to add interest)
- As work is generated from the children this should be added to the class display boards
- Displays should be planned for carefully and time built in for children to take forward work of the highest possible quality into display
- Classroom Build-it-Up Boards and Power Maths Boards should be changed with the unit of work
- Classroom Curriculum Boards should be changed every ½ term
- Corridor, Hall and Gym displays should be changed termly as a minimum. High quality displays are to be recycled and made into Floor books to celebrate the children's work further
- When displays are changed, worn or faded backing should be replaced and recycled. Displays should be maintained to ensure that they do not become tatty or ragged
- Work should be attached with staples or blu-tak. Drawing pins must not be used to display work as they are a health and safety risk

3. Display Boards across the School

Each class has responsibility for one display board at Victoria Road and one display board at Orchard Site. This provides a further opportunity for a more public display

of work and will show progression throughout the school. In addition to this each class has a display board at their own site, these display boards will change termly. In recognition of the important part played by displays in the creation of a positive learning environment, Subject Leads at Samuel Allsopp Nursery and Primary School will have the strategic overview of displays and teachers will retain responsibility for the creation and maintenance.

Victoria Road Display Boards	Person Responsible	Orchard Display Boards	Person Responsible
Entrance	Deputy Head	Entrance	Deputy Head
Library	Sheryl Turner	Library	SLC
Hall	All teachers	Hall	All teachers
PE	PE Co-ordinator	PE	PE Co-ordinator
Gym	All teachers	Corridor	All teachers
School Parliament	Lee Smith	School Parliament	Lee Smith
Safeguarding	Deputy Head	Safeguarding	Deputy Head
School Values	All teachers	School Values	All teachers
Super Learner Scheme	Deputy Head	Super Learner Scheme	Deputy Head
Special Mentions	Deputy Head	Special Mentions	Deputy Head

4. In Class Display

In each classroom there will be following boards:

English Build-it-Up

Power Maths Working Wall – CPA approach to be included

Science – also including a Mini Museum

Geography / History – also including a Mini Museum

Computing, D&T, Art, RE, PSHE, MFL, Music, PE – to be developed in line with the policy and the Change Team

Class Notice Board – including seating plans, timetable, supply information pack

5. Guidance for all displays

It is important that there is a consistent approach to display across our whole school, at both sites, and each classroom has the necessary information displayed to support and aid our children's learning. Our Curriculum Intent Statement underpins everything we do in school and research and further reading is part of our school culture of continued professional development, embedded into this policy the evolving research and findings of the Reggio Emilia approach. This will be ever evolving as we embark on our journey of development.

Each display will contain:

- Title – HfW Cursive Bold, size appropriate to fit board, lettering to be cut out individually and stapled to the wall in a straight line in the top left-hand corner
- Clean, tidy, hessian backing paper and a black corrugated/plain border
- Back all work in either black card or black paper and carefully trim mounted work with an appropriate boarder of the same size
- Children's work to be named in the bottom right hand corner
- A clear explanation of the children's learning, situated top right of the board, 'This term we have been learning...' written in black on white paper, HfW Cursive Bold, size of text appropriate to amount of text, black border, Samuel Allsopp logo top left inside boarder, backed on black card/paper
- Key vocabulary relating to the topic, written in white on black paper/card, black boarder, Samuel Allsopp logo top left inside boarder, situated bottom right hand corner of board
- Where appropriate higher order / open / closed questioning to provoke the children's interest, written on black card/paper with white pen
- Pupil Voice written in white pen on black card/paper speech bubbles
- Bottom left hand corner of board, A4 pocket of work, constructed of black card with white writing
- Ivy to be draped top left-hand corner

Teachers must:

- Maintain the quality of displays by carrying out running repairs
- Maximise the use of 3D
- Challenge thinking by posing questions
- Include examples of all of their pupils work in at least one display each half term
- Make displays as interactive as possible, taking account of different learning styles
- Ensure that displays are mounted to the highest standards on black card/paper
- Recognise and use opportunities to involve pupils in planning displays and selecting work
- Update displays regularly

6. An Overview of Classroom Displays

As the surroundings in which children learn can significantly influence their educational performance and well-being, classroom environments are extremely important. The layout, displays and resources within the classroom all play a vital role in shaping the children's learning. All staff will ensure they have:

- Appropriate resources clearly labelled and accessible to all children
- Appropriate learning resources to aid the children's independence e.g. alphabet cards, handwriting cards, phonics mats, maths toolkits and relevant writing frames / sentence starter etc
- Displays and language which reflects the diversity of cohorts within the class

7. The Use of Learning Walls/Build-it-Up Boards

At the beginning of each topic, the boards must be mounted with stimulus displays e.g. CPA approach resources. To maximise impact, all classroom displays should be changed as the new topic begins to reflect the current topics being covered in each class. The full range of curriculum subjects should be covered over the course of the term.

Working walls are used to support children's learning by acting as an aide-memoir to discussions and relevant prior learning, a learning model or a resource through the display of e.g. high-quality language, sentence starters or calculation strategies.

Classroom displays should be adapted and changed frequently displaying key vocabulary, key questions and visual aids to prompt the children's ongoing learning. Examples of the children's work, ideas and questions should be displayed to help with the children's understanding about their learning journey in a topic.

To ensure Learning Walls / Build-it-Up boards have the highest possible impact, they should:

- Be relevant to the topic being studied and the task being completed (after which they should be replaced)
- Be clearly presented, with their purpose understood by all learners
- Model working practices e.g. in line with the schools agreed calculation strategies and practices

- Act as a good role model to the children e.g. in terms of presentation, content, working methodology and editing
- Be referred to throughout the lesson
- Be created with the children during lessons as this helps ensure children link them to their learning and use them to support independent working

8. Other classroom non-negotiables:

- The school's behaviour system – Zones of Regulation – should be clearly seen and easy to access for the children
- Book corners should be themed around the author of the ½ term, tidy and inviting and should promote a love of reading and promotion of books e.g. book reviews, displaying topic books / information, class book covers
- A celebration of reading (including which book the Teacher / TA are reading at the moment) positioned on the front of the door
- Number of children on the front of the door sign
- Regularly update Who works in our class door sign with pictures
- Visual timetable widget with botanical background
- Seating plan
- Lining up plan – children to be numbered 1-30, each child has their own number and are positioned boy/girl/boy/girl as much as possible within their line. To line up staff call the number and the child then line up
- Notice board for each classroom, including class welcome leaflet, supply teacher information, seating plan, line order.
- Classroom monitors / Responsibility system
- An environment which fosters independence - freely accessible equipment and resources for the children to use which is clearly labelled, clutter free and tidy
- Access to fresh drinking water, bottles kept in the class box, clearly labelled
- Teachers are encouraged to delegate some responsibility to named pupils for the upkeep and maintenance of the classroom and general learning environment
- Good routines established for tidying away resources

- Fire evacuation procedures (Health and Safety requirement), Fire register to be updated daily, red and blue triangles to be blu-tacked to the class noticeboard
- First Aid Box/Kit
- Medical Cabinet, Red bag to have children's medication that is in date stored in it on the back of the door
- Hi viz jackets to be stored on the back of the door for taking the children out onto the yard
- Supply information packs updated, copy in class next to the teachers desk (on notice board) and a copy sent to the office
- Class Context sheets to be updated every term
- Live planning folder to be updated with live weekly planning, kept on the notice board
- Classrooms should be fully set up for first lesson before school starts. If you are on a course and leaving work for a supply teacher the first lesson should be set up the evening before, the supply pack should be left out and a file of notes left for the supply teacher on the laptop

9. Expectations on Classroom Organisation

The overall effect of the classroom environment should be one of space and organisation (ref: Reggio Emilia Approach). This sets a high standard of organisation and display which will support the further raising of educational standards and create a working environment which is attractive and stimulating. Please keep your classrooms neat and tidy. Use cupboard space to store teacher resources. Try to keep surfaces clear, other than for Mini Museums.

This means:

- Piles of books / teaching resources / pupils' work should not be left scattered in disorganised piles
- Do not hoard resources. When you have finished with them return them to the central storage cupboards 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

- Teachers' desk areas should not be piled high with resources / paper or folders

Develop organised 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 / baskets etc) need to be in good condition and attractive
- Chairs and tables should be kept straight and tidy and chairs tucked under

Clear routines and expectations should be established rapidly:

- Standing behind chairs (Y1-6) to exit at lunchtime / end of day
- Greeting the children- good morning - remembering to smile
- Early work relating to basic skills teaching (maximise learning time)
- Class timetable displayed
- Packing away / tidying up
- Lining up outside classroom to ensure controlled entry
- Classroom monitors / Responsibility systems
- Stop signals (established phrases / sounds) and accompanying expectations – Working in a calm, purposeful and settled manner
- Moving around the building

Classrooms should be fully set up for first lesson. If you are on a course or 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 (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 the day.

Labelling on trays, cupboards and equipment should be consistent, using HfW Cursive Bold font and quality of mounting

10. Impact – Monitoring and Evaluation

Children and staff at Samuel Allsopp School will take pride in their surroundings, creating an environment which fosters independence. Staff will regularly review the learning environment -classroom/school displays- throughout the school, by observing lessons/classrooms; completing learning walks; analysing visitor feedback; speaking to learners and analysing pupil and parent feedback.

After any of these take place, an analysis will be made and feedback will be given to staff.

A review of classroom/lesson observations and learning walks should inform the following: Improvement in learners' achievement and attainment and an improvement in the Teaching and Learning across the provision.

The desired outcomes for this policy are improvements in students learning and greater clarity amongst learners, teachers and parents concerning pupils learning, achievement and progress.

The performance indicators will be: An improvement in learners' attitudes and attainment, an improvement in behaviour across the school and an improvement in the Teaching and Learning across the school.

