



# The Federation of Sacred Heart & St Mary's RC Primary School, Battersea

## **CLASSROOM ORGANISATION AND DISPLAY POLICY**

<b>Approved By</b>	Governors
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## Aims of Display & Classroom Organisation

- 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, inquiry 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.

High quality display of children's work is paramount at Sacred Heart and St Mary's. Teachers should give priority to the creation of an informative, stimulating and well organised environment within the classroom and shared communal areas. Classroom environments are extremely important.

**The display of children's work, organisation and upkeep of rooms communicates the school values and expectations. A high regard should be given by all staff to ensuring that rooms and shared spaces including cloakrooms, staff rooms, stock rooms/cupboards and corridors are tidy, attractive and clutter free. We are all responsible for keeping our school attractive and organised.**

The quality of display forms a non-verbal statement about the ethos of the school, the importance it places on a quality learning experience, the curriculum opportunities and the school's development plan. Displays can inform and stimulate, prompt inquiry, celebrate achievement and model high expectation. (Read about Working Walls)



## 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 school.
- Initial stimulus 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.
- Posters with accompanying questions to stimulate the children's interest.
- Table top displays of artefacts / books / resources linked to the curriculum.
- Book corners set up / labelled and books attractively displayed.
- As work is generated from the children this should be used to replace the majority of adult generated displays and resources.
- Full display in classrooms should be complete and in place by the half term holiday of autumn term.
- Display should be carefully planned for and time built in for children to take forward work of the highest possible quality into display.
- Classroom curriculum displays should be changed and/or updated half termly as a minimum. High quality displays can be recycled and moved to other areas of the school. If these displays are seasonal and will date easily, they should not be used.
- Corridor curriculum displays should be changed termly as a minimum and by the dates provided by the Key Stage Leads. High quality displays can be recycled and moved to other areas of the school. (Sacred Heart only.)
- 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 blutac. Drawing pins must not 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.





### **Displays should contain:**

- 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.
- Where possible, use fabric to add interest to displays and to ensure quality presentation (use expertise of other staff to support, where necessary).
- Table top displays underneath board displays can add interest, vocabulary and a 3d element to flat displays.
- There should be a range of 2d and 3d media on display, and a limit to photos being used on displays to enable a balance of media used.
- 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 all subjects with a higher priority given to English, Maths, RE, Science, History / Geography.
- Displays should be font appropriate NT (Nelson Thornes).

### **All displays must have:**

- A title (computer generated or created using stencils and coloured paper/card)
- Open / closed questions
- Learning Objectives/ Aim
- Process (what the children did/blurb)
- Reinforcement of key vocabulary
- Quality labelling
- Written work on display (final draft work) should be acknowledged, neatly marked and the learning intention should be clear to the audience reading it. Emergent writing of younger pupils and those with SEN should be annotated.

- Larger displays should have word processed banners or lettering.
- All display work must be mounted.

**Please 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. Pupils should be progressively taught to mount their own work.**

### **Classrooms must have:**

- High quality writing displayed across the curriculum (improving pupils' writing is a continuing whole school focus)
- Support resources e.g. A Maths 100 square, number lines, place value charts, speaking & listening prompts, high frequency words.
- Vocabulary clearly displayed that is linked to current learning – a language rich environment is essential to support all learners especially SEN and EAL pupils.
- Evidence of ICT through displays (not only word-processed work)
- Working groups should be on display.
- Fire evacuation procedures (Health & Safety requirement)
- Book areas that are tidied daily and regularly sorted, either by pupils or support staff.
- RE display updated with each new topic and display table with correct coloured cloth.
- Class prayers.
- Class rules.
- An aesthetically pleasing reading area with a range of reading material.
- On class doors display, 'In Year ... we are reading...' to advertise our English texts.

Teachers are encouraged to delegate some responsibility to named pupils for the upkeep and maintenance of the classroom and general learning environment (including cloakroom area.) Good routines for tidying away are crucial and labour-saving. Classes should not be dismissed to lunch / home until the classroom is tidy.

Daily visual timetable should be displayed each day.



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.



## Guidance for Working Walls Year 2 – Year 6

Working walls can be used to support independent working and learning. It should be used in lessons as a teaching station where the teacher could point out different learning points or resources that have been pinned up.

The Working Wall needs to reflect the current teaching and learning sequence over two to three weeks or the duration of specific units of work and relates to the planning for that specific topic or unit. ***There should be a range of displays (of children's work and learning) and working walls in the classroom.***

Reception and Year 1 should display examples of shared writing and Maths vocabulary. Reception and KS1 should have a designated phonics area.

### What might be on a working wall?

- Objectives of the current unit e.g. 'This week we are learning:' This will change as the unit of work changes.
- Visuals, models and practical resources that support the overall unit objectives or specific targets e.g. I can put 3 digits into hundreds, tens and ones could be in writing and visual and also be created with number rods. There could also be some activities for this target for the children to choose when they have finished working at their desks.
- Key vocabulary. Please note that the vocabulary needs to relate to that unit of learning and remove once complete. Key words, once taught or used in a lesson by the teacher, could be printed off and put on desks for children to use throughout the week so that they are generalising the vocabulary where possible into other cross-curricular areas and are also encouraged to use them in their writing.
- Examples of children's work in progress. This doesn't need to be carefully presented but rather may include examples of some children's work that shows mistakes and then marked and shows how the child has responded to that feedback.
- Photographs of children working. This can be both current and from work done in the previous week to show the progress being made. Photographs might also be of the working well so that the changes can be recorded over the period that the information is building up.
- Child selected activities that they can borrow from the working wall to support or extend learning. These may be on some kind of display table that sits at the bottom of the display and could include a range of activities that relate to the current topic or objectives. You could put a register; which children mark themselves so you have a record of who is interacting with the activities.
- An opportunity for children to interact with the display e.g. through responding to questions or problems related to the topic and activities. For example, if the topic was mini-beasts, there might be a small tray of sand with some beasts hidden and the children are tasked to find the beasts.

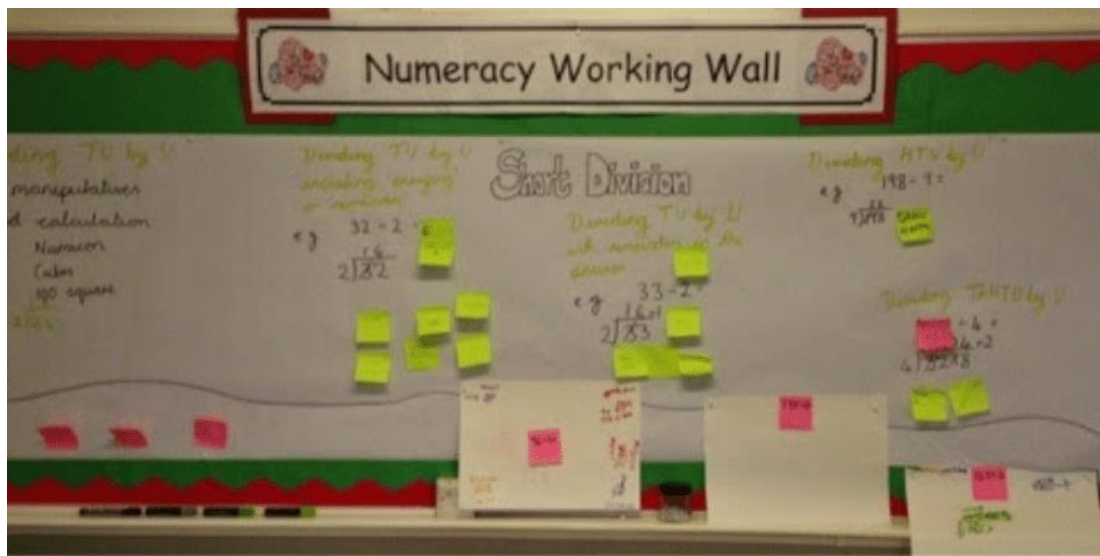


### **Possible ideas for developing a working wall:**

- A working wall might start off with the objectives for a particular Maths or literacy unit for example and 1 or 2 targets for specific lessons. *(Best to frame targets as 'I can' as this is both positive for the child and can be measured.)*
- Add children's ideas at the beginning of a topic in on colour post-it. By the end of a week you could get any additional ideas in another colour post it. *You could also do this at the very end of a topic so you are collecting evidence of children's learning throughout.*
- Help structure children's organisation and thinking by using a framework such as 'What do we know?' 'What will be learning?' 'How will we get there?' 'What will know by the end?' or some version of. Use arrows between ideas from left to right to show process and progress.
- Put up strips of Velcro so that you can quickly put up and take down visual resources. While this make take a little longer in the beginning it will save lots of time over all if you can just quickly Velcro a picture to the strip.
- Put up some children's work as you go along. For example, if a child or group of children have completed a story board to plan out some narrative writing, put up 1 or 2 of those rather than waiting for the finished product. Show the work in progress from beginning to end through photocopies and photographs.
- Ask open-ended questions that make children think and encourage them write or draw their answers or speak them into talk buttons so that the response as well as the question is on display.
- Possibly, have some flip-chart paper or a big whiteboard that children can write ideas directly on.
- Ask yourself: 'is it clear to anyone who comes in what is being taught and learned in this topic?'

### **Our school is using working walls that include the following teaching and learning opportunities:**

- A place where children can find key information about their current learning
- Added to over a series of lessons for the duration of that unit or subject.
- A place where anyone *can* and is encouraged to make a contribution.
- A storehouse of information and ideas – vocabulary, guidance, images, diagrams, questions, activities, resources.
- Frequently changed to be current.
- Adapted to suit purpose- working walls look different in each classroom
- Developmental in approach
- Show explicit targets of what we are working on
- A place that has visual impact
- Confidence building displaying mistakes, corrections, responses
- A place for planning / structure of children's work
- A teaching and learning aid reinforcing teaching points and showing children's ideas in development.



A wall that WORKS for everyone in the classroom and where all children's ideas can be included through drawings, models, quick notes or pages of information.

### Expectations on Classroom Organisation

The overall effect of the classroom environment should be one of space and organisation. 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.

### This means:

- Piles of junk / books / teaching resources / pupils' work should not be left scattered in disorganised piles.
- Do not hoard resources. When you have finished using them they should be promptly returned to resource areas 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.
- 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 and attractive.
- Children should be instructed to keep chairs and tables should be kept straight and tidy and chairs tucked under.

### Clear routines and expectations should be established rapidly:

- Class learning plans displayed for week.
- Packing away / tidying up.
- Lining up to enter and leaving classroom sensibly and quietly- a member of staff to always be near the cloakroom when pupils are using this area.
- Classroom monitors / Responsibility systems.
- Stop signals (established phrases / sounds) and accompanying expectations.
- Working in a calm, purposeful and settled manner.
- Moving around the building quietly and sensibly.
- Quiet and purposeful transitions from carpet to table, vice versa in the classroom.
- 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 and a file of notes left for the supply teacher 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 each day.
- Labelling on trays, cupboards and equipment should be consistent in terms of the font used and quality of mounting. Trays, furniture and basic equipment should be labeled with vocabulary and pictures to support SEN and EAL pupils.

