THAKEHAM PRIMARY SCHOOL
'Small School, Big Opportunities, Great Achievements'

Our Place in the World   Inspired Learners   Learning for Life

Display & Classroom Organisation Policy
Thakeham Primary School

Date approved by the Standards, Teaching & Learning Committee: 30.03.2021

Review Date: April 2023

Signed:

Headteacher: S. Norton

Chair of Governors: Judith James

Display and Classroom Organisation Policy

1. Introduction

At Thakeham Primary School we believe that high standards of classroom organisation and display contribute to children's attitudes and engagement towards their learning. This policy acts as guidance and support for all staff regarding creating stimulating learning environments and displays, both in classrooms and around the school.

The policy reflects our school vision and commitment to the children's spiritual, moral, social and cultural development.

 "**High quality learning and teaching** are at the heart of our school. We nurture and celebrate each child's **individual talents and skills** to enable them to be **happy**, **confident** and **resilient** individuals with a **passion for learning**, **inspired** to **achieve** their very best. Through encouraging a strong sense of **respect** and **responsibility**, both within our local **community** and the wider world, we support our children to be **co-operative, caring** citizens for the future."

2. Aims

- To create a visually rich and stimulating learning environment throughout the school, reflecting the vision and aims of the school towards excellence
- To provide clear guidance to all staff to ensure a consistent approach to display
- To value, celebrate and enhance all children's work and achievements
- To increase children's self-esteem, pride in their work and to value the work of others
- To show a progression of learning across the curriculum and key stages
- To motivate children by setting high standards to which they can aspire
- To encourage aesthetic awareness and a positive attitude to our school environment
- To arouse curiosity, pose questions and stimulate enquiry
- To provide information to support, consolidate and extend learning
- To inform and inspire parents, carers, governors, teachers and visitors to the school.

3. Expectations

Staff should ensure that there is a variety and balance of the curriculum on display, reflecting the children's current learning (see Long Term Overviews). Topic display boards must be updated at the start of each new topic with stimulus material to encourage the children's curiosity, excitement and interest. These displays should grow with the children's learning and include their work across the topic. Other classroom displays should change regularly, in-line with the changing topic, theme or focus area of learning.

It is expected that where there are job shares/part time teachers that they both take responsibility for classroom and hall displays. This should be agreed on a termly basis.

4. Guidelines for display (See Appendix 1 for photo examples)

- The backing and border colours of a display should be carefully chosen to complement and enhance the display, these should be refreshed as required to maintain a high standard of display
- Each display must have a clear title, e.g. using cut-out letters of an appropriate size to the board

- All displays should include high quality labels, explanations, key words and questions, written using a variety of styles (e.g. teacher's writing, computer fonts, stencils, children's writing).
- A variety of work should be displayed and include hanging work using strings, photographs, fabrics and artefacts where appropriate.
- Work on display must be mounted, choose mounting material carefully to enhance the children's work. Art work should be mounted to fully celebrate and appreciate it.
- Only staples or Blu-tac should be used for mounting work on displays.
- Children's work should be clearly and neatly identified, either with a small photo or name label

5. Communal board responsibilities

Board location	Focus for Display	Person Responsible	Date to be completed /Changed
Hall 1	PE	PE leader	Following key events
Hall 2	Super Learning Heroes	EYFS/KS1 & KS2 on rota	Termly
Hall 3	Housepoints	Head teacher	Weekly
Hall 4	Hall of fame	Assistant Headteacher	Weekly
Corridor 1	Responsibilities	Headteacher All class teachers/HLTA	Termly
Corridor 2	Termly curriculum focus areas	Curriculum co-ordinators	Termly SSDP links
Corridor 3	Curious Questioning Quinn	Teacher leading CCQ assembly	Fortnightly
Corridor 4	Maths	Maths leaders to co-ordinate	Termly
Corridor 5	Super learning Heroes & Local/Global Community	Geography & PSHE leader	Following key events
Corridor 6	Acorn	Acorn classteachers/TAs	Termly
Corridor 7	Oak	Oak classteacher/TAs	Termly
Corridor 8	Maple	Maple classtecher/TA	Termly
Corridor 9	Elder	Elder classteacher/TA	Termly
Cookery room	Each class on rotation	DT lead to co-ordinate	Termly
Library	Promoting Reading Board	Librarian/English Leader	Termly

6. Classroom organisation and expectations
To ensure a consistent learning environment that promotes our school ethos each classroom should display:
- Vision Tree
- Values/School Rules
- Super Learning Heroes
- Learning Ladder

- House points
- 4 B's
- Current Phonics/Spelling
- Current topic display
- Visual timetable
- Handwriting awards
- Maths learning wall prompts e.g. 100 square, number line, key vocabulary,
- English learning walls, prompts
- Group names
- Marking codes
- RWI phonics posters
- Monitors
- Talk Partners
- Fire Drill procedures

Each class should have a Learning Wall for Maths and English. Both should contain vocabulary relating to the current theme being taught, toolkits, examples of children's work and teacher's demonstrations, key objectives, resources and key questions.

Classrooms should all have an inviting book area, which is well organised and linked to the termly topic. These should include a mix of topic books and reading books, at all levels including non-fiction texts. See appendix 3

At Thakeham Primary School we also expect all staff to set a positive example by keeping all areas of the school neat, tidy and free from clutter! In the case of job shares/part-time teachers, it is essential that the classroom and any areas linked to the class are left tidy and safe and ready for their colleague to begin teaching.

In the classrooms drawers, boxes and cupboards should be clearly and appropriately labelled and easily accessible to encourage the children's independence when selecting and using resources. A consistent font should be used throughout.

There are different areas of the school that can be used for small group support or for different classes e.g. Food Technology room, Library, SEN room, SEN break out area etc. It is vital that the rooms are left clean and tidy ready for another group/class to use.

7. **Pupil Responsibility**

In line with our vision of developing pupil's sense of responsibility, there are monitors for each class for a range of different aspects, to involve children in maintaining an orderly learning environment. There are also whole-school monitors who help with specific areas of the school or keep track of particular areas e.g. cloakroom monitors. Success is acknowledged during our Celebration Assemblies. Children's responsibility for their learning environment is fostered by ensuring children can access relevant equipment independently.

8. **Monitoring**

Regular monitoring of the learning environment will be carried out by the Headteacher and Assistant Headteacher, forming part of teacher appraisal (see Appendix 1). Teaching observations will often also make reference to the use/impact of the learning environment. Curriculum Leaders in line with the School Strategic Development Plan may also undertake audits and suggest action in relation to displays linked to their respective areas.
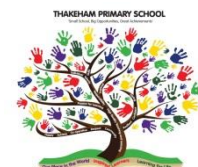
Appendix 1 – Photo examples of displays

<u>LEARNING WALK: CLASSROOM ENVIRONMENT</u>

Class: **Date:**   **Carried out by:**

ASPECT- DESIRED CRITERIA	COMMENTS
Furniture: • organised for ease of movement around room and to encourage co-operation/collaboration • clean, tidy and in good condition	
Resources are: • Effectively and safely stored • Fit for purpose • labelled to encourage independence • accessible to children	
Visual prompts – day e.g. timetable	
Vision Tree clearly displayed	
Values/Super Learning Rules & Learning Ladder clearly displayed	
Super Learning Heroes clearly displayed	
4Bs clearly displayed	
Marking code	
Handwriting Reward Scheme clearly displayed	
Organisational/responsibility elements e.g. monitor lists, groups etc	
Displays in line with policy including: • Reading area • Maths Learning Wall • English Learning Wall • Spelling wall	

Displays reflect different curriculum areas displayed etc to IT	
ce of areas relating to different functions e.g.writing/role play/different aspects of EYFS curriculum	
Fire exits accessible	
Cloakroom areas tidy	
Other comments:	

<u>LEARNING WALK: OTHER SCHOOL AREAS</u>

Date: **Carried out by:**

AREA + ASPECT	COMMENTS
School Hall: • Successes are celebrated on displays • Pupil work is evident • Menu on display • Rules/Routines • Furniture stored safely	
Corridors: clear, tidy, uncluttered **Displays:** • reflect different curriculum areas • reflect curriculum drivers • are attractive, interesting and well-maintained	
Food Tech room: • Resources are effectively and safely stored and are independently accessible to children • Clean and tidy	
Library • Books stored appropriately and are accessible • Furniture is positioned to promote ease of access • Displays promote reading according to agreed plan • Clean and tidy	
SEND room and break out area • Displays are relevant (and changed termly) • Resources are effectively and safely stored and are independently accessible to children • Clean and tidy	
Outdoor Resources: • stored effectively to protect against the weather • accessible, well-organised and well maintained	

• suitable for relevant ages of the children	
EYFS outside area: • resources are well-maintained and promote learning for different areas of the EYFS framework • are accessible for children to access independently	

Appendix 3

- BOOK CORNERS...

- What we want to achieve?
- At an outstanding reading school, the library and book
- areas are welcoming, working spaces, where children want to visit, read, choose and talk about books

- Reading schools ensure that children, including the youngest, learn to use the library from the time they join the school. Children from the Foundation Stage and up should be helped to become familiar with using it and given regular opportunities to visit it, both for structured activities and to choose books freely

- Supporting all readers to find books quickly, without marginalising these children

- To make links with class text and both fiction and non fiction texts and revamp the non-fiction section to make it more obvious that nonfiction can be read for pleasure

Non-negotiables for Reading Corners

Start of topic:
- Instantly able to 'name that topic' through a **themed area**
- A **title** that is engaging (through question or mystery) or informative (though statement or quote) Including title of the current class reading book
- **Seating** (to individually read or as part of a small group)
- **Themed books** displayed and clear to access
- **All books** stored neatly on shelving.
- **Variety** – non fiction texts linked/any magazines/comics linked to text
- **Differentiation** texts including any scheme books

As the term progresses:
- Display for related reading skills being taught
- Key words
- Vocab alternatives
- Work completed by the children
- Book reviews/ recommendation by the children
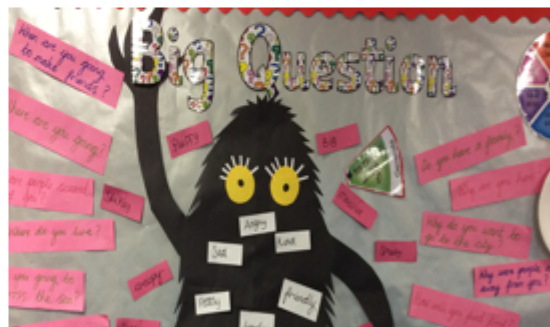
EYFS – KS1
Key vocab/word mats/questions
Small world resources linked to text
KS 2
Information about the author – including other books they have written