

**Our School Vision**

“Learning with Hope” guarantees our school is full of aspiration and hope for the future so that we can flourish and live “life in all its fullness.” (John 10 v 10)

**Our School Values**

Hope, Courage, Perseverance and Generosity



**Our School Vision**

‘Rise up, take courage and do it!’

Ezra 10:4

**Our School Values**

Hope, Courage and Perseverance

**Classroom Organisation and Display Policy June 2024**

**Aims of the 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 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
* Create an environment which support neurodiversity

**Expectations on Classroom & Communal Area Displays**

Transition work displays and organised working walls and areas should be in place before the children return to school in the new academic year.

These include:

* Key vocabulary related to topics / specific subject areas
* 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

Displays should contain:

* Plain hessian backing. This will show the pupils’ work to best effect without detracting from it or appearing cluttered.
* Thoughtfully and tastefully selected colours for lettering and titles
* Borders made of purchased border rolls
* Subject display borders should be in the same colour as the children’s books. E.g. English working wall in yellow, maths in blue etc.
* Work on display should not overlap the border, as children’s work should be thoughtfully positioned and writing should always be displayed horizontally
* At a practical level, refer to displays when teaching to make meaningful links with previous learning / new learning.
* Classroom displays should include as many curriculum areas as possible: RE, Maths, English, Science, PSHRE, online safety and topic areas in foundation subjects as they are taught across the year.
* Please do not use a display board for your personal organisational papers. These should be at close hand in a file or on the inside of a cupboard etc. We want to maximise display space for children’s learning.

All communal displays must have:

 - A clear title (computer generated or created using stencils and coloured card)

 - Process or explanation of the learning

- Key vocabulary

- Class name label

- Children’s names – all children’s work should be recognised.

* Larger displays should have word processed banners or lettering in tastefully selected colours.
* All work must be mounted, apart from work on working walls. Work should be mounted on a coordinating colour with a 1cm border. Please ensure that work is trimmed and mounted evenly and intended straight edges are straight.
* Borders made of purchased border rolls
* All writing should be horizontal and not displayed at an angle.

Classrooms must have:

* A Religious Education display
* A reflection area
* High quality writing displayed across the curriculum from each child
* Support resources e.g. A maths 100 square, number lines, place value charts, speaking & listening prompts, high frequency words positioned ion accessible areas or on working table top areas.
* A class notice board on the external window with key information
* PE days must be displayed
* Fire evacuation procedures (Health & Safety requirement), including fire register
* Themed and inviting book corners. Book areas should be tidied daily and regularly sorted, either by you or selected book corner monitors. Books should be regularly updated to reflect topics being taught and children’s interests
* Teachers are encouraged to delegate some responsibility to all pupils for the upkeep

and maintenance of the classroom and general learning environment. Good routines for tidying away are crucial. Classes should not be dismissed to lunch / home until the classroom is tidy.

* Daily visual timetable should be displayed in the classroom for all to see at eye level to the children. As the day progresses the timetabled activity should be removed so children can clearly see what is next.

**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 but not overstimulating, providing support to the learners.

Please keep your classrooms neat and tidy. Use cupboard space to store teacher resources. Keep surfaces clear, other than for interactive displays for children.

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 their storage area so other staff can access them easily (please support colleagues by putting resources away properly in the correct place).
* 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 or work areas 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 and attractive.
* Children should be encouraged to take responsibility for resources and trays (where relevant) keeping them tidy.

**Classroom Environment Agreement**

**All classrooms/teaching areas should have the following:**

|  |  |
| --- | --- |
| Visual timetables and individual ones where appropriate – removed as the day progresses  |  |
| Classroom labels – areas / resources / tray labels for resources (pictures) objects and places in the classroom e.g. door, window, chair, etc. |  |
| An inviting Reading Area |  |
| Reading age/ phonically decodable matched books for children to choose home readers from (this should be set up to allow children to choose their own books) (English/ reading lead to develop)  |  |
| Maths table as part of an interactive maths display  |  |
| Maths working wall annotated with current learning and vocabulary, should include resources and pictures where possible to support all learners  |  |
| Pencils are sharpened ready for the start of the day and there is a range of writing tools that are organised neatly and easily accessible |  |
| Floor, surfaces and tops of cupboards free from ‘junk piles’, pencils and debris |  |
| Tidy teacher area – can have hidden area!  |  |
| Teacher’s & Support Staff’s own resources stored tidily/hidden away |  |
| Tidy trays/work book storage  |  |
| Online safety rules clearly displayed alongside a copy of the children’s Acceptable Use Policy (AUP) – supplied by SLT  |  |
| Organised, accessible resources in clearly labelled cupboards or trays that encourage independence  | . |
| Name and class label on classroom door with pictures of staff – supplied by office  |  |
| High quality displays- well mounted, borders neat, mixture of typed and handwritten writing, stencilled letters have the appropriate ‘gaps’ cut out. Children’s writing included on **every** display.  |  |
| Borders on display boards match the colour of children’s workbooks |  |
| Displays in public areas have an outline/ overview of the learning/ process |  |
| Displays are limited to display boards, washing lines. Not on painted surfaces.  |  |
| Excessive furniture removed to provide a spacious learning environment |  |
| Teacher’s notices in discrete areas following safeguarding and GDPR policies – inside cupboard door etc. NOT ON DISPLAY.  |  |
| Literacy and Maths prompts displayed around the classroom – age appropriate/ relevant to current learning.  |  |
| Class agreement displayed |  |
| Reflection area |  |
| Literacy working wall annotated with phases to the current learning. Should include resources and pictures where possible to support all learners |  |
| A piece of every child’s writing on display (this may be in communal areas) |  |
| Handwriting ‘alphabet’ on display (upper and lower case) - teacher modelled handwriting on display. All handwriting by all adults should follow the school handwriting scheme.  |  |
| House lists displayed and accessible to the children with names, houses and colours  |  |
| School Council suggestion box and names of school council members |  |
| Children’s books, labelled and well-presented inside and out. |  |
| PE information displayed (kit poster and on which day) |  |
| Named/numbered coat hooks – Cornish? French?  |  |
| Times table awards displayed – KS2 TTRS progress board.  |  |
| Labelled water bottles  |  |
| Birthday chart |  |
| Monitors/ job lists / roles and responsibilities  |  |
| Permissions lists (supplied and updated by the office) in a folder on the back of internal door. |  |
| Fire register accessible to all |  |
| All teacher organisation, policy, timetables etc. are available inside cupboards or doors etc.  |  |
| Safe space/ calming area  |  |
| Interactive whiteboard using background colours (hues) |  |
| SEN Children have appropriate areas/resources identified  |  |

We do not use sticky back plastic or laminate displays as this creates glare and makes it difficult to read.

We limit the use of laminated materials to resources which are to be used over and over again.

We do not stick anything onto painted surfaces.

We carefully consider the use of colour to reduce over stimulation.

|  |  |  |
| --- | --- | --- |
| Actions/support required | Completion date | Monitored by |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |