



Classroom Organisation & Display Policy

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Contents

- Aims of Display & Classroom Organisation
- Expectations of Classroom & Common Areas Display
- Expectations of Classroom Organisation

At ALP 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 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 and knowledge.

Expectations on Classroom and 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 learner's interest

- As work is generated by the children this should be used to replace the majority of adult generated displays and resources
- Welcome/learning boards outside the classroom (including children's photographs)
- Displays should be carefully planned for and time built in for children to take forward work of the highest possible quality to display.
- Classroom and corridor displays should be changed termly as a minimum. High quality displays can be recycled or moved to other areas of the school.
- 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 & safety hazard and detract from pupils' work.
- Pritt pads should never be used on painted or tiled walls as they damage the surface and look messy when work is removed. Please do not staple into wood (doors and furniture).

Displays should contain:

- Thoughtfully and tastefully selected colours e.g. Please no luminous yellow/orange/pink card for labels etc.
- Borders made of purchased border rolls. Work on displays should not overlap the border, unless as an intentional design element, as children's work should be thoughtfully positioned and spaced.
- Use 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 the 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, Math's, Literacy, Science, ICT though the whole curriculum, RE & PSHCE, Children's groupings & class timetable. Please do not use a display board for your organisational papers. These should be at close hand in a file. We want to maximize display space for pupil's work.

- All displays/work must be produced using one of the following type faces: Arial, Helvetica, Comic Sans, Century Gothic, Verdana, Trebuchet, Calibri
Pupils work should be displayed in a point size no smaller than 12pt.

All displays should have:

- Learning Objectives /Aim - Process (what the children did)
- Open/closed questions
- A title (computer generated or created using stencils and colored paper/card)
- Reinforcement of key vocabulary
- Quality labelling

- Written work on display (final draft work) should be neatly marked and the learning intention should be clear to the audience reading it.

- Larger displays should have word processed banners or lettering cut out using stencils and be edged. The use of metallic foil /wrapping paper can make displays look very effective and high quality.

- 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.

- 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.

- Work should not be laminated for display boards. However, all displays should be protected with plastic display covering.

Classrooms must have:

- High quality writing displayed across the curriculum
- Support resources, e.g. A math's 100 square, number lines, speaking and listening prompts, high frequency words
- Evidence of ICT through displays
- Visual timetable or a timetable suitable for the pupil using it
- Teachers are encouraged to delegate some responsibility to their pupils for the upkeeps and maintenance of the classroom and 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 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 resources. Try to keep surfaces clear, other than for interactive displays.

This means:

- Piles of junk/books/teaching resources/pupils work should be left scattered in disorganised piles
- Do not hoard resources. When you have finished using them they should be promptly returned to the resource cupboards so other staff can access them easily (please support colleagues by putting them in the correct place. If you are unsure, ask)
- Be selective in what you keep. Do not hoard junk or clutter
- Cupboards and paper chests should be sorted out each term to maintain high levels of organisation and effectiveness.

- 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 (folders, plastic boxes, etc.) need to be in good condition and attractive
- Chairs and tables should be kept straight and tidy and chairs tucked under.

Final Reminders#

Classrooms should be fully set up for the first lesson before the morning briefing. If you are away and leaving work for another member of staff the lessons should be set up the evening before and a file of notes should be left for the staff member, clearly labeled on the desk.

Please actively encourage children to take care of the learning environment and equipment.

Labelling on trays, cupboards and equipment should be consistent in terms of the fonts and quality of mounting. For most labeling and furniture and equipment, Arial or Helvetica (bold) should be used.