Mellers Primary School

Policy for classroom organisation, display and the learning environment

Nottingham Nursery School & Training Centre

‘Every opportunity to educate everyone forever’

Intent

At The Federation of Mellers Primary School and Nottingham Nursery, we believe that the quality of the learning environment has a significant impact on pupils' engagement, achievement, wellbeing and sense of belonging. Displays and classroom organisation should reflect our high expectations, celebrate achievement and support all pupils to become confident, independent and successful learners.

We aim to:

- Encourage pupils to take pride in their work and achievements by demonstrating that their learning is valued, celebrated and respected
- Create stimulating learning environments that inspire curiosity, discussion and a deeper understanding of the world
- Promote respect for the school environment and ensure that all areas provide an attractive, welcoming and enriching place to learn and work
- Support children in developing high standards of presentation, organisation, independence and personal responsibility
- Celebrate achievement and raise self-esteem for all pupils
- Use displays and resources purposefully to enhance learning through the consolidation of prior knowledge, retrieval of learning and the introduction of new concepts and vocabulary
- Ensure all pupils are represented within classroom displays and learning environments, celebrating the diversity and achievements of our school community
- Promote inclusion through the effective use of visual support strategies and accessible learning resources
- Develop language-rich environments where vocabulary is visible, meaningful and actively used to support learning across the curriculum

Implementation

Expectations for Classroom and Common Area Displays

A high-quality learning environment has a direct impact on pupils' attitudes, engagement and standards of achievement. All classrooms and shared learning areas should reflect the Federation's commitment to excellence.

Classroom Displays

All classroom displays must be fully in place by deadlines set by the Senior Leadership Team.

Each classroom should include displays that reflect:

- English
- Mathematics
- British Values
- Wider curriculum subjects
- Curriculum retrieval display maintained throughout the academic year and developed over time to support pupils in revisiting and connecting previous learning
- Evidence of Computing, including practical and creative outcomes and not solely word-processed work

The display board most visible from outside the classroom should be the most attractive and impactful display, featuring a range of pupils' work and where appropriate, three-dimensional elements.

Children's writing must be displayed prominently within every classroom.

Photo displays of pupils are not required. However, the following must be displayed in every classroom:

- British Sign Language (BSL) alphabet
- Sign names relevant to the class

Nothing should be attached directly to painted walls or windows. Display boards must be used for all wall displays.

Windowsills should be utilised for carefully planned and attractive three-dimensional displays linked to learning.

Display Presentation Standards

All displays must include:

- Appropriate backing paper that enhances rather than distracts from the displayed learning
- Display borders
- Computer-generated titles using individual letters
- Age-appropriate questions linked to prior learning and current learning
- Key vocabulary relevant to the topic or subject
- Pupil voice, including speech bubbles and reflections where appropriate
- Engaging images and decorative elements that support children's understanding and interest
- A high proportion of pupils' work
- Examples of learning from different stages of a unit or topic to demonstrate progression and support retrieval of knowledge
- An explanation of the learning represented by the display

Presentation of Pupils' Work

To ensure displays reflect the highest standards:

- All pupils' work must be named
- All pupils' work should be mounted using a double mount
- Photographs and explanatory text should be mounted using a single mount
- Work must be trimmed carefully with straight edges. A border of approximately 1cm is recommended
- Displayed work should represent pupils across the class and reflect a range of abilities and outcomes
- Work displayed should be of sufficient size and quality to be clearly visible and readable

Fixing Displays

- Work should be attached using blu tack or staples
- Drawing pins must not be used as they pose a health and safety risk
- Staples should not be used on walls, doors or furniture
- Displays should only be attached to designated display boards

Table Top Displays

Where appropriate, table-top displays should include:

- Fabric bases
- High-quality artefacts
- Books and texts linked to learning
- Curriculum resources
- Key questions
- Key vocabulary

Vocabulary should be exploited wherever possible throughout the classroom and school environment.

Professional Expectations for Classroom Organisation

The overall appearance of classrooms should be one of space, calmness and organisation. This supports high standards of learning and behaviour whilst creating an attractive and stimulating environment that promotes pride and care.

Daily Expectations

The class teacher, supported by teaching assistants and wider phase teams, is responsible for ensuring that classrooms are tidy at both the beginning and end of each school day.

This includes:

- Ensuring the classroom is ready for learning before the first lesson of the day
- Leaving the classroom tidy at the end of the school day

- Maintaining organisation at key transition points throughout the day, including lunchtime

Teachers who are absent due to courses, training or leave should ensure that:

- Work for cover staff is prepared in advance
- The first lesson is fully set up before leaving
- Clear notes are available for the cover teacher

Storage and Resource Management

To promote organisation and efficiency:

- Cupboard space should be used for storing teaching resources
- Windowsills, teacher desks and classroom surfaces should not be used for storing resources
- Surfaces should remain clear, except for purposeful interactive learning displays
- Resources should be returned promptly to their designated storage location after use
- Staff should support colleagues by ensuring resources are stored correctly
- Cupboards and storage areas should be reviewed and organised at least once each term
- Unnecessary clutter, outdated resources and unused materials should be removed regularly

Classroom Organisation

The following expectations apply to all classrooms:

- Organisation systems should be clearly established and maintained
- Pupil and teacher desks should be cleared and organised at the end of each day
- Storage systems such as trays, files and resource boxes should be in good condition
- Requests for replacement storage resources should be raised through phase leaders
- Tables and chairs should be neatly arranged and chairs tucked in when not in use
- Pupil stationery and shared resources should be replenished regularly
- Pupils should be taught and expected to use resources responsibly and respectfully

Inclusion and SEND Provision

Classrooms must support the needs of all learners.

SEND resources should be organised effectively and readily accessible, including:

- Visual timetables
- Now and Next boards
- Workstations
- Core boards
- Other personalised visual supports
- Learning environments should enable pupils to access learning independently and with confidence.
- Promoting Pupil Responsibility

Children should be actively taught and encouraged to take responsibility for the learning environment. This includes:

- Caring for resources and equipment
- Keeping workspaces tidy
- Participating in classroom tidy-up routines
- Developing pride in shared spaces and displays

Impact

The successful implementation of this policy will ensure that:

- Classrooms and common areas are welcoming, stimulating and purposeful learning environments
- Pupils demonstrate pride in their work, achievements and school environment
- Displays actively support teaching, learning, retrieval practice and vocabulary development
- High standards of presentation and organisation are consistently evident across the Federation
- Pupils can recognise and celebrate their own progress and achievements
- Learning environments reflect the achievements, diversity and inclusion of all pupils
- Staff and pupils take collective responsibility for maintaining attractive, organised and effective learning spaces
- Resources are accessible, organised and used efficiently
- SEND provision is embedded within classroom practice and enables all pupils to engage fully with learning
- The school environment promotes high expectations, supports positive attitudes to learning and contributes to improved outcomes for all pupils

Policy Monitoring and Review

The Senior Leadership Team and Phase Leaders will monitor the implementation of this policy through learning walks, classroom visits and regular review of learning environments. This policy will be reviewed annually to ensure it continues to reflect the Federation's vision, values and expectations.

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