Summary: Policy for Classroom Organisation, Display and the Learning Environment:

The policy aims to ensure that all classrooms and shared spaces at The Federation of Mellers Primary School and Nottingham Nursery are welcoming, organised, inclusive and purposeful learning environments that support high-quality teaching, learning and pupil wellbeing.

Key Intent

The school seeks to:

- Create stimulating and engaging learning environments.
- Celebrate pupils' achievements and build self-esteem.
- Promote high standards of organisation, presentation and independence.
- Support learning through displays that reinforce prior knowledge, retrieval practice and new vocabulary.
- Ensure inclusion, diversity and representation of all pupils.
- Provide accessible environments that support SEND pupils.
- Develop language-rich classrooms where key vocabulary is visible and actively used.

Classroom Displays

All classrooms must include displays for:

- English
- Mathematics
- Wider curriculum subjects
- Curriculum retrieval
- Computing
- British Values

Displays should:

- Showcase a high proportion of pupils' work, including writing.
- Include key vocabulary, questions, pupil voice and explanations of learning.
- Demonstrate learning progression.
- Use attractive presentation, including backing paper, borders and computer-generated titles.
- Include BSL alphabets and relevant class sign names.
- Be attached only to display boards, not walls or windows.

Presentation Standards

- All work must be named and mounted appropriately.
- Displayed work should represent all pupils and a range of abilities.
- Work should be neatly trimmed and clearly visible.
- Blu tack or staples should be used on display boards only; drawing pins are prohibited.

Classroom Organisation

Classrooms should feel calm, spacious and organised.

Staff are expected to:

- Prepare classrooms for learning each day.

- Keep rooms tidy throughout the day and at closing time.
- Ensure cover work and classroom arrangements are in place during absence.

Storage expectations include:

- Using cupboards for resources.
- Keeping surfaces clear of clutter.
- Returning resources to designated places.
- Reviewing storage areas each term and removing unused materials.

Inclusion and SEND

All classrooms must provide accessible support through resources such as:

- Visual timetables
- Now and Next boards
- Workstations
- Core boards
- Other personalised visual supports

The environment should enable pupils to learn independently and confidently.

Promoting Pupil Responsibility

Pupils are expected to:

- Care for resources and equipment.
- Keep learning spaces tidy.
- Participate in classroom organisation routines.
- Take pride in displays and shared environments.

Expected Impact

The policy aims to ensure:

- Attractive, purposeful learning environments.
- High standards of organisation and presentation.
- Effective support for learning, retrieval practice and vocabulary development.
- Strong inclusion and representation of all pupils.
- Accessible SEND provision.
- Shared responsibility among staff and pupils for maintaining learning spaces.
- Improved attitudes to learning and better outcomes for all pupils.

Monitoring

The Senior Leadership Team and Phase Leaders will monitor implementation through:

- Learning walks
- Classroom visits
- Reviews of learning environments

The policy will be reviewed annually to ensure it remains aligned with the Federation's vision and expectations.