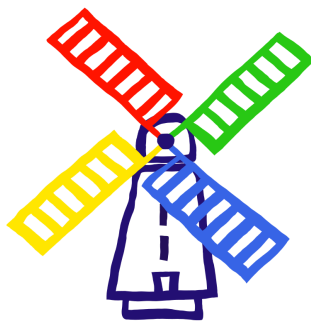
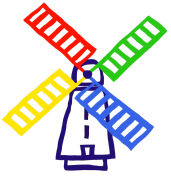


Classroom Organisation & Display Policy

Unity
Trust
Courage
Curiosity
Respect
Kindness



A community for learning. Raising expectations. Fulfilling high standards.

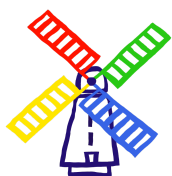


Widmer End Community Combined School & Pre-School

Classroom Organisation & Display Policy

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Widmer End Community Combined School & Pre-School

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1. Rationale

'Aesthetically pleasing surroundings influence both learning and social behaviour. Displays are focal points for learning. They show to a wider audience what the children have achieved while reaffirming the value of their work. Displays help children and teachers to see things in different ways and to make connections between ideas.'

Art, Craft and Design in the Primary School – Editor John Lancaster

At Widmer End we believe the school environment is the silent teacher. It supports us all in giving messages about our ethos, values and celebrates learning of a high quality. It must be well organised, clean and tidy. It should entice children to learn and demonstrate our high expectations and standards. At Widmer End every member of staff is accountable for maintaining an environment of a high standard.

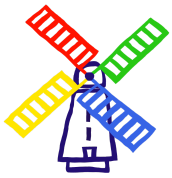
The aims of our displays are to:

- 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 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 learning; through consolidation / reminder of previous learning and introducing new information & knowledge.

To ensure learning walls have the highest possible impact, they should:

- Be relevant to the topic being studied and the task being completed (after which they should be replaced).
- Be clearly presented, with their purpose understood by all learners.
- Model working practises and e.g. calculation strategies in line with school policy and practice.
- Act as a good role model to the children, e.g. in terms of presentation, content, working methodology and editing.
- Be referred to throughout the lesson.
- Be created with the children during the lesson as this helps ensure children link them to their learning and use them to support independent working.

2. The School's expectations



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This section sets out the school expectations on standards of display.

Types of Display

Displays have many purposes for example to focus attention, to stimulate, to showcase, interactive etc. Displays should help to promote the children's learning and encourage their understanding of a subject.

Labelling

A display should be labelled clearly to express the learning that has been undertaken and showcased.

Borders & Backing

Plain wall backing unless produced by children eg. a mural. This will show the pupils' work to best effect without detracting from it or appearing cluttered. Thoughtfully selected colours. The borders must be made of purchased border rolls. Work on display should not overlap the border, unless as an intentional design element, as children's work should be thoughtfully positioned and spaced.

Layout & Mounting

Children's work should be presented with care and consideration to their purpose. All work must be mounted with colours which compliment the chosen backing colour and does not detract from the children's learning. Work is to be trimmed and mounted evenly and intended straight edges are straight. A display board can be the basis of a display and should not be limited to this space. The use of shelves, tables and the area around the display is encouraged.

Timescales

School display boards should be changed termly. Classroom displays are changed according to topics and how the class teacher is using them. Values are changed every half term.

Monitoring

Everyone has a responsibility (staff and pupils) to ensure all displays are looking their best at all times and should correct or repair any damage done immediately when they see it.

Quality of Work on Display

Work on display is to have been published for display purposes and time in class needs to be planned in for this purpose. No work on displays should be photocopied from books and should not have teachers marking on it.

Each display must contain:

- A title.



- Learning Objectives/ Aim - Process (what the children did).
- Reinforcement of key vocabulary (where applicable).
- Quality labelling.
- All work must be backed on paper/card (where applicable).
- Children's work should be clearly labelled with their first names.
- Pictures of the children carrying out the processes/learning that is on display.
- Pupil voice.
- Work from the children and minimal input from the adults.
- A range of work that spans the curriculum area from all children in the class.
- Be age appropriate (high expectations).

Non-negotiables in each classroom:

- A values board (displaying the values vocabulary and highlighting the value of the half term).
- 1x Class behaviour system (should be clearly seen and easy to access).
- The School's positive behaviour steps system is visible and accessible for staff and children.
- Zones of Regulation display.
- 1x Display relevant to Maths topic.
- 1x Display of English work.
- 1 x Science based on the relevant topic that half term.
- 1x Reading (incl book corner, reading for pleasure).
- 1x Topic (Humanities).
- Posters including DSL, E-Safety should be placed where they are clearly visible.
- Fire evacuation procedures (Health & Safety requirement).