



**Federation Vision**  
To ignite imagination and curiosity which  
builds an enduring passion for life-long learning.



## **Gedney Hill Church of England and Shepeau Stow Primary Schools Federation**

### **Display and Classroom Organization Policy**

We believe a high-quality learning environment directly impacts the standards and attitudes of our Federation children. It encourages pride in the classroom and school as well as raising self-esteem, curiosity and imagination. It should: celebrate achievement; enable a wider audience to learning; remind pupils of what they have learned / achieved; support new learning; encourage high standards through accessing the work of others; and enrich learning.

The learning environment should be well-organized, tidy, attractive and a stimulating space. These elements set a scene for high expectations and a positive culture for learning and growing independence in the children.

#### **The Federation's aims for display and the classroom organization are:**

To create a learning environment that stimulates interest and curiosity, supports learning and promotes discussion.

To positively impact on learning through consolidation of previous learning and introducing new concepts and knowledge.

To encourage all pupils to have pride and confidence in their work and achievements by demonstrating that we value their work and learning.

To celebrate achievement and raise self-esteem of all children.

To encourage respect for all property and the school environment ensuring it is an enriched place to work and learn.

### **Display Expectations**

#### **1. Required Displays**

- Each classroom should have displays for: A foundation subject (main topic e.g. Victorians), Maths (including a Working Wall), English (including a Working Wall), 'We Are Word Hunters', Reading, Science, Golden Time, Golden Rules, a Visual Timetable, and 'How to be a good listener'.
- Reception and KS1 should include the alphabet and a phonics display.
- At Gedney Hill there must be a reflective area / display.
- Additional displays could include: ICT, Geography, RE and PHSE
- Content of all displays must be appropriate to age related expectations of the year groups being taught in that class.
- Working Walls' content must support current learning.

- Each class has a designated board in either the hall or in a corridor to celebrate children's work. These should be updated each term. Children's work can also be used to enhance/support Working Walls and other displays in the classroom.
- Please do not use a display board for personal organizational papers. We want to maximise display space for children's work.

## 2. Creating Displays

### All displays must have:

- A title (created using stencils, computer generated lettering or a website such as Instant Display).
- Work attached with staples or Blu Tack onto display boards. (no Sellotape)
- Plain wall backing unless produced by children e.g. a mural. This will show the pupils' work and curriculum information to best effect without detracting from it or appearing cluttered.
- Use cursive font for displays and labelling. We use XCCW Joined Ia, and pre cursive in Reception and Year 1. The minimum font size for displays should be 36.
- Highlight headings etc using font size, bold and colour (no underlining).
- Children's work should be thoughtfully positioned and spaced and not overlap the border, unless as an intentional design element.
- Borders made of purchased border rolls should be used.
- 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 and level. Please use paper cutters provided. A border of 1cm is advised.
- Work on Working Walls is not necessarily mounted as it is expected to develop rapidly and change frequently. Written elements produced, within lessons, on a working wall should be in a cursive font and large enough for the children to be able to use it to support their learning.
- Display should reinforce key vocabulary; process and/or product; include open questions that stimulate engagement with the subject, curiosity, thinking and reasoning skills.
- Displays should be referred to when teaching to make meaningful links with previous learning / new learning.
- A variety of materials can be used including 3D resources / models to add interest and to ensure quality presentation (use expertise of other staff to support if needed).
- All staples should be completely removed when changing a display.
- As work is generated from the children this should be used to compliment / replace some of the adult generated displays and resources

### **3. Initial stimulus displays must be in place before the children return at the start of each new full term.**

In classrooms these should include:

- Key vocabulary related to topics / specific subject areas
- Questions to stimulate the children's interest
- Table top displays of artefacts / books / resources linked to the curriculum subject

#### **Classroom Organization**

- Classrooms must be fully set up for the first lesson each day before the children arrive. Resources for subsequent lessons should also be ready at the start of the day. If you are on a course and leaving work for a supply teacher lessons should be set up the evening before and a file of notes left for the supply teacher, clearly labelled on the teacher's desk.
- Use cupboard space to store teacher resources. Try to keep surfaces clear, other than for interactive displays for children.
- Shared resources should be promptly returned to where they are normally stored so other staff can access them easily. (If you are unsure, ask).
- Storage mechanisms in classrooms (files / plastic boxes etc) need to be in good condition and attractive.
- All trays, cupboards and equipment must be labelled with the same cursive font.
- Pupils' trays must be labelled with name they are known by.
- Resources trays must be clearly labelled to encourage independent use.
- Book corners should be themed and inviting. Book areas should be tidied daily and regularly sorted, either by a Teaching Assistant or pupils.
- Clear classroom routines and expectations should be established quickly and reinforced consistently.
- Chairs should be tucked under tables when not in use to facilitate safe movement around the classroom.
- Please actively encourage and train children to take care of the learning environment and equipment. Train children to tidy up the classroom at the end of the morning sessions and at the end of each day.

Related policies:

Teaching, Learning and Assessment

Marking and Feedback

Handwriting

Behaviour

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