

Classroom Organisation and Display Policy



September 2025

To be reviewed as required

Aims of Classroom Organisation & Display

At Orchard, Southwold and Hoxton Garden 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 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 on learning**; through consolidation / reminder of previous learning and introducing new information & knowledge.
- Represent all children in our displays including that of children's outcomes and learning.

Expectations on Classroom & Common Areas Display

- A high quality learning environment within the classroom has a direct impact on the standards and attitudes of the pupils in our schools.
- Classroom displays must be fully in place by the end of the first week after each half-term. The deadline will be identified on the half termly CPD & Events Planner.
- Learning environments must include the following displays: Reading, Literacy, Maths, Humanities (History / Geography), Science, RE, PSHCE (including problem and praise box), Art / DT, Spanish, Class Noticeboard (to include class timetable, club timetable, federation handwriting script, PE days and school values).
- Evidence of Computing through displays (not only word-processed work).
- All classroom displays must be on a display board or window washing line. Using blu tack on the wall pulls off paint and leaves a visible oily residue.

All displays must contain:

- **Backing paper.** This will show the pupils' work to best effect without detracting from it or appearing cluttered. Thoughtfully and tastefully selected colours. No luminous yellow / orange / pink card for labels etc which detract from pupils work.
- **Borders made of purchased border rolls.** Work on display should ideally not overlap the border, as children's work should be thoughtfully positioned and spaced.
- **The following key elements:** A computer generated title of individual letters, age appropriated questions related to prior and current learning, key vocabulary, name labels for work, pupils voice speech bubbles.
- **Engaging images and decorative elements** linked to the topic to grab children's attention
- **A high percentage of pupils' work.** Pupils' work should be 'best' and large enough to be able to read.
- **Examples of work should be from different stages of the topic or unit.** This supports pupils to know and remember more.
- **All work must be mounted.** Ensure that work is trimmed and edges are **straight**. A border of 1cm is advised.
- Work should be attached with blu tack or staples. **Drawing pins must not be used to display work** as they are a health & safety hazard and detract from pupils' work. Please do not staple into wood (doors and furniture) or walls.
- **Table top displays** should contain a fabric base, artefacts, books and resources linked to the curriculum. Key questions and key vocabulary should be present.

Welcome Boards:

- Welcome boards are an expectation for every class and a corridor display will be allocated for this outside or near to the classroom.
- Pupils write their reflections on learning (what it means to be a good learner and what they enjoy about school) and this is displayed next to their photograph to create a sense of belonging and ownership.

Book Corners/Reading Areas:

Reading displays must have the seven DR reading strands and 'The Big Six' displayed on them.

Book corners (KS1 and EYFS) should have:

- A clear and engaging theme with a range of resourcing to create curiosity and inspire imagination.
- Two copies of the 'Big Six' and a selection of carefully chosen core texts (no tatty books).
- Key questions and vocabulary displayed (print rich).
- Soft seating (cushions etc).

Reading area (KS2) should have:

- A basket containing two copies of the 'Big Six' and teacher recommended reads (no tatty books).

Professional Expectations on Classroom Organisation

- **The overall effect of the classroom environment should be one of space and organisation.** This sets a high standard which will support the further raising of educational standards and create a working environment which is attractive and stimulating underpinning pride and care. Classrooms must be neat and tidy. Use cupboard space to store teacher resources not window sills, teacher desks or sides.
- **Surfaces should be clear, other than for interactive displays for children.** Piles of junk / books / teaching resources / pupils' work should not be left in disorganised piles, it is the teacher's responsibility to manage this. Do not hoard junk and clutter.
- **Do not hoard resources.** When you have finished using them they should be promptly returned to the Resources Room so other staff can access them easily (please support colleagues by putting resources away properly in the correct place. If you are unsure, ask).
- **Cupboards should be sorted out** each term to maintain high levels of organisation and effectiveness.
- **Develop organisation systems within your room and maintain them.** Pupil and teacher desks should be tidied and cleared at the end of each day to allow for cleaning.
- Storage mechanisms (files / plastic boxes etc) need to be in good condition, if you need new storage resources, speak to the reprographics lead.
- **Chairs and tables should be kept straight and tidy and chairs tucked under.**
- **Pupil table top resources such as stationary** should be replenished regularly and pupils should be expected to use with care and respect. Learning aids such as handwriting scripts should be kept in good condition and replaced if they begin to peel or become unstuck.
- **Resources for pupils with SEND** are organised effectively to meet pupils' needs, including visual timetables, work stations, Now and Next boards and core boards.
- Tray units must be kept orderly with neat and consistent labels on trays.
- **It is expected that the classroom is left tidy at the end of each day**, and at key transition points in the day (such as lunchtime). 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.
- **Classrooms should be fully set up for first lesson before morning briefing.** If you are on a course/CPD (or have special leave) and are leaving work for a cover teacher the first lesson should be set up the evening before and a file of notes left for the cover teacher clearly labelled on the teacher's desk.

Links to other policies:

- Teaching and Learning Policy
- Behaviour Policy
- Marking and response Policy
- Handwriting policy

Appendix

Welcome Board



Reading Display



Curriculum Displays

