

West Earlham Infant and Nursery School
Classroom Organisation Policy

1. Classroom organisation has a direct impact on the quality of teaching and learning. A consistently high standard approach to classroom organisation is a key element in maintaining our school as an excellent learning environment. Children learn best in a well organised, calm learning environment.
2. It is important that staff are united in their interpretation of high standards in the learning environment and that a policy is developed and practised consistently to ensure continuity throughout the school.

3. On display in each classroom

The following should be on display at all times, clearly visible and age appropriate. All displays should use neutral backing

- Fire procedures
- A reading area with display and organisation to encourage children to read or sample texts from a variety of genres
- Displays should be up to date and 'fresh' and used to enhance learning
- Displays in the classroom should be working walls which show progress of learning and children's 'best' work displayed in corridors.
- Display boards showing children's work should have comments on what is good about the work or the child's attitude towards it.
- Word Aware board
- Labels in children's home language

In addition across the main school

- Class Targets
- Learning objectives – relevant to the session
- Maths Vocabulary
- Class 'helper' lists.
- Above and Beyond board
- English resources linked to RWinc and Talk For Writing to enhance communication, reading and writing
- Class enquiry area

And within Nursery

- Key person list

4. Resource organisation in each room

All areas in the classroom need to be kept tidy and clear at all times so they can be used as learning resources. Clutter on visible work surfaces is unacceptable.

- Only resources currently in use are stored in classrooms and are returned to store cupboards or project boxes when no longer required.
- The teacher's base is minimal and kept tidy so as to act as a model for pupils.
- Working walls are situated so they are easily accessible to children and adults.
- All work surfaces and window ledges, should be tidy and organised.
- Drawers labelled, using consistent labels for each area of learning.
- Maths/Literacy/and other curriculum areas as relevant should be organised and labelled
- Labelled boxes/tubs for exercise books and other books with pictorial clues
- Coat pegs labelled and maintained so that they stay neat and tidy.
- All coats, PE bags, and book bags to be hung on pegs when not being used. Or stored in relevant boxes/trays.
- Teacher resources organised and visible so that any visiting teacher can find plans, groupings, pencils, pens, pupil information, as quickly and easily as possible
- Drinking water easily accessible for children
- Attractive and invitational organisation of resources should be regularly reviewed so that they enable children to use and apply skills, explore ideas and develop enquiry minds.

5. Annually

At the end of each half term staff should ensure classes are thoroughly cleared so there is not a build up of 'out of date' resources.

Organisation of the furniture and resources should be reviewed frequently to ensure it meets the needs of the learners. Due care and attention must be given to accessibility needs and fire exits must never be blocked.

The classroom must be organised and adapted in such a way that it meets the needs of the whole class and any individual needs so learning is enhanced.

Approval

This policy has been reviewed in line with the 2010 Equality Act and Public Sector Equality Act. Due regard has been given to Equality.

This policy will be adopted in **February 2019**. The date of the next formal review will be **February 2022** and every three years thereafter, unless statutory legislation changes.

Policy approved by the Head Teacher of West Earlham Infant and Nursery School.