



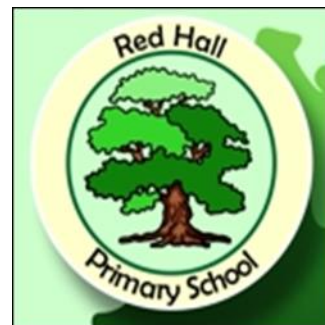
Red Hall Primary School

Display and Classroom Organisation Policy

Document History	
Originally Written:	December 2022
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Red Hall Primary

Display and Classroom Organisation Policy



School Details

Curriculum Governor:

Curriculum Lead: Carly Egglestone

Executive Head: Julie Davidson

“ There are three teachers of children: adults, other children, and their physical environment.”

— LORIS MALAGUZZI

Aims and Objectives

This policy ensures that staff, volunteers and visitors in our school are clear about our expectations for our classroom and school environments and how they encourage our children to be partners and collaborators in their education.

Its aims are;

- To make learning visible
- To enhance children’s learning
- To respect the children’s work as valuable
- To show our children they are appreciated and respected
- To encourage exploration, investigation and natural curiosity

Introduction

At Red Hall Primary School, we believe that the environment acts as the third teacher in learning. Our passion for the Reggio Emilia Approach has inspired us to reflect regularly on our classroom and school environment and the impact this can have on children’s learning. It supports us all in giving messages about our ethos, values and helps us to celebrate learning of a high quality. Our school environment must be well organised, clean and tidy. It should entice children to learn and demonstrate our high expectations and standards. All staff members are accountable for maintaining an environment of a very high standard and this must be expected of our children.

Rationale

One of the primary features of documentation as practiced in Reggio Emilia is a focus on how and what children learn. Documentation typically includes samples of the children’s work, photographs

of the children engaged in the project work, and comments or snippets from conversations. Examples of the children's work and reflections on processes are often displayed in our classrooms.

Our ethos and pedagogy is embedded through displays

Our displays often highlight how the children planned, carried out, and completed their work and provide examples of children's work, so we can visibly see the learning process. Documentation can contribute to the depth of children's learning from their projects and other work experiences. Loris Malaguzzi points out, through documentation children **"become even more curious, interested, and confident as they contemplate the meaning of what they have achieved"** (Malaguzzi, 1993). By preparing and displaying evidence of the children's learning experiences, the children can re-visit their experience and work which may bring new understandings and more in depth thinking, questioning and dialogue.

Documentation of children's ideas, thoughts and feelings are a great way to stimulate memories of experiences. **This enhances their curriculum experiences of learning and remembering more.** By displaying the children's work, efforts, ideas and learning in a beautiful and respectful way supports our value in children to be capable, thoughtful, and creative. Taking children's ideas and work seriously conveys to children that their efforts, intentions and ideas are taken seriously. Children will also take their work seriously which encourages them to work in a responsible and dedicated way. The learning process and results will be more satisfying for them if their learning process is recognised, appreciated and displayed in a respectful manner by their teachers.

We hope that because of our environment and display values, wonderful practitioners, inspiring environments and carefully developed curriculum, all of our children become independent, confident and resilient, ready to take on the rest of their school life.

" There are three teachers of children: adults, other children, and their physical environment."

— LORIS MALAGUZZI

We believe the physical environment we provide for children:

- Has a direct impact on learning. We use natural and open ended resources and décor to inspire the children and provoke further learning.
- We encourage the children to explore and investigate, this then helps to deepen their knowledge and understanding of the world around them.
- Gives children a clear message about our own standards and how we value each other, our working environment and our school.
- Gives a clear message about our drive for excellence at all levels and in all areas.
- Shows our ethos and values.
- We value the importance of displays that are PURPOSEFUL, FOCUSED, USEFUL and REFLECT HIGH QUALITY LEARNING in our school.

Types of displays you may see in our school:

- Display that demonstrate our children's experiences, memories, thoughts and ideas during their work.

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- Displays which take the opportunity to showcase the children's learning.
- Displays which give the history of the learning in the classroom, it does not need to be a finished product but a journey.
- Displays which show photos that capture expression, engagement and represent important events.

Displays of any kind must:

- 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 of learning that has taken place
- 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 or show the process of work happening within the classroom
- Celebrate achievement and raise self-esteem for all
- Use display and resources to positively impact on learning; through consolidation / reflection of previous learning and introducing new information & knowledge
- Some displays may be active or working wall displays. These displays should support the learning of the children
- Our classrooms are the core learning spaces in a school and so they need to be 'owned' by the class so that children see their own work on the walls. Displays need to be informative, interactive, accessible and creative so that pupils are inspired.

Non-negotiables:

- All displays will be purposeful, engaging and focused.
- All displays will be provided with a title, explanation or question about learning.
- All displays will have a neutral background to allow the documentation to stand out.
- Borders should be secured to avoid tearing. Torn borders should be replaced or repaired.
- Displays of children's work in corridors must be changed termly.
- There must be a balance of subjects displays around the classroom. The whole school theme should be present in the classroom through displays or resources in the environment.
- Generally, work inside the classroom should promote and support learning, while work in communal areas should celebrate achievement and success.
- Classroom displays must be changed regularly in order to maintain the children's interest and reflect current learning.
- Every classroom should have a learning journey display to promote learning over time.
- All KS1 and KS2 classrooms should contain a timeline display for history.
- Some displays should be interactive, including items for the children to investigate and questions to answer
- All teaching staff are responsible for displays in and outside their classroom; to ensure that displays are kept up to date and in line with the policy.

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- Phase leaders and members of the SLT are responsible for ensuring that each member of their team follows this policy.
- Subject leaders are responsible for ensuring any non-negotiables they have for their subject and displays are followed.

Display examples:

