

Fazakerley  
Primary School

Formosa Drive, Liverpool, L10 7LD



# **Displays and Classroom Organisation Policy**

## Our School Mission Statement

In order to achieve success at Fazakerley Primary School, we believe that *everyone* in our community is of equal *worth* and should be given the opportunity to develop their full potential intellectually, emotionally, socially, physically and professionally. We promote in our whole school community, an understanding and respect for everyone's well-being and mental health, valuing and supporting each other as an integral part of our school life.

## Aims of Display & Classroom Organisation

At Fazakerley Primary School 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, in line with our school code of conduct.
- 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.

## Expectations of Learning Environments

Display is not intended as decoration, it is there to support and facilitate teaching and learning in the classroom.

It goes without saying, that all displays must be maintained on a very regular basis so that they don't become tatty and send all who see them the wrong messages. Only by updating displays regularly can you maintain a vibrant environment that reflects the experiences and opportunities you offer the children in your care. Take pride in your room, it is far too easy to give a false impression of the quality of your teaching by a disorganised space.

Teachers are encouraged to delegate some responsibility to named pupils for the upkeep and maintenance of the classroom and general learning environment. Good routines for tidying away are crucial. Classes should not be dismissed to lunch / home until the classroom is tidy.

There should be no empty boards in any classrooms.

Displays around school should be completed to policy standards by the following deadlines:

| Deadline                                   | Display  |
|--|--|
| First Day of Autumn term                   | Classroom Environment List (class family & attendance to be prepared pending photos) |
| In place before teaching of subject begins | Classroom Displays List  |
| Friday before Autumn Parents Evening       | Corridor displays should be fully in place   |
| Friday before Spring Parents Evening       | Corridor displays should have been replaced with new work                            |

## Classroom Environment

- Fire evacuation procedures (Health & Safety requirement)
- A3 Code of Conduct, Signed Agreement and Dojo Information Speech Bubbles to be displayed
- Attendance traffic lights (updated monthly)
- Class Family Display
- Visual daily timetable – only 1 day showing at a time (template idea saved on staff drive  
→ classroom resources → Visual Daily Timetable
- ROAR Rainbow KS1 KS2 - Colour monster for EYFS
- EYFS & KS1 'Time to talk' board (set template prepared – see appendix 18 & 19)
- KS2 Worry box
- Trays labelled
- Maths help desk including unit appropriate Maths resources
- English help desk resources
- Appealing library/reading area in classrooms which promote reading for pleasure. They should be tidied daily and regularly sorted, either by your LSA or pupils. A 'Book Board' in this area which is a changeable display that supports reading for pleasure (if space allows) – see staff drive for details.
- Age-appropriate History Timeline (advised by History Leader).
- Compass points – KS1 4 points, KS2 8 points.
- WORLD map (A3) – KS1 showing continents and oceans, KS2 showing more detail including e.g. the Equator, lines of latitude and longitude etc.
- A UK map (A3) – KS1 showing countries, capitals and surrounding seas, KS2 – *in addition, showing counties and regions studied*. Chn to use PINS and 'POST-ITS' to interact with all maps

## Classroom Displays

Interactive working walls will be displayed in classrooms to support the teaching and learning of all subjects. The following subjects will always have a working wall in use in all classrooms as they are taught daily or weekly:

| KS1     |                | KS2     |                |
|---------|----------------|---------|----------------|
| Maths   |                | Maths   |                |
| English | Reading        | English | Reading        |
|         | Writing & SPAG |         | Writing & SPAG |
| Phonics |                | Spanish |                |
| PSHE    | Wellbeing      | PSHE    | Wellbeing      |
|         | Mental Health  |         | Mental Health  |
|         | ROAR           |         | ROAR           |
| Music   |                | Music   |                |

The following subjects will be taught in blocks and should have a working wall in use whilst they are being taught:

| KS1            | KS2            |
|----------------|----------------|
| History        | History        |
| R.E.           | R.E.           |
| Computing Code | Computing Code |
| Geography      | Geography      |
| Art            | Art            |
| Science        | Science        |
| DT             | DT             |

For classrooms that have a greater number of display boards, these should be used as learning journey walls. This is where prior learning from previously taught topics can be displayed once taken down from the subject working walls. This will allow prior learning and current learning to be explicitly linked and built upon.

A PE working wall in both halls will have space for year groups 1-6. Teachers will add to their own year group section weekly when PE lessons are happening in the hall.

Please see the appendices for further information on how each subject working wall should be presented and used.

Due to the nature of working walls, it is appropriate to use sticky notes, blutak, string, pegs, temporary shelving i.e. to display artefacts/3D shapes etc.

## Corridor and Hall Displays

There will be two types of displays in corridors and halls:

1. Celebratory Displays which showcase children's final pieces of work. These displays must have (see Appendix 1 for templates):
  - A title (computer generated or created using stencils and coloured paper / card)
  - Learning Objective and short caption that provides context to the display
  - Names and ages to be mounted next to or under children's work
  - Optional QR Code with more information if applicable (for example a link to Information about the artist)
2. Learning Journey Displays which outline the whole process children have gone through for a specific topic. These displays must have (see Appendix 1 for templates):
  - A title (computer generated or created using stencils and coloured paper / card)
  - Open / closed questions
  - Learning Objective and short caption that provides context to the display
  - Process of what the children did in relation to the subject-specific domains (as this will be different for each subject)
  - Reinforcement of key vocabulary
  - Pupil voice
  - Names and ages to be mounted next to or under children's work
  - Optional QR Code showing children's learning if applicable (for example a link to the children shading their artwork)

## Review of the Policy

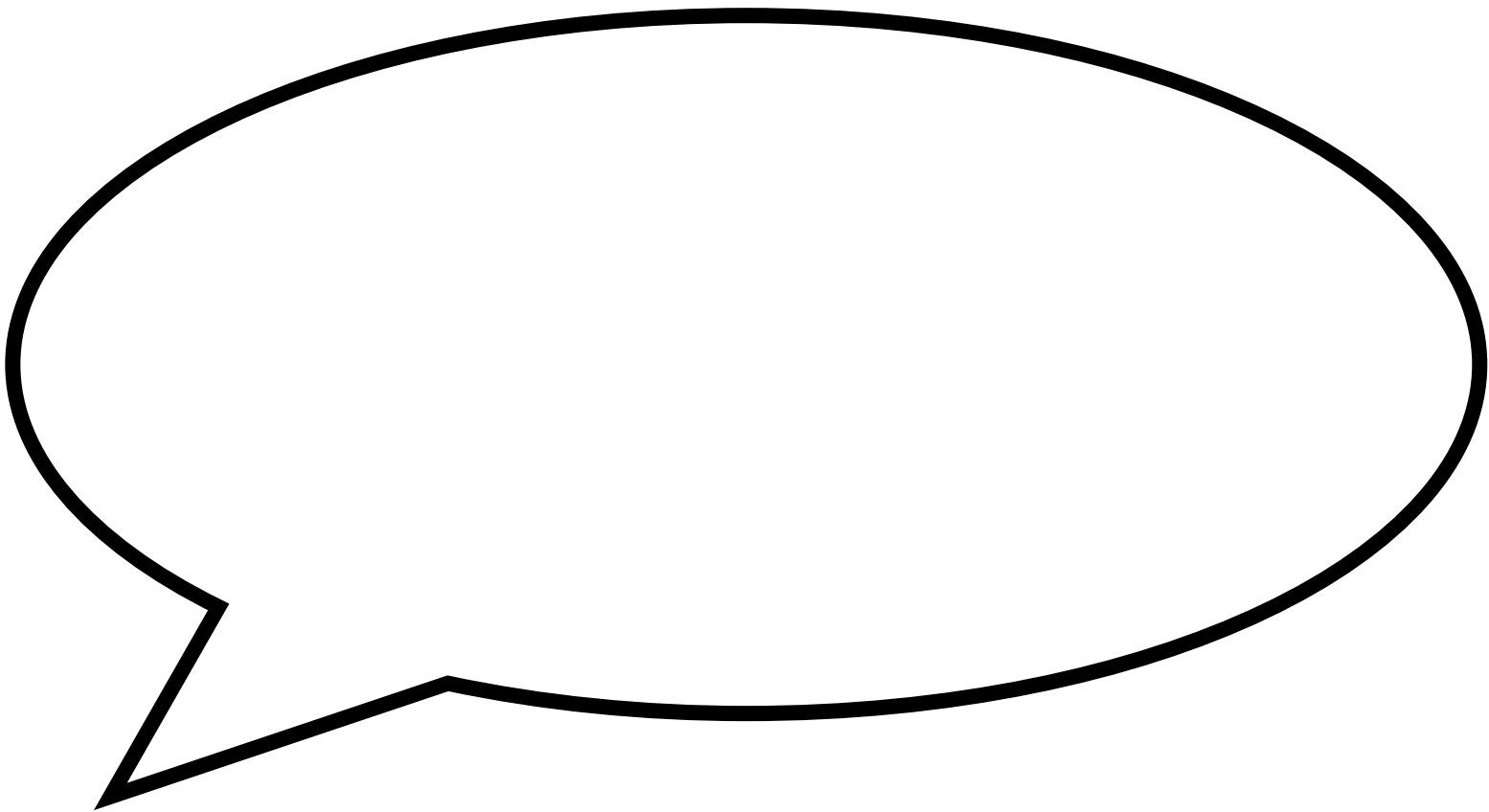
This policy is reviewed regularly and updated as necessary. Amendments are based on the experiences of recently appointed staff and leaders/mentors and take account of their comments at all stages. If necessary, the policy will be modified during the school year.

## Appendix 1

- Name label - print/cut around to include a thin white trim surrounding the black border to create a double mount 'look'. Font and size to remain consistent across the display. \*size below may be too big and need adjusting

Bob Jones, aged 10

- Pupil voice to be written inside this speech bubble to ensure consistency on all displays. Print/cut around to include a thin white trim surrounding the black border to create a double mount 'look'.



WALT: Objective to be word  
processed in this font and size

\*Print/cut around to include a thin white trim  
surrounding the black border to create a double  
mount 'look'.

Short caption that provides  
context to the display to be  
word processed in this font and  
size

\*Print/cut around to include a thin white trim surrounding the black border to create a double mount 'look'.



## Appendix 2 – English

### Spelling

Spellings we're finding tricky:

Our spelling rule this week:

\_\_\_\_ sch

Anagram Challenge:

Ttbaahi

Year group spelling list:

(Displayed)

If you get stuck with a spelling, try:

- Sounding the word out
- Break it up into syllables
- Use a dictionary

Antonyms/synonyms/mnemonics/prefixes / suffixes

### Punctuation

Punctuation we already know:

(Mark – Name of punctuation – example of it used correctly, maybe from the text we're reading)

We are learning how and when to use:

! - Exclamation mark - *Get back here right now Potter!*

### Editing

Something we feel we need to edit is:

- Provide a specific editing focus – could this be decided upon as a class?
- Give a range of foci (UKS2)
- Modelling of any editing shared with groups/class
- Overview of editing lists

### Grammar / Sentence

Grammar we already know:

Conjunctions used for co-ordination - or, and, but (examples of it from the text we're reading)

We are learning how and when to use:

Conjunctions used for subordination - when, if, that, because

*NB Always referring to correct terminology as referred in Appendix*

### Planning for writing

| Beginning | Middle | End |
|-----------|--------|-----|
|           |        |     |

Or (depending on year group)

| Beginning | Build up | Middle | Resolution | End |
|-----------|----------|--------|------------|-----|
|           |          |        |            |     |

### Handwriting join

ng

In:

ring

sing

king

Extracts of the text that is being read during immerse. These may be highlighted and annotated.

### Purpose and audience

Entertain/inform/persuade/discuss

Local MP/ Local business owner

Incidental writing of the pupils on post it notes or rationales

Examples of your analyse and immerse activities:

Hot seat, conscience alley, setting analysis, show not tell, character analysis, emotion graphs and comparisons

### WALT:

Write a traditional tale.

### WAGOLL:

Examples of the build up to your writing:

Images of characters and settings with descriptions, examples of story openers, work around show not tell,

Your work modelled here  
flipchart or enlarged  
version from English Book

Your work modelled here  
flipchart or enlarged  
version from English Book

Your work modelled here  
flipchart or enlarged  
version from English Book

Consider pegging onto a writing washing line if space constraints exist on your working wall.

### Success Ladder:



You may want a separate board for SPAG and handwriting if you don't have one big enough to get all of this on as well as all of your genre stuff.

During the teaching of the genre, I used to end up on one of those mobile blue display boards when I could get my hands on them, alternatively we could use a washing line and peg up A3 or flipchart size work in support of the work here (please speak to Joe about placement as I knew not to dangle underneath my ceiling blow heaters) Some of this may be fixed and just adapted for each genre.

## Appendix 3 – PSHE

### Puzzle Piece

*i.e. Celebrating Difference  
To remain up for whole half term.*

### Learning Charter

*To remain up for the year.  
Remind the children about the learning charter at the start of each lesson.*

### Jigsaw Charter

*To remain up for the year.  
Remind the children about the Jigsaw Charter at the start of each lesson.*

### Weekly Celebration

*Jot names on of the children who have achieved the weekly celebration.  
Changed weekly and take down the previous weeks as only the current week should be displayed.*

### Key Vocabulary

*Use vocabulary from the lesson plans. Add to the vocabulary area throughout the unit. The vocabulary should remain up for the whole half term.  
Refer to the vocabulary constantly.  
Vocabulary could be displayed through post sticks, terms and definition, pictures, application within sentences and pupil voice etc.*

A class definition of what 'mental health' means.

Ways and ideas to keep mentally healthy

*Evidence of lessons and learning (lessons 1-6). Keep up for the whole half term.*

**\*\*In learning charter, give particular reference to not giving out personal information about themselves or family members as thoughts/stories pop up.**

## UNIT 1 – PLACE VALUE AND 4 DIGIT NUMBERS

### SENTENCE STEMS:

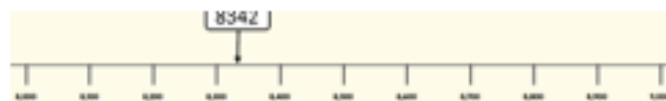
The best way to solve this would be...

I know this because...

The best strategy is...

### VOCABULARY:

- tens (10s), hundreds (100s), thousands (1,000s)
- rounding, counting, represent, compare, order
- more than ( $>$ ), less than ( $<$ )
- partition, recombine
- numerals
- nearest, distance



Eight thousand, three hundred and forty two.

Make a 4 digit number between 8000 and 9000.



I know this because it has 8 in the thousands column.

Appendix 5 – Geography

We are learning about \_\_\_\_\_ in Geography  
UNIT QUESTION: \_\_\_\_\_

WALT:

Appropriate map for the study focus e.g

- World map for continents and oceans
- UK map for capitals, regions, counties, borders, rivers
- World map showing climate zones
- World map showing time zones
- World map showing biomes etc

Vocabulary:

| LOCATIONAL<br>KNOWLEDGE | PLACE KNOWLEDGE | HUMAN & PHYSICAL<br>GEOGRAPHY | GEOGRAPHICAL<br>SKILLS & FIELDWORK |
|-------------------------|-----------------|-------------------------------|------------------------------------|
|                         |                 |                               |                                    |



We are learning about ***Sikhism*** in RE

WALT:

Vocabulary:

Symbols:

Place of worship:

Leaders:

Sacred texts:

Appendix 7 – History

We are learning about \_\_\_\_\_ in History

WALT:

Chronology: When did it happen?

Vocabulary:

Questions:

Who  
What  
Where

Sources of Information:  
How do we know?

Similarities and Differences.

## Appendix 8 – Design Technology

### Strand of DT

Eg Mechanical  
Systems/Food/  
Textiles/Electrical  
Systems etc.

## Design and Technology Working Wall

### Skills Focus

We are designing and making \_\_\_\_\_ (product) for \_\_\_\_\_ (user) for \_\_\_\_\_ (purpose).

### Focused Tasks (FTs)

### Investigative and Evaluative Activities (IEAs)

### Design and Make Activity (DMA)

| Key Vocabulary |         |
|----------------|---------|
| Word           | Meaning |
|                |         |
|                |         |
|                |         |

| Research | Design | Make | Evaluate |
|----------|--------|------|----------|
|          |        |      |          |

### Inventor/Designer Focus

We are exploring the work of

.....

## Appendix 9 – PE

### Year 1

-  
WALT: To make decisions and create various animal shapes

Vocab: Skills:

To be written on weekly

Evaluation:

This will be done each week  
written in pen.

### Year 2

-  
WALT: To develop balancing techniques

Vocab: Skills:

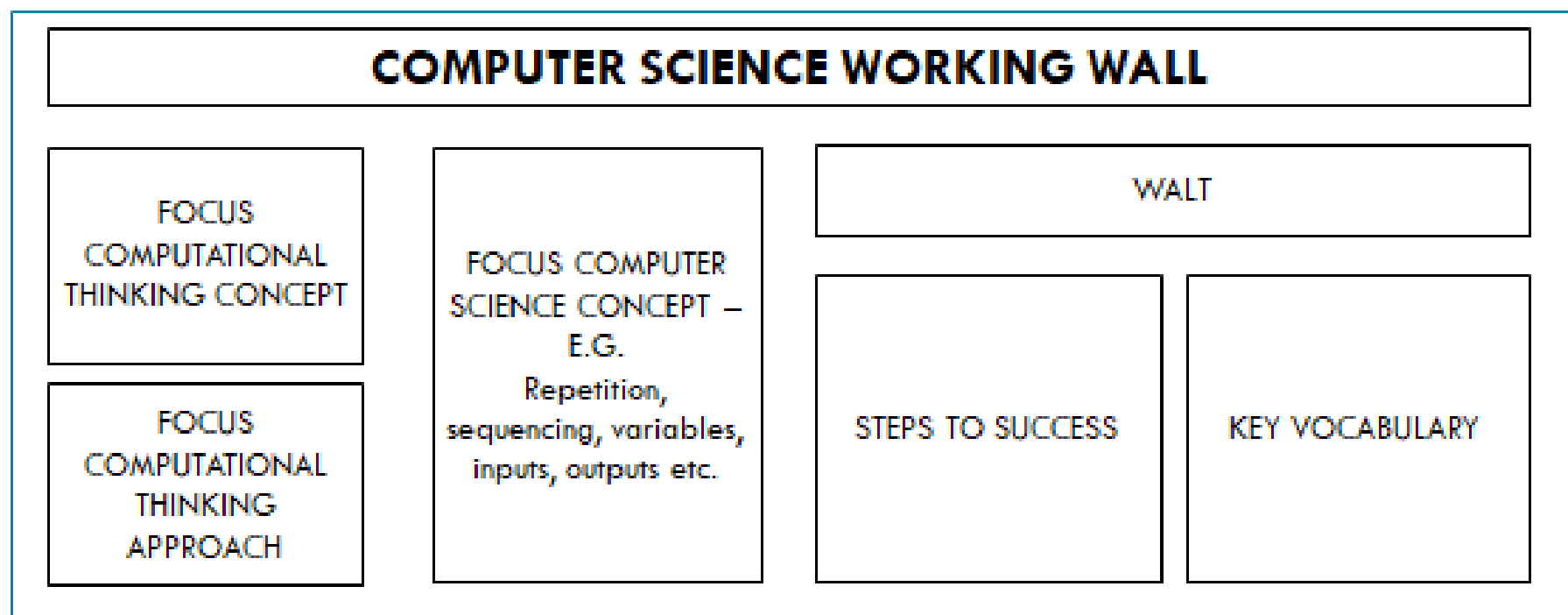
Today we will be discussing AGILITY

Evaluation:





# WHAT SHOULD A COMPUTING WORKING WALL LOOK LIKE?



## Appendix 11 – Art & Design



We are learning about \_\_\_\_\_ in Art.

### WALT:

Laminate and write by hand

Focus artist name / birth and death / born (links to geography / history)

Picture of the artist

A piece of work (most famous / or selection of work)

Post it note evaluation of that piece of work.

### Vocab:

Laminate and write by hand

| Generating Ideas    | Making              | Evaluating          | Knowledge           |
|---------------------|---------------------|---------------------|---------------------|
| Examples under here | Examples under here | Examples under here | Examples under here |

## Appendix 13 – Music

Music: \_\_\_\_\_

WALT(or unit focus):

e.g. *Reggae Music*

### Musician Focus

Name/ years  
active/ best known  
for/ appraisal of  
one of their pieces

Vocabulary:

| Listen and Appraise  | Musical Activities  | Perform and share                              |
|--|---|--|
| Post it notes/photographs of whiteboards – responses to pieces of music. | Skills practised.<br>Notes used.<br>Instruments used (labelled) | Self Appraisal/Peer Appraisal – post it notes. |

**Appendix 14 – EYFS Literacy**

**OUR LITERACY WORKING WALL**

**TITLE:**

**AUTHOR:**

**ILLUSTRATOR:**

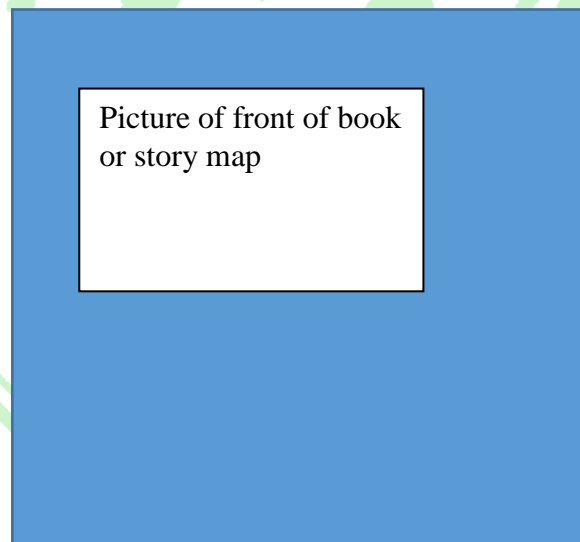
**CHARACTERS:**

**Names:**

**Traits:**

**PROBLEM:**

**SOLUTION:**



**SETTING:**

**VOCABULARY:** linked to that book

**OUR FOCUS:** eg. Full stops, capital letters, spaces between words etc.

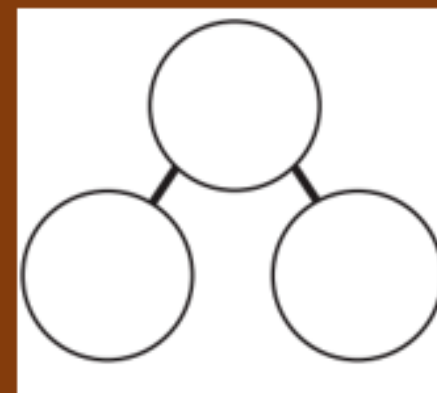
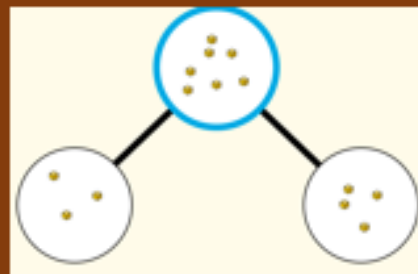
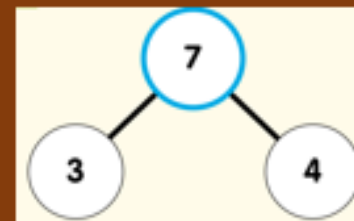
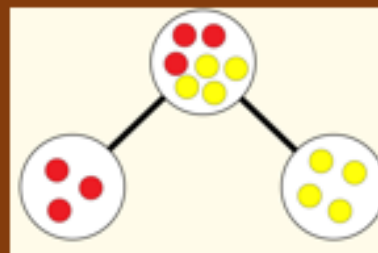
## UNIT 9 – ADDITION TO 10



How many flowers are there **altogether**?

### VOCABULARY:

- count, part, whole,
- **altogether**, how many, total
- 1, 2, 3, 4, 5, 6, 7, 8, 9, 10
- addition, adding together, counting
- more, fewer



## Appendix 16 - Science working wall

WALT

Seeking Patterns

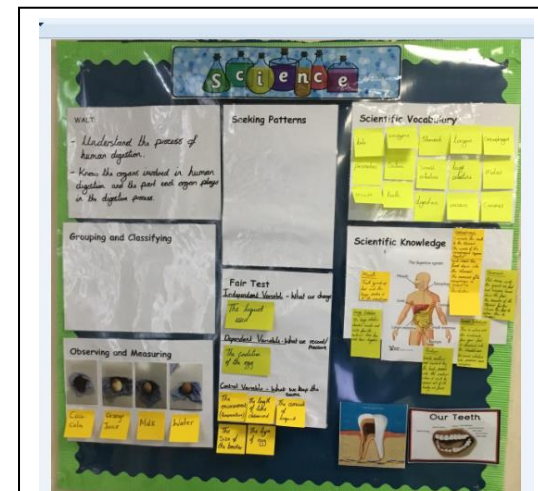
Scientific Vocabulary

Grouping and classifying

Scientific Knowledge

Observing and measuring

Fair Test



## Appendix 17 – Reading Board

This is just like when.....

|                             |               |                                |
|-----------------------------|---------------|--------------------------------|
| I lost my favourite toy.... | ...like in... | .....Dogger by Shirley Hughes. |
|                             | like in       |                                |
|                             | like in       |                                |

Any other responses

- Initial responses to a book
- Character profiles or annotated portraits of characters
- Character relationship webs - who is linked to whom and why
- Pictures of settings annotated with figurative and descriptive language
- Likes, dislikes, patterns and puzzles
- Story mountain of the story's structure
- Role on the wall- draw the outline of a person; inside the shape write words/phrases that describe the character's personality and around the outside of the shape, words/phrases that describe appearance
- Book reviews
- Inspiration graphs
- Why you didn't finish/like a particular book
- Letters to the author
- New blurbs and cover designs
- Possible new titles
- Alternative endings
- Book vs film
- 'Make sure you read...'

### Spotted!

Contractions  
Common exception words  
Homophones  
Prefixes  
Suffixes

### Genre tracker



### Vocabulary


- Spider synonym
- Never heard a word
- Word nerd
- Steal a sentence from a text and use a post it note to replace a word without changing the meaning of a sentence

| Predicting  | Questioning   | Clarifying  | Summarising   |
|---|---|---|---|
| Sentence stems here with adult and child modelled on post its | Sentence stems here with adult and child modelled on post its | Sentence stems here with adult and child modelled on post its | Sentence stems here with adult and child modelled on post its |

# WORKING WALL

## Phonics

ll =  
y



llamo

## GRAMMAR

To include relevant verbs

**LLAMARSE** - To be called  
me llamo - I'm called  
te llamas - You're called

## VOCABULARY

Las rodillas

## KEY QUESTIONS

NUMBERS – relevant to your year  
group and the planning

## Prior Learning

¿Cómo te  
llamas?

- Me llamo



### **Appendix 19 - Time To Talk – Rationale and Template**

*As you will see from the design, it's really simple, in year 1/2 the children can pop their peg on the board if they need to talk, in EYFS, they could perhaps use a picture of the children, if it makes it easier for them to identify. The template that follows should be printed on A3 paper and laminated within the classroom.*



I need to  
talk...



## Phonics

Pocket display chart

Frieze/card with daily focus sounds

RWI Simple sounds/ Complex sounds poster