Class Organisation Policy

Burley Oaks Primary School

Statement of intent:
At Burley Oaks Primary School, we recognise that the welfare of our pupils is paramount, and therefore we are dedicated to fulfilling our duty of protecting all pupils. To achieve this, this policy will be implemented at all times in order to ensure that staff members understand their responsibilities to safeguard and promote the welfare of pupils.
Burley Oaks Primary School is committed to taking all reasonable steps to ensure the safety and well-being of pupils. The safeguarding culture of Burley Oaks is partly exercised through the development of respectful, caring and professional relationships between adults and pupils, as well as by all staff members demonstrating integrity, maturity and good judgement.

This policy was agreed in May 2025 and will be reviewed in May 2028.

Signed: Chair of Governors Christine A Smith **date 31st May 2026**

Headteacher **date 31st May 2026**

Class Organisation Policy

Creating the right conditions for learning is crucial if children are to develop as confident, enthusiastic and effective learners. The setting in which learning takes place has an important role to play in creating an environment which develops and challenges them and excites their imagination. Through this classroom management and organisation policy, we aim to ensure consistency in providing a high quality and safe physical environment which actively promotes children's learning. Our aim is to encourage children to be independent and to develop good work habits. Developing independent learning has far-reaching implications for the ways that teachers and children interact, the tasks that are set, the responsibility children take for their own learning and the opportunities teachers plan for children to initiate and extend their own learning.

Burley Oaks is a two-form entry school, admitting up to 60 children each year. Children enter school in the academic year in which they turn 5 and are arbitrarily placed into two classes with an equal proportion of girls and boys.

It is important that, as children move from class to class, they can expect to find continuity and consistency. In setting up a classroom, careful thought is given to create an environment which is conducive to, supports and promotes effective learning and teaching. This policy is used to inform how we set up and manage our classrooms, in considering needs for remodelling and in purchasing resources, furniture, etc.

1. The Learning Environment

The physical environment has a significant influence on learning. It gives children clear messages about how we value them and how we value learning. It must support independent learning. It also needs to support the learning process in everyday work for all children. It should be attractive, stimulating but not visually disturbing, well-ordered and aesthetically pleasing. Rooms will be planned with a view to creating as much space as possible. A cluttered environment is neither educationally desirable nor safe.

Health and Safety

- All classes will have a record for changes to collection arrangements and children going to clubs/Night Owls; this is to be kept in the classroom.
- There will be space left for children to line up and fire exits will remain clear at all times.
- A fire register will be kept 'live' to log any movement from and between classrooms.
- Music teachers will escort younger children in school to and from their lesson.
- Heaters will not be blocked at any time or have items placed upon them.
- Children will not be in class unsupervised at any time.
- Children and teachers will not sit on or climb on furniture.

- During indoor playtimes, classroom doors will be open and at least one adult will remain with each class.
- No hazardous items will be left out. In an age-appropriate way, children will be taught to be responsible for items such as glue and scissors.
- All classrooms will be well-ventilated at all times and a comfortable teaching environment maintained.
- Frequent and thorough hand cleaning are regular practice. This can be done with soap and water or hand sanitiser. The 'catch it, bin it, kill it' approach continues to be very important in terms of respiratory hygiene.
- A cleaning regime is in place that includes regular cleaning of areas and equipment (for example, twice per day), with a particular focus on frequently touched surfaces.
- Extra care will be taken on those days when there are indoor playtimes or when the temperature outside is high.
- Thermostats will be turned down if heating is too warm.
- Only use overhead lighting when necessary (N.B. lights should always be turned off when leaving the room)
- Children will be encouraged to drink water frequently throughout the day so as to stay well hydrated.
- Fruit provision in Reception and KS1 will be washed and placed in class basket.
- Craft knives and other potentially dangerous items will be kept in a secure place and particular care will be taken to put them away at the end of the morning and afternoon sessions.
- Any hazardous substance will not be left unattended at any time. It will be stored out of reach or in a secure cupboard e.g. PVA glue. Only school approved items and products should be used in school to enable COSHH ratings etc. to be itemised.
- Teachers must be aware of children leaving the classroom. Individuals going to the toilet will be checked back in within 5 minutes.
- An adult must lead groups/classes when moving around the building, e.g. going to the cloakroom or playground.
- Teachers will be in their room ready to receive children at the beginning of each session.
- At the end of the day all children in EYFS, KS1 and LKS2 must remain with the class teacher until collected by a parent/carer. Children in Years 5 and 6 may have permission from a parent to walk home on their own. This must be checked before allowing a child to leave the premises.
- If the teacher does not have notification of a change in the person collecting, the child is not to be released. Any unclaimed children are to be taken to the office.
- If at any time a child is thought to be missing the office is to be informed immediately. They will inform the H/T and D.H/T who will organise a search of the premises.

2. Classroom Layout

Seating and tables need to be used flexibly to support working in different contexts and for different purposes. The layout of the classroom and provision of resources should support collaborative learning. Space in the classroom should be used to maximum advantage enabling children to move around the room freely without disrupting others. In key stage 1, floor space will be allowed for whole class sessions and to enable construction activities, large puzzles, etc. to take place. There will be clearly defined working areas with quiet areas positioned away from more active ones. Each class will have an interactive whiteboard positioned centrally with sufficient space in front so that it can be easily seen and accessed by all children.

EYFS

A well organised and richly-resourced environment, both in and out of doors, where children have an element of choice as to where, how, with whom and with which materials they pursue their current interests offers the framework they need to develop as autonomous, responsive, self-motivated learners. This will enable adults to spend more time in observing, interacting, evaluating and planning ways in which to support, extend and enrich the learning which is taking place.

- The reception unit consists of two classrooms and shared outdoor space.
- Discrete areas will be organised to reflect the seven areas of learning and a range of activities will be available within the different areas.
- The areas will be well resourced to reflect generic learning intentions which will be displayed alongside for adult information.
- Each area is to have one/more topic related self-maintaining activities.
- Each child will have their own personal tray, space permitting, to encourage independence and respect for their own property.
- Opportunities for self-initiated activities and independent learning will include as many of the following areas as space and resources permit. All areas will be clearly designated and well organised. Children will be guided in how to make use of and look after the various resources available. Children's use of areas may need to be monitored to ensure equal access.

Key Stage 1

At the first part of the academic year, the classroom layout will have some similarities to that in the EYFS where resources are stored and easily accessible allowing for independent learning and learning through exploration and play. All learning activities should be clearly designated and well organised. Children will be guided in how to make use of and look after the various resources available. The children will be supported to learn more 'formally' throughout the year according to individual need. The children will remain with their class teacher for the majority of the school day but will also benefit from specialist teachers of Computing and Music.

The curriculum in EYFS and KS1 is planned on an annual cycle of learning.

Key Stage 2

In Key Stage 2, we aim to nurture children working together and supporting one another from different year groups (Y3&4, Y5&6) where possible. Staff to plan the delivery of the curriculum together in order to share and broaden expertise. This team approach models sharing, collective responsibility and flexibility and also supports teacher workload.
Children experience a variety of specialist teachers/coaches throughout the day. This is especially important in preparation for secondary school.

Annual Review of Class Composition

Please note that whilst the **structure** of classes will be determined by the Headteacher and Governors, the **composition** of classes will be reviewed at the end of each academic year, in preparation for the next. This arrangement was originally imposed by the nature of mixed age classes, however, we believe that such flexibility keeps the learning groups refreshed and focused. This will be carried out by the teachers who have taught the children during the course of the year and who know them well as individuals. Every individual child's welfare and emotional stability is always a primary concern.

The outcome of such reviews will vary and will depend upon the professional judgement of the staff involved. However, where there has been significant movement into or out of a particular year group during the course of a school year, the recommended changes may be much more substantial.

Decisions on which class the children will be in are based on ensuring that, as far as possible, the classes remain parallel in terms of gender, age, ability, and incidence of special educational need. Whilst friendship groups are quite rightly important to the children, it is not the key factor in determining the environment for each child to learn to their full potential. There are opportunities for children to mix with friends throughout the week in sets, whole year group activities and, of course, playtimes.

Should parents be aware of any specific circumstances which would have an adverse effect on their child in relation to the following year's groupings, they are asked to email the current class teacher outlining their reasons. Parents' views are important and we will always take note of their wishes. We must be aware, however, that the ideal scenario for every single child is impossible to achieve.

3. Resources and their organisation

General Tidiness

With space at a premium and limited storage facilities, it is vital that classrooms are kept free of clutter. Boxes of resources pushed under tables or piled high in a corner look unsightly and give an impression of disorder. Teachers need to set a good example by keeping their own resources and teaching aids tidy. It is part of the Teaching Assistant's role to help maintain resources in good order and the learning environment clutter free.

Children need to be trained in care of resources and in keeping them tidy. Time will be spent at the beginning of each school year in setting and establishing expectations. Teachers of older pupils may choose to appoint monitors with responsibility for maintaining different areas. All children should be expected to leave any area where they have been working and playing neat and tidy before moving on and especially when leaving the room at the end of a session.

- All classroom equipment will be of a high quality and inviting to use.
- Children must be able to access resources independently.
- Worktops will be kept clear and tidy. They can be used for display but they will not be cluttered. (Do not leave books, paper or items just lying on them - everything should have a place.)
- Plants will be watered regularly and dead leaves, etc. removed.
- Objects of interest will be kept in good condition and aesthetically displayed.
- Appropriate containers will be purchased so that there is no need to use makeshift cardboard boxes, tins, etc.
- All resources will be well organised, within transparent storage containers with words and pictorial labels.
- All pins and staples will be removed completely when changing displays - including pins and threads hanging from ceilings.
- Pictures/posters, etc. will not be fixed to plastered walls, only on proper display boards.
- When working at tables, resources should be well managed so that the work space is not cluttered, e.g. crayons returned to pot not allowed to roll over the table and drop on floor.

- Children's trays must be kept tidy and pieces of paper will not be protruding.
- Children are taught how to handle and care for books and how to care for the book corner. Care will be taken to return books the right way up.
- From reception onwards children will be expected to take an active role in helping to maintain a well-organised classroom.
- At the end of every morning and afternoon session children will clear up and leave books, pencils and other equipment neatly arranged and pick up all items from the floor.
- Resources will be checked regularly and repaired if necessary - old, outdated equipment will not be hoarded! Large or expensive items will not be discarded without reference to the H/T. Store cupboards in classrooms and equipment not in use will be kept tidy and well organised. They are for storage of school equipment. Personal items will be kept to a minimum.
- When ordering equipment for rooms, storage must be considered. Large boxes and superfluous materials will be stored in small amounts and flattened if possible and not allowed to clutter the room. Items borrowed from the central storage will be returned promptly, as soon as they are no longer required. Excesses of material, such as paper, fabrics, boxes, etc., will not be kept in rooms.
- The individual needs of children with physical and sensory difficulties will be recognised and the children and resources positioned appropriately.
- A supply or support teacher should have no difficulty in locating basic materials and the daily routine should be well understood by the children
- Trays will be labelled and laminated or covered with sticky back seal. Lettering will be clear, legible and well-presented. Letters will be of a good size and equal in height. Any sticky labels will be removed. All trays will be cleaned before being given to new pupils.
- All other trays/storage boxes in the classroom will be labelled in the same way, i.e. clear and legible with picture clues and texts in other languages.
- Spaces for children's personal belongings must also be tidy and well organised, e.g. coats, P.E. bags, lunch boxes, book bags, water bottles, toys
- Pencils and crayons must be kept sharp. Y2 will use pens during handwriting lessons and may use them at other times e.g. for display purposes.
- Exercise books and folders will have an attractive cover; this will be labelled (name and class) by the teacher or child (KS2) using clear, legible handwriting or computer print.
- Worksheets will be used sparingly. If kept in a file, they should be filed in chronological order with the oldest work on top.
- There will be a range of Mathematical equipment for the children, e.g. rulers, Numicon, number lines etc. *see maths policy.*
- Art/DT tools/equipment will include a wide variety of materials for children to use.
- Brushes and scissors will be of good quality and condition. A selection of different thicknesses of brushes will be available, stored bristles upwards. A variety of material suitable for fixing and fastening things will be ready for use. A selection of paper will be handy from which children can choose as appropriate to the task. Tables will be covered when used or cleaned to a good standard.
- A range of appropriate construction kits will be available.
- Standard resources for sand and water trays will be displayed at the children's level.
- Children's computers in the ICT suite will be turned off at the end of the afternoon sessions and chairs tucked under.
- Library books will be returned to the correct section and left tidy.

4. Display

First impressions are vital and everlasting. The classroom will be a stimulating working environment with displayed and celebrated examples of the children's work. Displays are a way of demonstrating the high quality of learning and teaching currently taking place in the classroom and should reflect the various curriculum areas. Displays of children's work serve to give value to the subject, motivate pupils and celebrate success; these should be carefully presented and changed frequently. It is important that display captures the children's imagination and inspires them to want to achieve the best they can. Walls and surfaces used for displays will be interactive, support learning, demonstrate the value placed on children's work and celebrate cultural diversity.

Displays will be used to support learning and aid recall through visual reminders. Word lists, essential vocabulary, notes and formats for planning, "work in progress" and exemplars all serve both to remind children of previous learning and to provide scaffolds, checklists and rules which offer support for independent learning. Displays should cover a variety of curriculum areas, with the whole curriculum covered over time. These should include multi-cultural links and questions to challenge children. Visual aids will be displayed at suitable levels. Commercial charts and friezes will be kept to a minimum. Backing paper will complement the children's work and not distract from it.

All classrooms will display the following:

- School's motto
- Class rules/behaviour management system (e.g. Ready, Respectful, Safe)
- A visual/class timetable adapted according to need and age
- Zones of Regulation
- Celebrations of children's work/achievements
- Maths working wall
- English working wall
- Phonics/spelling display
- Science display featuring the learning heroes
- Wider Curriculum display showing children's work and key vocabulary

5. Standards of Work

High expectations foster care and pride in work. When children record their work it is important that certain basic expectations are applied consistently. Children will be expected to do certain things if their work is to be acceptable. Standards will be high, regardless of the level of attainment of each child.
The following outlines basic expectations:

- All work will be dated, titled and underlined
- Children will write on lined paper or between drawn lines
- Any illustrations will be purposeful and of high quality
- Limited use will be made of worksheets and these will be of high quality

6. The Role of the Teaching Assistant

Teaching assistants offer essential support to teachers in maintaining the classroom environment, managing children's behaviour and supporting their learning. It is part of the Teaching Assistant's role to help maintain resources in good order and the learning environment clutter free. The partnership between the teacher and teaching assistant works best when assistants know and

understand the teacher's objectives for the children's learning and the targets set for groups and individuals. In order that they understand where their work fits in, assistants are given a copy of the weekly plan and any Individual Learning Plans (ILPs).

A significant amount of teaching assistants' time will be used to support children with additional needs. However, this does not mean that quality input from the teacher is not provided to ALL groups within the class. Teachers and classroom assistants will liaise regularly either in daily conversation or through a notebook. Teaching assistants observe, support groups or individuals and provide valuable feedback to the teacher on pupils' progress orally and by contributing to class records. Teachers plan carefully the role and contribution of teaching assistants throughout the lesson.

During whole class sessions assistants can support the teacher by:

- being an extra pair of eyes; focusing on particular children and monitoring their response to the discussion; noting behaviour, level of participation, who 'can' and who 'can't' do a particular task and feeding back to the teacher offering a personal perspective on why some children fail to understand or become restless;
- sitting near children who may need help or are restless, and providing focused, discreet support; either drawing in reticent pupils by offering encouragement and dropping helpful pointers or helping to curb children's attention seeking behaviours and directing their attention to focus on the teacher
- using supportive props to help children understand e.g. puppets, pictures, individual texts, little white boards, number lines, Numicon
- echoing the teacher by repeating or re-wording phrases for children who need extra support;
- acting as a partner for less able children during 'thinking and talking time', helping them to express their own ideas and then alerting the teacher that they have something to say;
- demonstrating for the teacher when she is explaining how to do something;
- doing a 'double act'; taking a role alongside the teacher in leading as aspect of the lesson e.g. playing a character, working the puppet in a phonic game;
- managing resources, e.g. handing out whiteboards, pens and cloths, phonic fans etc. so that teaching time is not lost;
- helping pupils to use resources so they can participate in the lesson;
- troubleshooting to help the session run smoothly e.g. sorting out minor disagreements, responding to queries;
- helping a particular group feedback to the class in a plenary session
- it may be more appropriate for the teaching assistant to work separately with an individual or small groups where further differentiation is required, e.g. word or number work and as part of a planned series of interventions.

During the remainder of the lesson, it is usual for teaching assistants to take responsibility for a group of pupils and generally oversee a second group to ensure that the children remain on task. The most significant benefit to pupils is the extra adult attention teaching assistants provide allowing the teacher to also spend more time with other groups. Responsibility for planning activities, selecting appropriate texts and other materials and for supervising pupil behaviour rests with the class teacher.