

## Classroom Organisation

### Foundation Stage<sup>1</sup>

#### **Non-Negotiables for both classes:**

- A workshop approach to learning must be supported by general tidiness “as a norm”. Consequently all adults model how to care for resources within the learning spaces to instil team responsibility for possessions and the environment itself. Children are expected to tidy up as a matter of course.
  - Coats (spare clothes for nursery children /PE bags for Reception) in lockers – children are expected to pick up belongings and put them away. All pupil belongings should be labelled.
  - Each classroom has a well-stocked, thoughtfully arranged book corner. Teachers change the book allocation during the year from our main library.
  - **Inhaler boxes are kept in the kitchen cupboard (green cross on door).**
  - **Emergency contact numbers in red file in filing cabinet in Nursery.**
  - To gain whole class attention - Nursery teacher asks children to wiggle fingers, or does actions: ‘copy me’ - No talking whilst children do actions. Reception teacher puts up one hand or copies an action and children copy in silence.
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#### **Nursery Routines**

The organisation and times of sessions may vary from year to year depending on numbers and parental requests. Children attend for a minimum of 2 full days or 3 mornings. parents request full or half days depending on their needs and whether they have a 30 hour code or not. Some children attend 2,3,4 or 5 full days or half days.

Typical full day routine:

8.50- 9.00 am - come into the classroom, leaving parents at either the cloakroom gate. Children go to the photo table, find their picture and put it next to a cup on snack table. They go and sit on the carpet for a whole class introduction to the day. This routine starts when all children are settled. initially they come in and play, going to sit on the carpet together when ready to do so. Morning introduction includes Wake up, Shake up songs and visual timetable.

In the first half term, linked provision is started. The children look for their photo and go to a planned differentiated activity

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<sup>1</sup> See [Foundation Stage Policy](#) for further information

### 9.15 Carpet session for whole class teaching

9.30 am – Continuous provision - Children move independently around the room, choosing from a range of activities including sand, water, dough, craft, writing, maths, construction, role play, reading books, puzzles and games, small world and the snack table. Adults are involved in promoting child initiated play, observation and assessment as well as adult led activities. Children choose to go to the snack table when they want and use the toilets independently.

10.30 am – Continuous provision outdoors and indoors starts. A member of staff from nursery and reception go outdoors. The children choose whether they want to play inside outside. Children have access to outdoors in all but severe weather conditions, wearing wellington boots and waterproofs.

11.20 am – Children come in and tidy up nursery

11.30 am – Floppy'sst Phonics

11.40 am – prepare for lunch – toilet and hand washing

11.50 – 1.00 pm – lunch time

Nursery eat in the after school club room and play in there when they finish eating.

1.00pm – 1.30 pm – Staff return, children stay in after school club area. The children take part in simple music and movement or children's yoga followed by teddy gym and a quiet relaxation time, lying down with teddies. They sit down, close their eyes and listen to relaxation music.

1.30 – 2.20 pm – Children move independently around the room, choosing from a range of activities including sand, water, dough, craft, writing, maths, construction, role play, reading books, small world and the snack table. Adults are involved in promoting child initiated play, observation and assessment, as well as adult led activities. Children choose to go to the snack table when they want and use the toilets independently.

2.20 – 2.50 pm – Continuous provision outdoors and indoors starts. A member of staff from nursery and reception go outdoors. The children choose whether they want to play inside or outside. Children have access outdoors in all but severe weather conditions, wearing wellington boots and waterproofs.

2.50 pm – Children come and tidy up nursery

3.00 pm – Children with siblings at other schools go home. The rest of the class enjoy whole group story.

3.10pm – prepare Children to go home: put coats on, give out work from the going home tray (lunch bags, water bottles and book bags are put outside for parents to collect). Children line up at the classroom door opening onto the early years play area. 2 adults supervise children going out to parents at 3.15pm. Children only allowed to go with adults parents have made known to us, either verbally or via the home school diary.

## **Reception Routines**

Before school put trolley and book bag boxes outside (if fine) for children to put their drinks bottle, book bags, lunch boxes.

8.55 Children line up outside, come in independently and put own coats in a locker, find their photo to put on the feelings wall. They then go into class and sit on the carpet for Nursery rhymes, number/alphabet songs / spot the difference / handwriting and start linked provision when settled into the routine involving differentiated core activities.

9.10 Register and carpet session

9.35 Continuous provision

10.30 Open doors – two members of staff at least outside

11.20 Tidy up

11.30 Get ready for lunch

11.45 Line up for lunch

Milk and snacks are taken at any time during the morning in the snack area. When finished, children put their photo in the snack box.

Children are free to go to the toilet without asking. At dinner time the teacher asks all children to toilet and wash their hands.

After dinner children can get their water bottles and then get ready for phonics.

2.20-2.50 – Outside learning

3.00 Tidy and story / collect coats and water bottle are put outside for parents to collect.

3.20 Home time - At home time book bags are laid on the table for the children to find themselves, the trolley with water bottles

Children line up to go home by reception playground door. Parents must be seen by teacher before leaving the classroom.

Waterproofs, when needed, are in the classroom for children to put on by themselves where possible.

Wellingtons are on a trolley which is put by the reception playground door for children to change themselves. Shoes are left on the trolley.

During continuous provision one staff member out from reception and one from nursery. The children choose whether they want to play inside or outside. Children have access to outdoors in all but severe weather conditions wearing wellington boots and waterproofs.

## **Trays**

Children put any of their own belongings in the trays: sweatshirts etc plus any work to take home. Finished work tray is one labelled tray on the step.

## **Cloakroom**

PE bags in lockers, wellies on trolley.

## **Stationery**

Pencil pots: pencils/crayons/rubbers stored on windowsill. Put onto tables when necessary.

Children can help themselves to any stationery when they need it.

Children have free access to dough, water, sand, art resources, alphabet sound cards, number formation cards. They also access glue sticks, sellotape, and are trained in the use of PVA glue.

## **Y1/2 Classroom Organisation**

### **Non-negotiables in all classes**

- A workshop approach to learning must be supported by general tidiness “as a norm”. Consequently all adults model how to care for resources within the learning spaces to instil team responsibility for possessions and the environment itself. Children are expected to tidy up as a matter of course.
  - Coats and PE bags in lockers – children are expected to pick up belongings and put them away. All pupil belongings should be labelled.
  - Each classroom has a well-stocked, thoughtfully arranged book corner. Teachers change the book allocation half termly from our main library.
  - **Inhaler boxes are kept in teacher cupboards – clearly labelled**
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### **Morning Routine**

Coats in lockers

Lunch boxes on trolley

Bookbags in pupil trays

Water bottles in baskets

Wellies in outdoor wooden shed.

Children engage in ‘linked provision’ 4 mornings per week for no more than 20 minutes – this takes places instead of the register with the children self- registering and the teacher filling in the electronic version.

### **General routines**

Diaries are handed to the adult at the door if there is a note for teachers.

Water bottles drunk after playtime/lunchtime

Encourage toileting during breaks, otherwise must ask

### **Home Time**

Children collect own belongings and return to classroom

Y1 leave through classroom door/Y2 leave through classroom door

### **Table tops Y1/2**

Pencil trays containing pencils/crayons/rubbers (rulers/sharpeners Y2) put onto tables when necessary.

### **Named Pupil Trays contain:**

Book bags

Things to take home eg pictures or writing from the craft table

### **Equipment/Resources Y1/2**

Resources specific to the lesson are either put on the table by the teacher or put on tables by children eg glue/scissors. Children begin to collect their own number resources from around the classroom.

Literacy / maths baskets with relevant resources in put out at tables.

### **Finished / unfinished work tray**

One tray for all finished work

One tray for unfinished work

(Year 1 - Autumn term - verbal feedback during marking with child as necessary)

### **Lockers in cloakroom contain:**

Jumpers, hats, coats, PE kit

### **Displays – to motivate and challenge learners eg reference is often made to them and some content will change**

VCOP, School rules; Maths vocab; Numbers to 20 (Y1); Number formation

Monitor Board (Y2); Phonics, 100 square

Daily timetable is displayed for children

### **Exploring areas**

These areas are always available to children and are varied: craft area, construction, writing area, computers, phonics, reading, motor skills, puzzle table and small world. Exploring these areas is integrated throughout the day.

## **KS2 Classroom Organisation**

### **Non-negotiables in all classes:**

- A workshop approach to learning must be supported by general tidiness “as a norm”. Consequently all adults model how to care for resources within the

learning spaces to instil team responsibility for possessions and the environment itself. Children are expected to tidy up as a matter of course.

- Coats and PE bags in lockers – children are expected to pick up belongings and put them away. All pupil belongings should be labelled.
- Each classroom has a well-stocked, thoughtfully arranged book corner. Teachers change the book allocation during the year from our main library and the library service
- **Inhaler boxes are kept in teacher cupboards – clearly labelled**

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### **Morning Routine**

Coats in lockers /Cloakroom (Y6)

Lunch boxes on trolleys in shared cloakroom

Water bottles in baskets or on tables

Bookbags in trays / boxes

Morning task

### **Table Tops**

Pencil pots: pencils/crayons/rulers/rubbers/pencil sharpeners

Pot for pencil sharpenings

Table organisers: challenge book (Y4), whiteboards, pens and sponges, glue sticks, traffic light cards,

### **Equipment/resources**

Resources in numbered lockers

Lunch boxes on trolleys in shared cloakroom

Water bottles in baskets or on tables

Bookbags – in trays

red / blue baskets - maths/literacy

### **Named pupil trays**

Contain folders – maths/literacy/topic /book bags

### **Marking trays**

Marking trays are kept on cupboard surfaces for maths/literacy/topic

## **KS2 Classroom Organisation**

### **Non-Negotiables in all classes:**

- A workshop approach to learning must be supported by general tidiness “as a norm”. Consequently all adults model how to care for resources within the learning spaces to instil team responsibility for possessions and the environment itself. Children are expected to tidy up as a matter of course.
  - Coats and PE bags on named pegs – children are expected to pick up belongings and put them away. All pupil belongings should be labelled.
  - Each classroom has a well-stocked, thoughtfully arranged book corner. Teachers change the book allocation during the year from our main library.
  - **Inhaler boxes are kept in teacher cupboards – clearly labelled**
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### **Morning Routine**

Coats on named pegs

Book bags in boxes

Lunch boxes on trolleys in shared cloakroom

Water bottles in baskets or on tables

Begin a morning activity

### **Table Tops**

Pencil pots: pencils/crayons/rulers/rubbers/pencil sharpeners

Pot for pencil sharpenings

Table organisers: whiteboards, pens and sponges, glue sticks, challenge books, unfinished work folder, traffic light cards.

### **Equipment/resources**

Resources specific to the lesson are put on the table by the teacher

Other equipment is available to the children in labelled trays, including various papers

Children are expected to be able to locate and replace resources independently

### **Named Pupil Trays – Y5/6**

All pupil books are in pupil trays or may be stored in both the trays and kept in magazine files available to pupil collection or adult distribution.

### **Marking trays**

Marking trays are kept on cupboard surfaces for maths/literacy/topic. Any unfinished work is placed in individual / team files on table tops and regularly checked for completion.