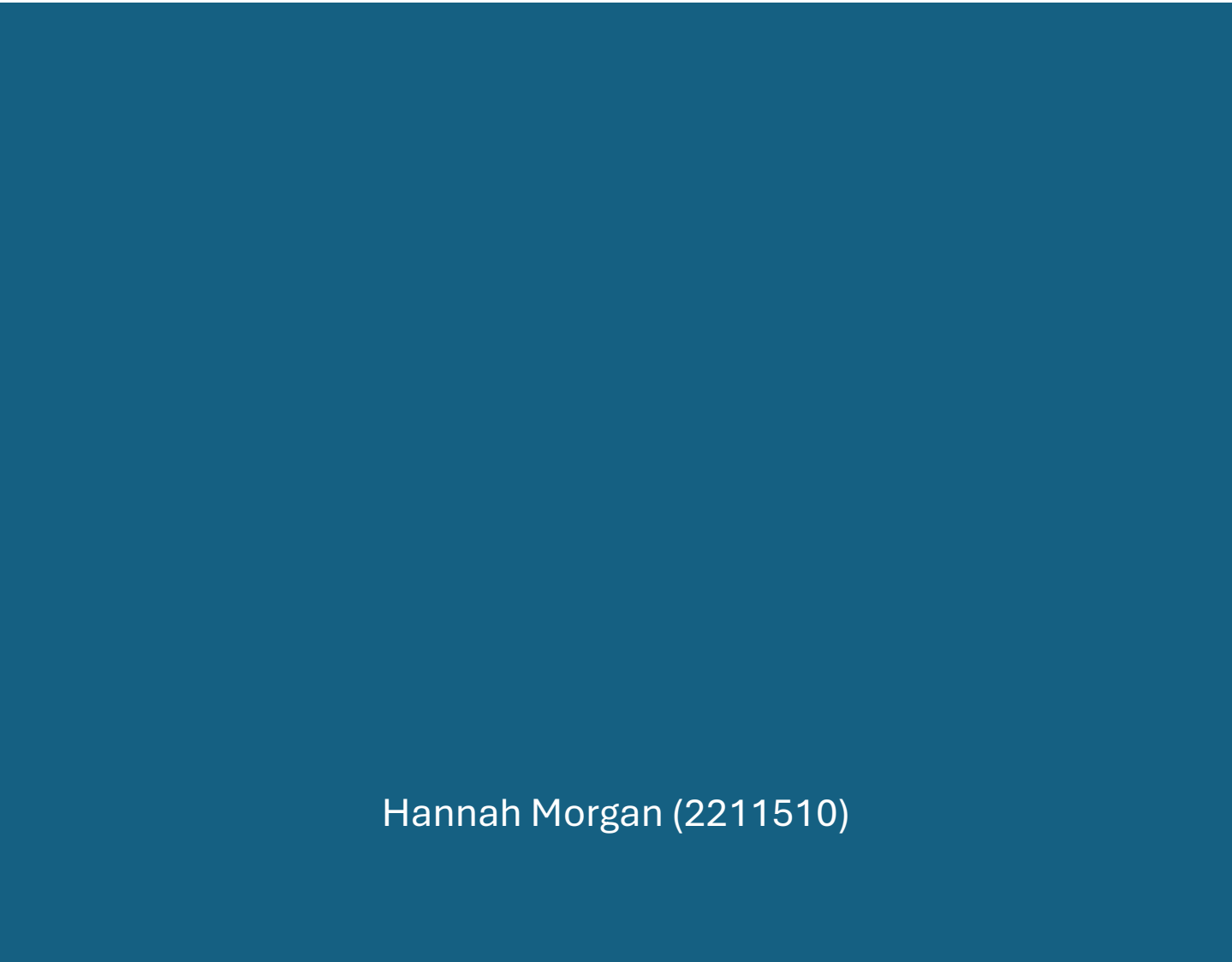




VISUAL TIMETABLES FOR EFFECTIVE CLASSROOM MANAGEMENT

ECIE6003 - Resource Pack



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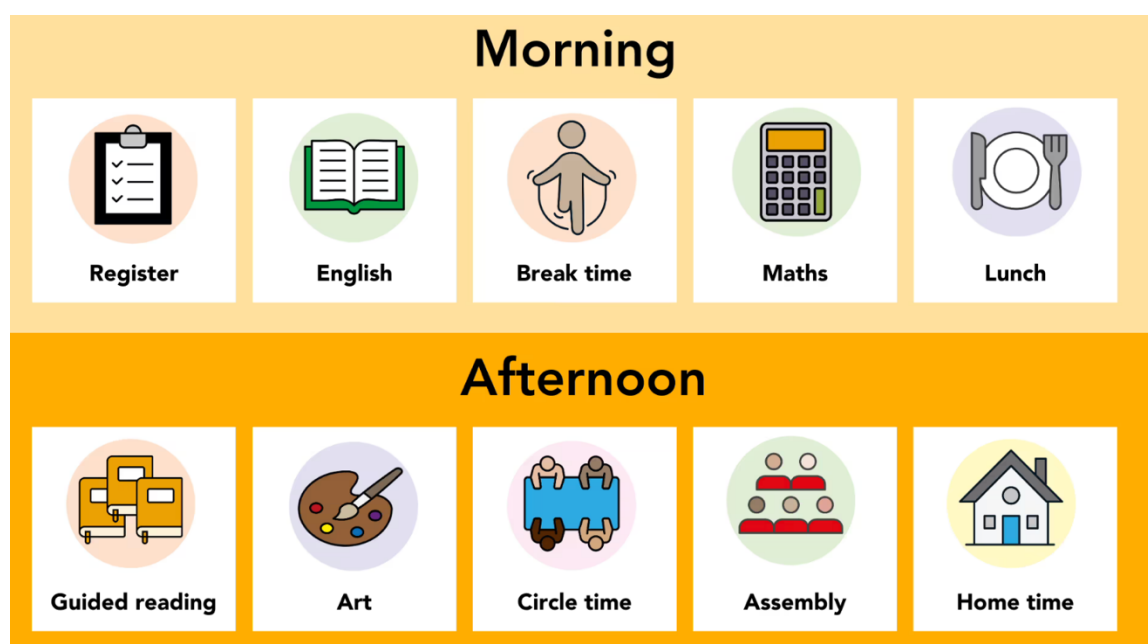
Introduction

Classroom Management is a fundamental aspect of effective teaching and learning, it is not simply just behaviour management but also the creation of a structured, inclusive and positive classroom climate (Marzano, 2003).

Within the context of Welsh primary education, this aligns with the Curriculum for Wales (2022), which promotes environments that enable pupils to become ambitious, capable learners and ethically informed citizens (Welsh Government, 2020) (see appendix A.). Effective classroom management therefor requires strategies that promote both engagement and emotional security, particularly within diverse classrooms that include with a range of abilities and additional learning needs.

This assignment presents a resource pack centred on the use of visual timetables to support effective and inclusive classroom management in Welsh Primary Schools.

Visual Timetables



(PlanBee, n.d)

A visual timetable is a practical resource that visually represents the sequence of daily classroom activities using images, symbols and words. It can also serve as a communication tool, allowing pupils to express emotions and make simple choices- particularly beneficial for children who experience difficulties with verbal communication (see appendix B and C). For younger learners and those with ALN, clear visual structure enhances predictability and independence, contributing to improved behaviour, focus and engagement in learning. (Dettmer et al, 2000).

Overview of Visual Timetables

A visual timetable is a classroom display or a digital tool that outlines the sequence of lessons and activities across the school day. The visual timetable is easily adaptable for diverse learners and those who benefit from structure, such as those with ADHD or anxiety. This adaptability aligns with the Additional learning needs and Education Tribunal (Wales) Act (2018), which emphasises providing multiple means of representation and engagement.

Format:

Visual timetables can take a variety of forms such as:

- Laminated Wall Charts
- Velcro attached cards.
- Whiteboards / Interactive whiteboards.
- Now and Next Boards (see appendix D).
- Including in books/diaries.
- Emotion Boards.
- Choice Blocks.
- Bilingual Language tools.
- Symbols/Pictures with written words beneath.

Target Group:

The Welsh Government (2019) state that educators should enable all pupils to have access to learning through inclusive practice and a structured modified environment that promotes conclusion, therefor Visual Timetables are beneficial for:

- Mainstream Primary School Pupils.
- Whole class / Individuals.
- Autism Spectrum Disorder (ASD)
- ADHD disorder.
- Individuals with speech, language and communication needs.
- Individuals with emotional and mental wellbeing needs.
- Individuals with dyslexia.
- English as an Additional Language (EAL) learners.

(Council for Disabled Children, n.d).

Purpose:

The core purpose of a visual timetable is to support classroom organisation and pupil independence. Rutherford et al (2020) research found that predictable routines and visual supports help pupils remain focused and calm, leading to fewer behavioural disruptions.

Visual Timetables also function to:

- Reduce uncertainty and anxiety.
- Provide a clear visual structure of the day's activities.
- Improve class focus.

- Support transitions.

The Timetable functions as a preventive classroom management tool rather than a reactive behaviour strategy, aligning with Rogers (2015) emphasis on proactive approaches that build security and consistency. In addition, it enables pupils to engage more readily with learning tasks by knowing what is expected of them and when.

Variations:

Visual timetables are not the only visual aid that can be used in school settings. The use of any visual aid can give children extra time to understand, prepare and think about how to respond.

These can include:

- Real objects
- Gestures, actions and body language.
- Signing (British sign language or Makaton).
- Labels
- Whole-class displays
- Individual personalised versions.
- Adapted for home-school communications.

(Speech and Language UK, N.D).

Health Education and Improvement Wales (2024) commit to the “use of visual aids, charts, diagrams and visual schedules to support all learners in understanding and organising information”, cementing the usefulness of communication aids.

Overall, the visual timetable represents an inclusive, evidence-based resource that contributes to effective classroom management by fostering predictability, independence and positive behaviour.

From a theoretical perspective, the use of visual timetables aligns with Banduras (1977) Social Learning Theory by offering a predictable structure and visible model of expectations, provides an environment that supports self-regulation and positive peer modelling (Main, 2022).

Visual supports such as timetables, ensure accessibility and predictability for all learners, aligning with the ethos of the Additional Learning Needs and Education Tribunal (Wales) Act (2018), which emphasises that learners should be supported to overcome barriers and access mainstream educational opportunities. (Welsh Government, 2018).

The next section will provide a theoretical rationale for the resource, drawing on psychological and educational frameworks that explain why such visual tools are effective in managing learning environments.

Rationale

Classroom management can be conceptualised as the deliberate creation of environments that facilitate learning and foster positive behaviour. (Marzano, 2003; Rogers, 2015). Consistent and predictable routines help reduce off-task behaviour and minimise anxiety, particularly for younger learners or those with additional learning needs. Visual timetables represent a proactive, preventative approach to behaviour management by establishing clear routines and expectations, rather than relying on reactive disciplinary measures. (Welsh Government, 2012). This approach aligns with classroom management frameworks that emphasise structure, clarity and the use of positive reinforcement as essential components to effective teaching. (Rogers, 2015).

From a psychological perspective, the efficacy of visual timetables is supported by Behaviourism and Social Learning Theory. Through the lens of Skinners Behaviourism (1953), consistent visual cues act as reinforcements, helping pupils internalise expected routines and behaviours through predictable responses and feedback (Main, 2023). Simultaneously, Banduras Social Learning Theory (1977) emphasises the role of observational learning: pupils can model calm transitions and appropriate classroom behaviours demonstrated by teachers or peers, thereby promoting self-regulation and adaptive engagement. (Main, 2022). Together these theories explain why structured visible routines not only reduce anxiety but foster independent learning and a positive classroom culture.

Visual timetables also reflect the principles of inclusive education and the Universal Design for Learning (UDL). The UDL provides a framework for addressing learner diversity by offering multiple avenues for engagement, representation, action and expression (CAST, n.d). By Providing varied means of engagement and representation, visual supports enhance accessibility for all pupils, particularly those with neurodiverse needs (e.g. ASD, ADHD, EAL), by reducing cognitive load and clarifying expectations. This approach aligns with Welsh education policy, including the Additional Learning Needs and Education Tribunal (Wales) Act (2018), which mandates that all learners should be supported regardless of diverse needs. Furthermore, the Curriculum for Wales (2022) promotes inclusive and accessible learning environments that foster engagement, wellbeing and self-regulated learning (Welsh Government, 2022) – objectives directly supported by visual timetables.

Critical reflection of the use of visual timetables highlights both strengths and limitations. Strengths include promoting autonomy, reducing anxiety and facilitating smooth transitions. Pupils gain confidence in managing their own learning, supporting the development of self-regulation and metacognition awareness (EEF, 2023). However, limitations arise when visual timetables are inconsistently maintained or applied without flexibility, potentially leading to over reliance or reduced effectiveness. Waters et al (2009) caution that visual aids may show positive outcomes, the use of them alone may not suffice alone as they do not identify the functions of problem behaviours.

Overall, visual timetables exemplify a student-centred inclusive approach to classroom management, balancing structured support with independent learning opportunities, underpinned by psychological theory, research, and Welsh education policy.

Instructions for Use

The following section outlines clear and practical guidance for implementing a visual timetable effectively. The process can and should be adapted to suit the age, needs, and abilities of all learners to ensure inclusivity and consistency.

1. Introducing the timetable to pupils:

- At the start of term, or when introducing visual resources – explain that the visual timetable helps everyone know what will happen and when.
- Use simple, positive language to describe its purpose and demonstrate how it works.
- Involve pupils in identifying and choosing symbols – which encourages ownership and engagement.
- In Bilingual settings, include both Welsh and English to promote language development.

2. Daily Classroom use:

- Display the timetable in a central visible location – ideally at pupil eye level.
- Individuals who have personal timetables should always have access and know where they are kept.
- Begin each day by reviewing the full schedule, highlighting any changes or special events.
- As the day progresses, remove, tick or slide the corresponding card to the finished section – This provides a clear visual cue for transitions.

3. Differentiation and individual support:

- The resource is adaptable for specific needs.
- “Now and Next” boards for providing information in smaller capacity.
- Individual laminated timetables.
- Emotion boards
- Choice Blocks

4. Ongoing reflection and adaptation:

- Review effectiveness of the visual timetable regularly with the class.
- At the end of each day, discuss what went well and what could be improved.
- Encourage pupils to take part in updating or reorganising the timetable.
- Developing a digital version, incorporating audio prompts or animations may add engagement.
- Maintain Consistency, Clarity and Routine.

Today's Date:				Weather:			
Morning:							
Afternoon:							

(Twinkl, 2021)

The successful implementation of visual timetables depends on consistent use, thoughtful adaptation and reflection. When embedded into daily classroom routines, it demonstrates how structured, proactive strategies – supported by Bandura's (1977) Social Learning Theory and Skinners (1953) Behaviourism – can enhance both learning and behaviour.

Furthermore, the approach aligns with national policy frameworks including the Additional Learning Needs and Education Tribunal (Wales) Act (2018) and the Curriculum for Wales which emphasises accessibility, inclusion and pupil wellbeing. (Welsh Government, 2022)

The following conclusion summarises how the visual timetable contributes to positive, inclusive, and well-organised learning environments within Welsh primary education.

Conclusion

In summary, the visual timetable represents an inclusive, evidence-based resource that enhances classroom management by promoting predictability, engagement and positive behaviour. Its strength lies in its simplicity and adaptability. It provides pupils with clear visual structure, reduces anxiety and supports smoother transitions throughout the school day. (Dettmer et al., 2000).

Grounded in the principles of Behaviourism (Skinner, 1953) and Social Learning theory (Bandura, 1977), and reflecting the aims of Welsh education policy, the visual timetable embodies the core values of inclusion, accessibility and learner wellbeing. By supporting all pupils- particularly those with communication differences or additional learning needs- visual timetables contribute to a positive, structured learning environment that benefits the entire classroom community. (Welsh Government, 2018).

The Welsh Government (2016) provides guidance to promote inclusion, emphasising varied communication strategies and differentiated instruction should be applied – principles directly reflected in the use of visual timetables. By providing predictable structure, clear expectations and accessible visual cues, timetables support diverse learners and align with inclusive practice. While classroom management strategies may not always appear fully inclusive due to diversity of learners needs, visual timetables are adaptable for any need or ability.

Ultimately, effective classroom management is achieved not through control, but through clarity, consistency and inclusion (Rogers, 2015). The visual timetable embodies this approach, providing a practical strategy and enables every child to thrive.

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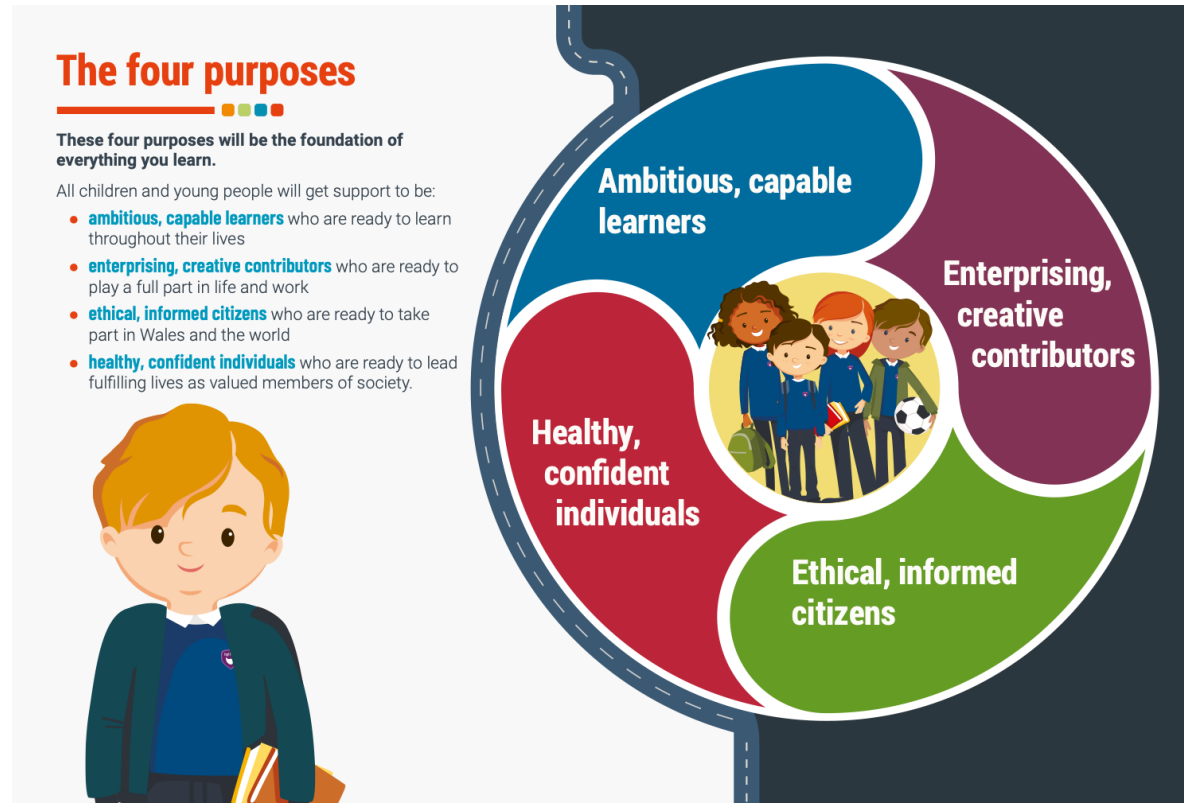
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Appendices

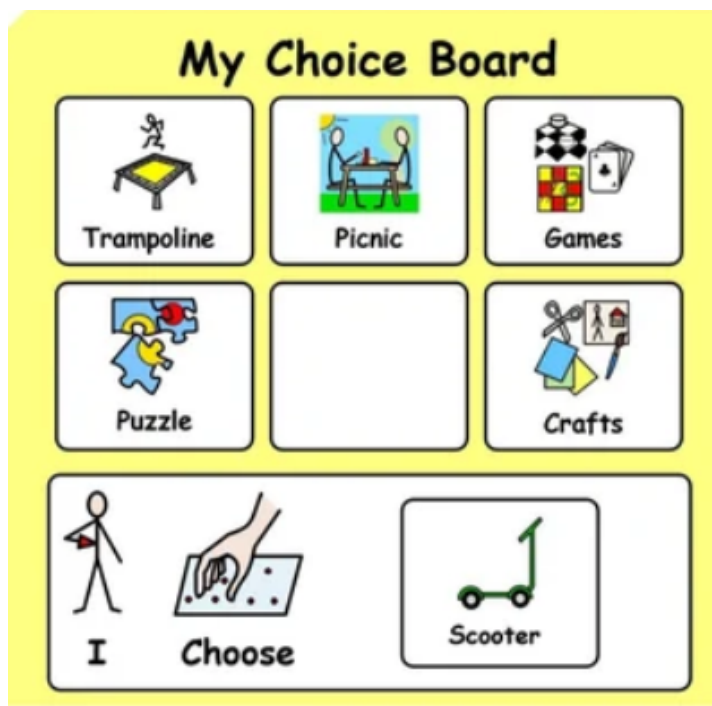
Appendix A.



Appendix B.



Appendix C.



Appendix D.

