



Display Policy

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| Policy Owner | Mrs P Scott/ Mrs E Wright-Jones |
| Date Approved | January 2023 |
| Governor Signature | |
| Governor Name | Mr S Hill |
| Governor Role | Chair |

| <u>Admin use only</u> | |
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| Location | |
| Website | |
| Learning Platform | |
| Policies File | |
| Staff room | |
| Headteacher's File | |
| Policies Log updated | |





Purpose

There are six main purposes to this policy:

- To provide a visually stimulating learning environment for all pupils;
- To establish expectations for teachers and support staff;
- To promote continuity and coherence across the school;
- To give purpose and value to children's work - every child's work matters;
- To give children positive affirmation and parents feedback that the work has been appreciated and celebrated;
- To develop children's aesthetic awareness

Introduction

The importance of this policy to the curriculum:

- effective displays that take account of and help to support the learning needs of all pupils;
- effective displays for celebration of achievement that motivates and inspires all pupils to achieve their best work;
- relevant opportunities for pupils to interact with displays to further their learning;
- demonstrate continuity and progression in the achievement of all pupils;
- to ensure a combination of the best features of learning environments to enhance the implementation of the National Curriculum

Displays:

- enable pupils to develop their ideas through independent enquiry;
- enable pupils to take appropriate responsibility for the aesthetic appearance of their classroom and school;
- enable pupils to make the best use of wall space for learning and for teachers to give positive feedback;
- are organised so that pupils have role models of good presentation;
- reflect the current areas of study of the National Curriculum, including literacy and numeracy;
- contain high quality, stimulating and interactive visual aids which celebrate pupils' achievements and which help them with the work in hand so that they attempt to solve problems for themselves;
- engage and encourage pupils' learning by promoting a sense of pride in their own achievements and the achievements of others;
- enable pupils to use ICT to enhance their learning across all areas of the curriculum.



Strategy for implementation

The learning environment - working walls

- The classroom learning environment for literacy, numeracy and science may be based on the 'working wall approach' where teachers' modelling and prompts are displayed as part of ongoing learning in each classroom.
- Children's work is used to affirm features of work that are desired.
- Vocabulary relevant to the focus of the learning is evident in all three subjects.
- There is an interactive element in **all** displays using this approach, where children have the chance to interact with the display either during the main teaching input or as part of their lesson or informally to extend their learning beyond the lesson. Interactive aspects of the display should enable children to use a range of learning styles.
- Work on the working walls reflects curriculum delivery.
- Work on the Working Wall is not necessarily always mounted as it is expected to develop rapidly and change frequently e.g. in literacy in line with the teaching blocks.
- Teachers and pupils may write captions and posters by hand as part of the lesson, which are then put on the wall for reference. Handwriting should not contradict the school's handwriting style.

The learning environment - display as celebration

- Celebration of work is displayed in classrooms, corridors and other shared areas and is not the focus of the classroom learning environment, although it is expected that the central topic the class is studying will be clear and evident within classrooms and this does involve display of pupils' work in foundation subjects and ICT, RE and PSHE.
- The current theme should also be evident in interactive displays, artefacts and books on display in each classroom.
- Work that is a finished piece and the end result of the teaching and learning process in an aspect of study should be mounted on separate paper. Work should be double mounted on ALL displays. Where work is double mounted, the first mount should be on metallic paper wherever possible. Paintings and photographs should be mounted as well as written work. The agreed size for each mount is **1cm**. Staff should use the guidelines on the guillotine to ensure straight edges!
- Captions to explain the learning process pose questions or provide contextual information should be part of the celebration display. The use of the agreed school font is expected and should be clearly legible.
- Captions should also be mounted.
- The use of artefacts, drapes or plants enhances the display. Using boxes and other devices to make parts of the display three- dimensional is **strongly** recommended. *All displays are expected to have a 3D element to them.*
- Displays as celebration of pupils' work will be changed on a rotational basis during the year. Seasonal displays will need to be changed termly.
- Displays may be shared between the two classes in each year group



Dos and Don'ts guidance

- Displays should always belong to the children and not be window dressing. They provide one of the best ways of demonstrating that a child is valued and a range of abilities should be evident, not just selections made from the highest attainers. Work that reflects process does not always have to be the finished product.
- A good display will stimulate discussion and curiosity and should be changed regularly to maintain this level of interest. Above all, staff should keep it accessible and think of the target audience.
- Staff should choose colours carefully - complimentary colours such as red and green or violet and yellow will make things stand out. Tonal colours such as blue and violet will create a harmonious, peaceful display. The background mounts should complement a piece of work not distract from it.
- All boards should be edged with border roll or other edging, ensuring that the metal border remains on show.
- Staff should make sure work on the board that is meant to be straight is and ensure that work at angles can clearly be read or seen.
- Children's work should always be named.
- Felt pen in displayed work rarely looks good for colouring.
- Cutting work into shapes such as circles, triangles and squares can add interest to the work.
- Staff should ensure that there is always evidence of children's writing on display.
- Staff should ensure that the classroom environment is not just 'teacher wallpaper'- children's work must be valued

Expected displays/ areas in every classroom

- Maths Working Wall: Problem Solving/ Calculation/ Reasoning/ Measures
- Speed Sound chart
- Literacy Working Wall: Language features, Structural Features, Purpose, Best Ideas to include, Phrases
- School Council Box
- Reading Corner

Finally stand back and evaluate the display - has it worked? Are the children using it or talking about it? Is it a useful tool for teaching? Has it made a child feel proud?