



# DISPLAY POLICY

This Policy was approved by Governors in:	March 2024
This Policy was shared with staff in:	March 2024
This policy was reviewed by:	Elisa Irwin
Implementation of this Policy will be monitored by:	SLT
Policy Review Date:	March 2024
Date for next Review:	<b>March 2027</b>

## **RATIONALE**

*'Aesthetically pleasing surroundings influence both learning and social behaviour. Displays are focal points for learning. They show to a wider audience what the children have achieved while reaffirming the value of their work. Displays help children and teachers to see things in different ways and to make connections between ideas.'*

*Art, Craft and Design in the Primary School  
Editor John Lancaster*

## **AIMS**

- To create a welcoming learning environment, that stimulates interest, discussion and facilitates further learning.
- To encourage children to have pride and confidence in their work and achievements by demonstrating that we value their work and learning.
- To use display and resources to positively impact on learning; through consolidation/reminder or previous learning and introducing new information and knowledge.
- To provide a good role model, highlighting expectations of standards and quality.
- To create a sense of ownership in and around the classroom.
- To provide positive reinforcement, Celebrate achievement and raise self-esteem for all.
- To encourage respect for the school environment and actively work to ensure it is an enriched place to work and learn.

## **EXPECTATIONS ON CLASSROOM AND COMMON AREAS DISPLAY**

Teachers will be responsible for the quality and content of the displays in their classrooms and teaching areas. The school support staff will assist teachers in creating displays of work. Everyone has a responsibility to ensure all displays are looking their best at all times and should correct or repair any damage done immediately when they see it.

Wherever possible, display materials, when mounted on windows, should be double-sided, thus avoiding the non-inspirational sight of a blank taped/blue tacked back view. Teachers will be responsible for making sure that these displays fall in line with GDPR rules around photos and names.

## **THE LEARNING ENVIRONMENT- WORKING WALLS**

The classroom learning environment for English, Mathematics, Science and Topic are based on the 'working wall approach' where teachers' modelling and prompts are displayed as part of ongoing learning in each classroom.

- There is an interactive element in 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.
- Vocabulary, different methods (where applicable) and questions relevant to the focus of the learning is evident in all subjects.
- Work on the working wall reflects the National Curriculum for each year group.
- Children's work is used to affirm features of work that are desired.
- Work is not necessarily mounted as it is expected to develop rapidly and change frequently.
- Teachers and children may write captions and posters by hand as part of the lesson, which are then put on the wall for reference.

## WHOLE SCHOOL AREAS AND CLASSROOMS

**Titles and headings-** Lettering must be clear and easy to read, using a variety of fonts. Ideally, the lettering style should match the subject matter: i.e. computer printed, cut-out letters or individually hand produced. All pieces of children's work should have their first names clearly printed, along with high quality headings and labels giving explanations and (where appropriate) asking questions. These must be grammatically correct and accurately spelt– it is important to provide a good role model. Where appropriate, dual language headings and labels should be included. Work for shared areas must be labelled with the subject heading and the Year group.

**Materials and methods-** All boards are backed in blue fabric and teachers should use push pins to put up work or staples where necessary. Only Blu-Tac or command strips should be used on walls as they may be damaged by pins or staples. The borders must be made of purchased border rolls. Work on display should not overlap the border, unless as an intentional design element, as children's work should be thoughtfully positioned and spaced. Backgrounds and borders need to be chosen carefully to blend or contrast but not distract the viewer from the work.

**Layout and mounting-** Children's work should be presented with care and consideration to their purpose. All work must be double mounted. Work is to be trimmed and mounted evenly and intended straight edges are straight. A display board can be the basis of a display and should not be limited to this space. The use of shelves, tables and the area around the display is encouraged. Where appropriate some displays should be three-dimensional and might incorporate material, professional art work, artefacts and natural objects. Resources that reflect the cultural backgrounds of the children should be considered within each display.

**Timescales-** school display boards should be renewed within a 6 week period. Classroom displays are changed according to topics and how the class teacher is using them.

**Quality of work on display-** Work on display is to have been published for display purposes and time in class needs to be planned in for this purpose. Publishing is a vital element of writing. Displays will reflect learners' creativity, imagination and originality.

**Monitoring-** To ensure high standards for all areas of the learning environment, the art leader will complete termly learning walks.

**Selection and position-** Classroom and shared area displays should reflect the multi-cultural make-up of the school. They should be appealing and varied and relevant to the work being carried out in class. Work showing a range of techniques and media (including digital and 3D), work in progress, as well as finished work could all form part of displays. It is often worthwhile to display drafts, sketches, plans and evidence of processes involved (photographs, diagrams, etc.) alongside pieces of finished work. Care should be taken to ensure that work is visible to the intended audience (Please consider height and reading age of the children in the class).

## GDPR

- Displays should only include children's first names.
- Photos should not be used in areas available for external Lettings (new building, first floor walkway, HT lobby, main hall, nurture room and business corridor/year 1 corridor and year 1 teaching rooms).
- Photos should only be used if relevant authorisation has been given.

**EACH DISPLAY MUST CONTAIN:**

- A title
- Open/closed questions relating to the display content
- Learning Objective/ Aim- Process (what the children did)
- Reinforcement of key vocabulary
- Quality labelling
- Children's work should be clearly labelled with their first names
- Be age appropriate (high expectations)
- Pupil voice

**OUTCOMES**

When visitors enter Poverest Primary School, they will be impressed by the quality and range of the displays of children's work. The work on display will support and communicate our ethos to those who see it. Our displays will make strong statements about the high quality and standards of work expected in our school, they will make this school a happy, bright and welcoming place for children, staff and all who visit. Our displays will reflect our rich cultural heritage and promote social cohesion.