



MARISH ACADEMY TRUST



DISPLAY POLICY

Date: September 2014

DISPLAY POLICY

Introduction

The purpose of this policy is;

- To provide support for all staff
- To provide a framework for the a whole school approach
- To inform parents and governors about the importance of display

This policy reflects the consensus of opinion of the whole staff. It is the responsibility of all staff members.

Aims

- To ensure that all members of staff are aware of the importance of careful display and presentation of children's work and to provide a standardised approach.
- To give each child a sense of pride and achievement when they see their work displayed.
- To ensure that school displays are representative and accessible to all children.

Objectives

It is **essential** that our own organisation and presentation is of a high standard and consistent throughout the school. It is a way of showing our children that we value them and their work highly and of communicating to them that it is important to take pride in what they do.

Purpose of display

- To create a stimulating and attractive learning environment.
- To visually convey the ethos of the school, to children, parents and visitors.
- To celebrate achievement.
- To give purpose and value to children's work.
- To encourage a positive attitude towards the environment.
- To reflect our multicultural society.
- To show progression through the key stages.
- To give children support and guidance with their learning.
- To model the quality and standard of work we expect.

Consistency

It is important that there is a consistent approach to display across our whole school and each classroom has the necessary information displayed to support and aid our children's learning. Appendix 1 has a detailed list of what each classroom must have displayed.

Some General Principles

- Ensure that the variety and balance of the curriculum is well reflected in the learning environment.
- Displays must be changed as appropriate to reflect the teaching, learning and current interest of the class.
- Displays should reflect the ability and aspiration of the class and class teacher.
- 3D work as well as 2D work needs to be reflected. Remember things can be hung up to make a change from the walls. (Be careful of the security sensors.)
- Posters, information about topics etc could be used as well as children's work, to promote teaching points and extend learning and interests.
- Work surfaces must be clutter free and used for interactive display where possible.
- Information and resources such as key words must be displayed to aid the children's learning. (working walls see Appendix 2)
- Questions must be displayed to extend the children's thinking.
- Keep it straight! - Always use a paper cutter, checking that the ruler is straight and in position first.
- Beware of using too many borders in a small space and remember most work only needs a thin border.
- Arrange and pin work with drawing pins first to ensure that it is straight and evenly spaced before stapling (insert staples at an angle for easy removal).
- Children's writing and small detailed drawings should be displayed at children's level.
- Each child must have at least one piece of work displayed in the classroom.
- Captions must be large, clear and mounted and should include the class name if work is being displayed in a communal area - if printing captions on the computer please choose a clear, legible font.

- All work for display must have the child's name written clearly on the work.
- All displays must include a brief description of the work and questions.
- All writing by adults must follow the school's handwriting policy -if need be rule lines and use light pencil guidelines to ensure it is straight.
- Encourage children to look at/ read/ discuss work on display around the school regularly.
- Any work displayed should be of a high standard and represent the age and stage of the child.

Questions to think about

- What is the best use of the space available?
- How can you lay out the work to give the best effect?
- Which colours will enhance the work?
- What sort of labelling will you use?
- What artefacts can be used to 'hook' in learners?
- Is the display at child's level?
- Does the display inspire?
- Does it convey information to children/parents/visitors?
- Does it encourage children to interact?

Art Displays

- The most important element is the work itself - the mount/ choice of colours etc. should not detract from the content.
- The children should produce all artwork.
- Work in a variety of appropriate media should be evident - colouring pencils and felt tips are not an appropriate medium for artwork on their own. They can, however be used in mixed media work or to illustrate work in another curriculum area.
- The work on display in each class throughout the year should show examples of the six main areas of Art - drawing, painting, sculpture, printing, textiles and mixed media work.
- Ensure your classroom reflects the diversity which you have in your class.

Subject Displays

- The same general principles apply.
- Include a visual element to make the display more interesting – some artwork, an interesting poster, photograph or book, some 3D objects linked to the subject area, some interesting questions or comments to encourage onlookers to interact with the display etc.

- To celebrate our multicultural society and community, some displays should focus on work from other countries.
- Children's written work should be displayed at all times.
- See examples in Appendix 2 and 3

Changing displays

- Displays must be changed often reflecting the particular topics being covered in each class throughout the year
- They should show work in a variety of subject areas, especially English and Maths.
- Staff have a commitment to reflect their class and its diversity in their displays.

Appendix 1

WHAT EACH CLASSROOM NEEDS

The surroundings in which children learn can greatly influence their academic performance and well-being. Therefore your classroom environment is extremely important. The layout, displays and resources within your classroom all play a vital role in shaping our children's learning so please ensure you have:

- Appropriate resources clearly labelled and accessible
- Displays/language which reflect the diversity of cohorts within your class

A class information board with the following information:

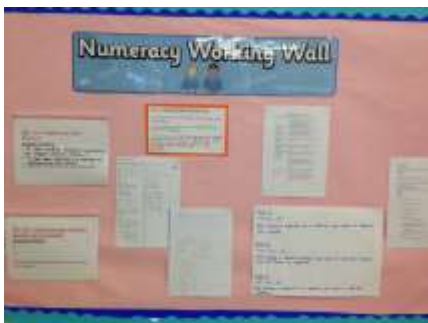
- Up to date class timetables
- Any group or sets lists
- Rota of helpers for classroom jobs
- Photographs and information of children with allergies/medical needs (in pink files)

The following must be displayed somewhere in your classroom:

- Class Name
- Simply Behave rules and steps – displayed at front of the class.
- Timetables of playground duties
- Current Mind maps for the start and end of your topic
- Date
- Alphabet
- Number line
- Fire drill information
- Question words
- Presentation policy

Appendix 2

Examples of working walls



Appendix 3

Examples of displays



Appendix 3

Examples of outstanding displays

