



REGENT PRIMARY SCHOOL

Display Policy

Reviewed by SLT: August 2022
Previous Review: August 2020

Approved by the Board:

Introduction

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

Aims

- To ensure that all members of staff are aware of the importance of display and careful presentation of children's work.
- To give each child a sense of pride and achievement when they see their work displayed.
- To ensure that school displays are of similar high quality.
- To celebrate the learning of pupils, arouse curiosity and extend learning.

The 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 and offer an audience for children's work.
- To give purpose and value to children's work.
- To encourage a positive attitude towards learning and the school's learning 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.
- To demonstrate to all who visit the school the type of work / learning pupils are engaged in.
- To provide pupils with a clear model, with useful resources, to support their independent learning.

General Guidelines to ensure consistency across the school

- Ensure that the variety and balance of the curriculum is well reflected in the learning environment.
- Ensure displays are changed regularly and reflect the teaching, learning and current interests of the class as well as the abilities and aspirations 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.
- Posters, information about topics etc. should be used as well as children's work, to promote teaching points and extend learning and children's 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 explanation and the children's learning.
- Questions should be displayed to extend the children's thinking. (A mixture of interactive and open-ended questions should be aimed for).
- Examples of high-quality children's work should be displayed to reflect high expectations.
- Ensure all work is kept straight! (Unless the intended outcome of the display warrants something different).
- Children's writing and small detailed drawings should be displayed at children's level, where possible.
- Captions / labels must be large, clear and mounted and, work is being displayed in communal areas, should include the class name.
- All work for display should have the child's name written clearly on it.
- All displays must include a brief description of the work and, where possible, questions to encourage the viewer's engagement.

- All writing, by adults, must follow the school's handwriting policy.
- Encourage children to regularly look at, read and discuss work on display, both in class and around the school.
- All work should be at least single mounted, using appropriate coloured paper, with an equally sized border all the way around the item being displayed.

Changing displays

- Displays should be changed minimum every third week to reflect the particular topics being covered in each class throughout the year.
- They should show work in a variety of subject areas.
- Teaching staff have a commitment to reflect their class and its diversity in their displays.

The following must also be displayed / stored somewhere in your classroom:

- School rules
- Behaviour chart
- Marking policy
- Grade Descriptors
- School motto and values
- Learning wall space/s
- Fire drill / lockdown information

The use of learning walls

Within classroom learning environments working walls are used to support children's learning by acting as an aide memoir to discussions and relevant prior learning, a learning model or a resource through the display of e.g. high quality language, sentence starters or calculation strategies.

To ensure learning walls have the highest possible impact, they should:

- Be relevant to the topic being studied and the task being completed (after which they should be removed / taken down).
- Be clearly presented, with their purpose understood by all learners.
- Model working practices and e.g. calculation strategies in line with school policy and practice.
- Act as a good role model to the children, e.g. in terms of presentation, content, working methodology and editing.
- Be referred to throughout the lesson.
- Be created with the children during the lesson as this helps ensure children link them to their learning and use them to support independent working.