



# Little Reddings

# Display policy

Little Reddings Primary School  
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Review date – 2017

*The way in which work and other material is displayed and arranged in a school is more than a matter of convenience: it is a reflection of the atmosphere and attitudes that prevail there.'*

- The Arts in School – Gulbenkian Report

### **Purpose**

The purpose of this policy is;

- To ensure that Little Reddings Primary School's displays reflect the variety of learning opportunities that children experience, demonstrate coverage of the national curriculum and display the high standard of work produced by the children
- To provide a framework for a whole school approach

### **Aims and Objectives**

- To provide a visually stimulating learning environment for all pupils
- To reflect our multicultural society
- To ensure that the variety and balance of the curriculum is well reflected in the learning environment.
- To establish expectations for teachers and support staff
- To promote continuity and coherence across the school
- To demonstrate progression through the school
- To reflect the ability and aspiration of the class and class teacher
- To celebrate achievement across all ability levels
- To give purpose and value to children's work
- To purposefully demonstrate the process of learning the children have been through
- To provide relevant opportunities for pupils to interact with displays to further their learning
- To inform and share with others
- To illustrate standards
- To model the quality and standard of work we expect

### **Areas of Display**

Entrance

- Meet the staff
- Notice board
- Copies of the latest letters

Reception area (outside the offices)

- Writer of the week
- RE/PSHE
- Pupil voice
- Photographs of achievements in/out of school (small board)

Year 1/2 corridor

- To display current work

Infant hall

- KS1 – to be determined by assistant head
- Reception to display current work

Hall outside infant meeting room

- Clubs – Information and photographs, newspaper etc

Corridor between KS1 and KS2

- Subject leaders to display examples of work from all year groups

## Library

- Book reviews
- Author studies
- Alternative book covers
- Books made by children

## Dinning area

- Healthy eating
- Taking care of our bodies
- Cooking club display

## Junior hall

- Writing days
- Activity day displays

## Year 4/5 corridor

- Timetables of playground duties
- To display current work

## Year 6 corridor

- To display current work

## Intervention rooms

- Resources to support learning
- Examples of children's work

## Classrooms

- Working walls
- Celebration of current work

## **Expectations and Organisation**

**TYPES OF DISPLAY** - Displays around the school will serve many purposes for example, to focus attention, to stimulate, to 'show off' and encourage pupils to interact. Displays should help to promote the children's learning and encourage their understanding of a subject.

**LABELLING** - Labelling should be printed using the agreed cursive font appropriate for the year group. The labelling should clearly express the learning that has been undertaken, a brief description and questions should be included where possible.

**LAYOUT AND MOUNTING** – The children's work should be presented with care and consideration given to the purpose. All work and labelling should be mounted with thin borders. The child's name should be on the bottom right hand corner. If work is displayed on a window, it should be double sided and tacked neatly. Take care to use the correct form of adhesive so as not to cause damage once the display has been removed.

**TIMESCALES** – All staff will be provided with a rota so that expectations of what needs to be displayed, who is responsible for each board and when they should be changed is made clear.

**RESPONSIBILITIES** – Everyone is responsible to ensure that all displays are looking their best at all times and should correct or repair any damage done immediately when they see it.

## **Working walls:**

- The classroom learning environment for literacy, numeracy and science is 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. This work can be first draft, modelling that we learn from our mistakes.
- Relevant vocabulary will be evident.
- Children will have the chance to interact with the display either during the main teaching input, as part of the lesson, or informally to extend their learning beyond the lesson.
- Both teachers and pupils may write captions or other useful information by hand as part of the lesson and these may then be displayed on the wall for reference.
- Please note that any word processed labels/captions should use the relevant joined font

### **Celebration of work**

- At least one wall in the classroom (or in the communal corridor area) will be dedicated to well-presented redrafted work.
- The core subjects (Literacy, Numeracy, Science and RE) should have a designated display area throughout the year and changed to keep it relevant.
- Work covered in the foundation subjects should be displayed at different times of the year depending on the curriculum map.
- The current topic should also be evident in interactive displays, artefacts and books on display in each classroom (this may be linked with the above bullet point).
- Apart from working walls, work on display should be 'best work'. The children should be given the opportunity to rewrite their work with corrections, specifically for display purposes.
- Great work must be displayed to reflect high expectations.
- All children should have at least one piece of work on display at all times (in class or communal areas).
- Work used for celebratory displays including photos, pictures and headings must be mounted before displaying.
- Captions to explain the learning process, pose questions or provide contextual information should be part of the celebration display.
- The use of artefacts, drapes or plants enhances the display. Using boxes and other devices to make parts of the display three dimensional are recommended. 3D work as well as 2D work needs to be reflected. Remember things can be hung up to make a change from the walls.
- Displays should be taken down at least termly (please refer to the rota). The work taken down should go home with the child to show parents.
- Corridor displays should be dedicated to well-presented redrafted work, with no spelling errors.

### **Learning Environment – What Each Classroom Needs**

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

- As well as the displays described above, posters, information about topics etc should 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.
- Questions must be displayed to extend the children's thinking.
- Up to date timetables
- Groups e.g. intervention, guided reading

- Rota of helpers for classroom jobs
- Photographs and information of children with allergies/medical needs
- Class name, photographs and names of pupils
- School rules
- Class rules
- Reward system is evident– ball jar
- Behaviour strategy - steps
- Date
- Curricular targets –e.g. lesson objectives in the form of ‘Can I...?’
- 100 square, number lines relevant to age groups
- Relevant literacy prompts and grammar is highlighted around the classrooms

### **Questions to think about**

What is the best use of space available?

How can you lay out the work to give the best effect?

Which colours will enhance the work?

What artefacts can be used to hook in learner?

Is the display accessible to the children (e.g. level)?

Does the display inspire?

Does it convey information to children/parents/visitors?

Does it encourage children to interact?

### **Assessment and Evaluation**

Displays provide evidence of a finished body of work and therefore can be used for assessment and evaluation purposes. Some displays will also be photographed and added to a photographic record of display strategies and ideas. These will be kept and updated termly by DT.

### **Resources**

Ideas for displays can be found on a variety of websites such as:

Twinkl	Google
TES	Primary resources
Teachers pet	Pinterest

Backing paper and borders are to be kept in classrooms along with a collection of tools to mount and display the work (scissors, a staple gun, glue etc.)

### **Health and Safety**

- All guillotines should be guarded
- Staples applied with a staple gun should be used, not pins
- Glue guns must be used and stored with care and supervised at all times by an adult whilst they are on.
- Anything that needs to be hung must be done so safely using step ladders
- When hanging displays consideration must be given to heaters and sensors that may trigger an alarm
- Please remove old staples and dispose of appropriately

**Review and Monitoring**

Displays will be monitored half termly. Photographs will be kept on the teachers' link and posted onto the school website by DP.

This policy will be reviewed at least every two years

**Signed: Debbie Taylor**

**Date: September 2015**

**Date to review: September 2017**