



Stroud Green Primary School

Believe and achieve

Stroud Green Primary School, part of a richly diverse community, is a place where all children flourish in a safe, happy and stimulating environment.

Display Policy

Policy Originator	Jo Bartlett
Governor Responsible	Curriculum Committee
Status	Non-Statutory
Last reviewed	7 th November 2016
Ratified on	20 th December 2016
Review period	Biennial
Signed	

Aims of Policy:

At Stroud Green Primary, we aim to provide a lively, stimulating, exciting environment in which our children can learn effectively. We believe that the physical environment we provide for children has a direct impact on learning. It gives children a clear message about how we value them and how we value learning and support independence. A list of classroom non-negotiables relating to classroom environments is shared with staff, but this policy outlines the importance of high quality display. We believe display is an important feature of the learning environment because it:

- Stimulates curiosity and appreciation of the world
- Celebrates children's effort, achievement and current learning
- Is an effective learning and teaching tool
- Reflects the rich and varied experiences of a broad and balanced curriculum
- Creates an appreciation and awareness of aesthetics which adds to the quality of children and adults' experiences at school
- Reflects a variety of cultures, languages and promotes inclusion
- Supports learning in Maths and English

Expectations

In order to achieve the above, we must ensure that:

- Classroom and shared areas are tidy and free of clutter both for health and safety reasons and to ensure an aesthetically pleasing environment, setting a good example for children
- All displays carry labels, captions and information which explain and enhance children's work, objects and images e.g. how and why the learning was undertaken incorporated into the display, who produced the learning/Year Group
- Labels should be written using cut-out letters, computer or hand-written in line with the school's handwriting policy
- All children's work should be named (avoiding obscuring or marking work itself)
- Written work, headings and labels should be mounted to reflect the quality and importance we attach to presentation (unless the work is better without mounting)
- All work especially writing should be marked and in the child's best handwriting - in general all work should demonstrate the child's potential best and of a high standard.
- Photos are used to show process as well as celebrating the children at work
- There is balance between displays that provide prompts or information and the children's own work
- Generally, work inside the classroom should promote and support learning and work in communal areas should celebrate achievement and success
- where possible, 3D objects should be on display as well as images and photographs
- Drapes are used to link artefacts and provide background texture and colour
- Some displays should be interactive, including items for the children to investigate and questions to answer
- There is a balance of subject displays around the classroom
- Library areas are of a high quality, engaging children's interests and are celebratory of books and reading
- Displays are changed regularly in order to maintain the children's interest, reflect current learning and appear in good order
- From time to time, children are involved in the display process, making decisions about colour, format and information to support their work

- Work displayed demonstrates a variety of ways of recording (posters, photographs, diagrams, concept mapping, bullet points and lists)
- Staff should ensure that the fabric of the building is not damaged by the fixing of materials to the walls/ceilings. The colours used to back displays should be 'low arousal' and should complement each other. Whilst we have no stipulation about the choice of colours that teachers can use it is expected that these do not distract children during lessons nor detract the focus from the display itself.

Making displays accessible for children with SEND and ensuring equal opportunities

Some children may need special arrangements in order to access displays i.e. a visually impaired child may need larger print. It is therefore important to tailor some areas to the specific needs of the child. Throughout the year, teachers will ensure that all children will have had the opportunity to contribute to work on display in the learning environment in the classroom or around the school.

Role of Support Staff

Well-presented display is time-consuming and requires thought and effort. The skills and input of support staff are recognised as vital in the process of maintaining good display. Support staff are given appropriate time, materials and support if they are requested to put up a display. That is not to preclude staff from involvement if they enjoy creating displays which reflect the work of their pupils and themselves.

Building and Dismantling Displays

The following procedures should be observed:

- Care should be taken when putting up displays and the policy for Health and Safety should be followed.
- No staples, pins or any other sharp objects should stick out.
- Displays should be put up ideally in pairs if a step ladder is required.
- Corridors or fire exits should not be blocked at any time.
- Displays should be taken down carefully, so that individual children's learning can be taken home.

Monitoring and Evaluation

Displays will be frequently monitored by the Headteacher and members of the SLT and feedback will be provided with action points if needed. Displays and the learning environment will form part of lesson observations and drop ins. The presentation of children's work both on displays (and in books) will be monitored frequently.

Roles and responsibilities

The Headteacher and SLT will communicate and monitor policy to practice and lead by example. Subject leaders will monitor, support and provide examples of good practice for colleagues. The SBM and admin staff will ensure the school is fully resourced at all times with suitable display paper/equipment. The Governing Body may carry out learning walks with the Headteacher if requested. All staff will implement this policy into practice, model high standards and will maintain quality of display and presentation ensuring a clean, safe and purposeful learning environment. From time to time, governors will liaise with senior staff and/or subject leaders when they are monitoring of display throughout the school (Appendix 1)

Appendix 1: Display Monitoring

	In place	Partially in place	Not in place	Notes
The area around the IWB is free from clutter, to limit distraction.				
Displays are stimulating and trigger enthusiasm and curiosity.				
Displays include a title and all labels are mounted, clearly visible and accessible.				
Writing on display is marked and in the child's best handwriting				
Photos are used to show process as well as celebrating children's work.				
Displays show a balance of info, interaction and celebration of pupils' work. <i>Generally work inside the classroom should promote and support learning and working communal areas should celebrate the achievements and success.</i>				
3-D objects are on display as well as images and photographs.				
The height of displays is considered, wherever possible, so they are visible to smaller children – this is especially important in EYFS.				
EYFS displays act as visual memory aids, showcasing children's work or decorating the learning environment.				
Drapes are used to link artefacts and provide background texture and colour.				
Some display is interactive, including items for children to investigate and questions to answer.				
Work displayed demonstrates a variety of ways of recording (posters, photographs, diagrams, concept mapping, bullet points and lists).				
The fabric of the building is not damaged by the fixing of materials to the walls/ceilings.				
Colours used to back displays should generally be 'low arousal' and should compliment each other.				
IPC Displays are updated termly.				
There is evidence of Computing and IT				
Working walls are updated and relevant to current learning				
Words of the Week are changed weekly				
Library Corner displays are of a high quality and engage and celebrate books.				

Appendix 2: Working Walls

A working wall is an evolving display that shows progress. It reflects the start and end points of a unit and the journey between, including how lessons are linked. It is a flexible model, so it is down to the individual teacher to make it work in the way they feel is most effective for their children. It is a resource that engages children as active participants during lessons, supporting current learning and allowing them to seek support independently.

A working wall:

- contains key vocabulary, questions, images, diagrams and mind maps related to current learning
- is a functional tool and may not necessarily look beautiful
- is situated close to where CT most often teaches
- is added to over a series of lessons
- is a place where anyone can make a contribution
- is frequently changed to be current
- is adapted to suit purpose
- is age related
- is place to display targets
- makes explicit acknowledgement of children's contributions
- has visual impact
- is confidence building
- is constantly used and referred to
- is a place for planning / supporting the structure of children's work
- is a teaching aid reinforcing teaching points

A working wall is not:

- A display
- A permanent fixture
- A receptacle for every bit of information relating to a topic/ series of lessons