

DISPLAY POLICY

Purpose

“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

At Parkside Community Foundation Primary School, we recognise the whole school is a potential visual aid and learning environment for the child. Display of resource material and children's work offers opportunities to build up the skills of learning and understanding and to enrich through visual means. It is not only a powerful tool to stimulate interest and thinking but also the basis for creative and aesthetic awareness.

Aims

- 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 types of the work / learning pupils are engaged in
- To provide pupils with a clear model, with useful resources, to support their independent learning

Equal Opportunities

All pupils should have their work displayed on a regular basis. Due to restrictions of space this may mean that pupils do not always have a piece of work on each display. Teachers should ensure that all pupils have their work displayed regardless of their individual ability, recognising the individual's personal achievements. Displays of this kind should celebrate the high quality of work achieved and be rewarded by high quality displaying. When using resource materials, staff should ensure that the range of materials displayed show a positive representation of genders, races, cultures, faiths and people with additional needs.

Display Boards across the School

It is the ultimate decision of the class teacher to choose board backing material for their displays. Each board in the school hallways will be permanently backed with hessian to deter intentional and accidental tearing and to provide visual continuity, but coloured backing paper can be used over the top as it adds value aesthetically.

In recognition of the important part played by displays in the creation of a positive learning environment, teachers at Parkside Community Foundation Primary School have elected to retain responsibility for displays.

Display Board	Person Responsible
Library	English Subject Leader
Star Writers	English Subject Leader
PE	PE Subject Leader
Art Gallery	Art Subject Leader
School Council	School Council Leader
School Values	Every teacher
Attendance/Punctuality	School Office
House points/Prefects	Year 6 Teacher

Art Gallery

A gallery displaying the children's creative achievements is maintained by the Art Subject Leader to promote Art and Design throughout the school and demonstrate the progression of skills. The display boards will be changed three times over the course of the academic year and on each occasion, a different child's work is displayed from each class. The subject lead will review and keep the gallery timetable updated with changes to the themes where needed. Each teacher is responsible for backing and labelling the children's artwork before the lead arranges the work onto the display boards.

An example of an Art Gallery Timetable

Art Gallery (Outside KS2 Hall)	Term 1 and 2	Term 3 and 4	Term 5 and 6
	Self Portraits	Collage	Abstract art topic

Class Display Board

Each class has responsibility for one display board around the school. This provides a further opportunity for a more public display of work. These boards will be permanently backed with Hessian by the Art Leader to offer teachers the option of a natural background and minimise paper waste. A coloured paper can be used if deemed more aesthetically pleasing for a particular display. Bordette will need changing with each display due to wear and tear.

General Guidance for all displays

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.

Each display should contain:

- Title
- Clean, tidy backing paper or Hessian and a border covering the metal frame
- Carefully trimmed mounted work
- Named pupil work
- Class or group name
- A clear explanation of the children's learning
- Key vocabulary relating to the topic
- Where appropriate questions to provoke the children's interest

Teachers must:

- Maintain the quality of displays by carrying out running repairs
- Maximise the use of 3D
- Challenge thinking by posing questions
- Include examples of all of their pupils work in at least one display each half term
- Make displays as interactive as possible, taking account of different learning styles
- Ensure that displays are mounted to the highest standards
- Recognise and use opportunities to involve pupils in planning displays and selecting work
- Update displays regularly

An Overview of Classroom Displays

As the surroundings in which children learn can significantly influence their educational performance and well-being, classroom environments are extremely important. The layout, displays and resources within the classroom all play a vital role in shaping the children's learning so please ensure you have:

- Appropriate resources clearly labelled and accessible
- Appropriate learning resources to aid the children's independence learning, e.g. alphabet charts, handwriting cards, phonics chart, maths toolkits and relevant writing frames / sentence starters etc
- Displays and language which reflect the diversity of cohorts within your class

The Use of Learning Walls

At the beginning of each term, stimulus displays must be mounted in the classroom. To maximise impact, all classroom displays should be changed at least half-termly to reflect the current topics being covered in each class. The full range of curriculum subjects should be included over the course of a term.

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.

Classroom displays should be adapted and changed frequently displaying key vocabulary and visual aids to prompt the children's ongoing learning. Examples of the pupil's work, ideas and questions should be displayed to help with the children's understanding about their learning journey in a topic.

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 replaced)
- 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

Other classroom display non-negotiables:

- The school's values (REACH- Resilience, Effort, Aspiration, Courtesy, Honesty) need to be clearly visible for the children to be able to refer to. Examples of the children adhering to these values, for example photographs, certificates and work can be displayed alongside the values.
- An area of the classroom needs to display the English SPAG toolkit, which the children used to aid them during their writing lessons.
- Each class needs an age appropriate number line and alphabet (both in lower and uppercase) display.
- The School's behaviour system should be clearly seen and easy to access for the children to move their names.
- A Sports/PE board/area needs to display the relevant information as provided by the PE department.
- Every class should designate suitable areas to celebrate the children's achievements (attendance certificates, homework charts, timetable charts, and a list of class representatives and their jobs).
- Book corners should be themed, tidy and inviting and should promote a love of reading and promotion of books (e.g. via book review displays, displaying topic books / information, class book covers).
- A celebration of reading (including which book the Teachers and TA's are reading) should be displayed in a suitable area in the classroom.
- Posters including E-Safety and Eco should be placed where they are clearly visible.
- Fire evacuation procedures (Health & Safety requirement)

Policy adopted by Governing Body on _____

To be reviewed _____

Signed by Executive Headteacher _____

Signed by Chair of Governors _____