



## **Display Policy**

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**Next review:** November 2022

November 2020	Policy updated	Steph Watson, Vice Principal
November 2018	Policy written	Joanna Wright, Assistant Principal

This policy was reviewed at the Local Advisory Board Meeting in Autumn 2019.



## **DISPLAY POLICY**

### **Aims and Objectives**

- To create a stimulating and quality environment.
- To show pride and respect for the school environment and the children's work and to celebrate achievement across all abilities.
- To inform and share with others.
- To visually convey the ethos of the school – to children, parents and visitors
- To encourage a positive attitude towards learning and the school's learning environment
- To give children support and guidance with their learning
- To reflect and value different cultural backgrounds
- To illustrate high standards and expectations of learning and behaviour.

### **Display areas**

- It is the responsibility of the teacher to ensure that the displays in their classroom and allocated areas meet the standards of the display policy.
- In each classroom the majority of displays should include examples of children's writing e.g. 4 out of 5 display boards.
- Classroom displays should be a mixture of a celebration of children's work, informative, with a working wall for Mathematics and a working wall for English.
- The display board(s) that you are responsible for in your allocated area, for example, in the corridor, needs to display either a range of children's best work across a range of abilities and in a range of subjects or could be used to share a special event, for example, Residential Photo Wall, World Book Day etc. Displays in areas other than the classroom should highlight key aspects of school life e.g. Safeguarding, School Council, British Values etc.

### **Classroom Essentials**

- Core Values
- 4 B's poster (Board, Buddy, Book, Boss)
- Wistaston Church Lane Academy's Golden Rules
- Behaviour Lights
- School Mission Statement
- DUMTUMS/Presentation Expectations
- Fire Evacuation Map
- House Points
- Class Reads displayed on the class door

### **Learning Walls**

The classroom learning environment should contain Learning Walls for English, and Mathematics, where teachers' modelling and prompts are displayed as part of ongoing learning in each classroom.

- Changed regularly so that they reflect current learning.
- Children's work is used to affirm features of work that are desired.
- Vocabulary relevant to the focus of the learning is evident in all subjects.



- There is an interactive element in displays using this approach, where children have the chance to interact with the display either during the main teaching input or as part of their lesson or informally to extend their learning beyond the lesson. Interactive aspects of the display should enable children to use a range of learning styles
- Work on the learning wall reflects the ongoing learning for each year group.
- Work is not necessarily mounted as it is expected to develop rapidly and change frequently
- Teachers and pupils may write captions and posters by hand as part of the lesson, which are then put on the wall for reference. Handwriting should not contradict the school's handwriting scheme.

### Expectations

- Muted colours are used as backgrounds as to not distract from the purpose of the display.
- All displays carry labels, captions and information which explain and enhance children's work, objects and images.
- All children's work should be named (avoiding where possible obscuring or marking the work itself).
- Work should be mounted (or printed to appear mounted) to reflect the quality and importance we attach to presentation (unless the work is better without mounting).
- Writing, headings and labels are mounted or printed to appear mounted.
- 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, a greater proportion of display inside the classroom should promote and support learning and a greater proportion of display 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, colour and interest.
- Some displays could be interactive, including items for the children to investigate and questions to answer.
- Work on display is to have been published for display purposes and time in class needs to be planned in for this purpose. No work on displays should be photocopied from books and should not have teachers marking on it.
- There is a balance of subjects displays around the classroom.

### Responsibilities

All displays in the classroom are the responsibilities of the class teacher, however, HLTAs and TAs can produce a display(s) if agreed together. HLTAs/TAs can support class teachers by preparing work, i.e. mount and laminate and also put up chosen backing paper and borders.

If HLTAs/TAs are putting up displays on the behalf of teachers, this should not be done during lesson time.

### Timescales

Displays should be current i.e. relevant to the current topic or previous topic and by the end of Autumn 1 should **only contain work completed by children in the current year.**

Core subject displays may be changed less frequently if relevant to teaching and learning but should be changed at least yearly.

### Resources

Key Stage Leads will order backing paper, borders and mounting paper for general stock as budget allows. If any specific materials are required, please request via conversation with members of the Leadership Team.

**Display(s) will be monitored by Subject Leaders and the Leadership Team.**