



Display Policy



Stour Federation

1. AIMS

- 1.1 In the Stour Federation we work towards providing a lively, stimulating and helpful environment in which our children can learn effectively. To this end, all staff regard the learning environment and displays to be of vital importance. Displays of any kind, in and around the school building, are of the highest standard at all times. Teaching, non-teaching staff and children are involved in the production of displays.
- 1.2 Displays communicate our work to a range of stakeholders including children, parents, staff, governors and regulators.
- 1.3 We believe that inspiring excellence is reflected through the quality of our learning environment. We value the importance of displays, pictures, objects and teaching aids that appear in classrooms and throughout the school building.
- 1.4 We believe that high quality display as part of the learning environment: -
 - Stimulates curiosity and appreciation of the world.
 - Celebrates children's effort and achievement.
 - Is an effective teaching and learning tool.
 - Reflects the rich and varied experiences of current learning.
 - Creates an appreciation and awareness of aesthetics which adds to the quality of children and adults experiences at school.
 - Reflects a variety of cultures and promotes equal opportunities to learn and take account of stereotypes, disabilities and gender balance.
 - Does not distract children from the teaching and learning in the lesson.

2. EXPECTATIONS

- 2.1 In order to achieve the above, we must ensure that: -
 - All displays carry labels, captions and information which explain and enhance children's work, objects and images.
 - All children's work should be named.
 - 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.
 - There is balance between displays that provide prompts or information and the children's own work.
 - There is a balance of subjects displays around the classroom.
 - Displays are changed appropriately in order to maintain the children's interest, reflect current learning and appear in good order.
 - Staff should ensure that the fabric of the building is not damaged by the fixing of materials to the walls/ceilings.
- 2.2 Expected classroom displays: -
 - Maths wall, including the child-friendly calculation posters (Calculations Guidance for Parents and Carers document).
 - English wall, promoting text types; grammar, punctuation and spelling; sentence types; key text; Book Talk rainbow and lenses.
 - Current topic.

- 2.3 In addition to main displays, other visible items should include: -
- Fire evacuation procedures.
 - Air ambulance procedures (where appropriate).
 - House/Team points.
 - Behaviour Steps.
 - School Values/RESPECT code.
 - Class information/organisation.

3. THE LEARNING ENVIRONMENT

- 3.1 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 their learning.
- 3.2 It is important that teachers keep the classroom and shared areas tidy and free of clutter both for health and safety reasons, in line with GDPR policy and to ensure an aesthetically pleasing environment and setting a good example for children.
- 3.3 It is everyone's responsibility to keep displays in good order, e.g. if you see a border hanging off, please fix it straight away, even if the display does not belong to your year group.

4. LABELLING DISPLAYS

- 4.1 Displays are a valuable source of information for visitors to the school, especially parents, and as much detail as possible about the learning involved in creating the display is given. This includes: -
- A title (reference is made to the topic that the learning was based upon).
 - How and why the learning was undertaken (written explanation incorporated into the display).
 - Who produced the learning and their year group.

5. LEARNING WALLS

- 5.1 What is a learning wall?
- A learning wall is an evolving display/resource that supports children with their **current** learning.
 - An effective learning wall should support teaching and learning during lessons, allowing children to seek support independently.
 - They help children understand the structure of a unit, how it progresses and how lessons in a subject are linked.
 - They are a functional tool and may not necessarily look beautiful.
- 5.2 What should a learning wall include? A learning wall 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. However the following are some general guidelines: -
- Key vocabulary.
 - Examples from teachers and children of what a good one looks like.

- Children’s work is used to affirm features of work that are desired. This work can be a first draft modelling and subsequent uplevelling.

6. MAKING DISPLAYS ACCESSIBLE FOR CHILDREN WITH SEND AND ENSURING EQUALITY

- 6.1 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.
- 6.2 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.

7. EMBEDDING TECHNOLOGY INTO DISPLAY

- 7.1 Embedding children’s work digitally is strongly recommended, via the use of Seesaw. This may not be evident on classroom walls.

8. BUILDING AND DISMANTLING DISPLAYS

- 8.1 Displays must not be taken down until all materials for a new display are prepared and ready.
- 8.2 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.
 - Do not stand on chairs or tables - please use a kik stool or step ladder.
 - 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. All staples should be removed from work and the board.

9. DEADLINES

- 9.1 By week 3 of each term the majority of the display should be in place, although it can be added to and evolve beyond this time limit.

10. ROLE OF TEACHERS AND TEACHING ASSISTANTS

- 10.1 At all times 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.
- 10.2 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 teachers from involvement if they enjoy creating displays which reflect the work of their pupils and themselves.

11. ROLE OF TRUSTEES

- 11.1 On a termly basis trustees from the Children and Curriculum committee will undertake a learning walk of each school in the Stour Federation. They may use Appendix 1 as part of their learning walk when focusing on the learning environment in classrooms and shared areas around each school.

12. ROLE OF SENIOR LEADERSHIP TEAM

- 12.1 The Executive Headteacher, Associate Headteachers and senior leadership team will communicate and monitor policy into practice by supporting and providing examples of good practice for colleagues and leading by example.

Policy updated and implemented: September 2018

Review date: September 2021

Signed by Chair of MAT:

Signed by Executive Headteacher:

APPENDIX 1: DISPLAY MONITORING

ROOM:

	In Place	Partially in place	Not in place	Notes
Writing, headings, labels and captions are mounted (or printed to appear mounted), unless they look better without mounting.				
There is balance between displays that provide prompts or information and the children's own work (named).				
Staff should ensure that the fabric of the building is not damaged by the fixing of materials to the walls/ceilings.				
Teachers should consider whether the positioning of some of their visual displays may be distracting to children.				
Behaviour Steps.				
Key vocabulary for current learning.				
English and Maths working walls showing current learning and worked examples.				
Maths basics - number frieze in digits and words, 100 square, calculation posters.				
English basics - alphabet, grammar, punctuation and spelling, sentence types, key text, Book Talk icons and lenses.				
Current topic.				
World map or globe.				

	In Place	Partially in place	Not in place	Notes
House/Team points.				
Classroom information and organisation, e.g. timetable, rotas, planning, homework, monitors, letters etc.				
Good housekeeping - worktops, heaters and windowsills are clutter-free.				
Health and Safety and GDPR policies considered.				
Basic signage - fire evacuation procedures, school values, air ambulance procedures, RESPECT Code.				
All displays maintained to a high standard.				
<p>Monitoring feedback:</p> <p>Next steps:</p> <p>Next visit:</p>				