

St Mark's CE Primary School

Ramslye Road
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Display Policy

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Chair of Governors: Karen Stevenson

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Signed by Chair of Governors: _____

Date: _____

St Mark's CEP School

Display Policy

"A stimulating environment makes for a stimulated child. Educational psychologists have found that environment can have a large impact on children's learning...research shows that children who feel engaged in their classroom are more receptive." (TeacherNet report 31.7.07)

Reasons for display

- To create a stimulating learning environment
- To acknowledge the effort, celebrate the achievement and value the learning of all pupils
- To encourage children to value and be proud of their learning
- To provide a good role model, highlighting expectations of standards and quality

Aims of this policy

- To establish expectations for all staff
- To raise the standard of display at St Marks

What do we mean by 'display:

The term display covers all items put up to support children and enrich the learning environment.

When discussing display we are referring to those in the classroom and those in the shared areas. Display in the classroom takes two forms – 'working walls' and 'celebration'. Display in the classroom does not have to be limited to the boards. Alphabet friezes, number lines, poster and curriculum labels for example can be displayed around the room and must be of a good standard.

Shared area displays

Each class should take responsibility for the display board outside/nearest their classroom so that there is an equal distribution of corridor displays.

The display board in the entrance hall should be shared equally amongst staff and be used to reflect whole school initiatives where appropriate. This display board should be changed three times a year minimum.

The 'frames' in the entrance hall should be changed three times a year and reflect the high standard of work going on in each year group.

Some displays in the shared areas will form a more permanent display – e.g. councillors

Displays

Classroom – working walls

- Each classroom should have a 'working wall' for literacy and numeracy where teachers modelling and prompts are displayed along with examples of children's work as part of ongoing learning in each classroom
- Work on working walls is not necessarily mounted as it is expected these will develop rapidly and be changed frequently
- Text can be hand written as well as typed
- There should be an interactive element to these displays
- They must be relevant to current learning

Classroom – displays as celebrations

- Display boards in classrooms should be backed with good quality backing paper (stored in the resources room). There are borders available to edge boards. All backing paper and borders must be kept tidy and replaced when they become faded or worn
- Celebration displays should be relevant to the current class topic
- All 2D work should be mounted
- Captions and titles can be hand written, typed or cut out using lettering stencils
- All work should be named using the child's first name (in line with the e-policy)
- Every classroom should have a dedicated RE display

Shared areas – display for celebration

- Display boards should be covered in hessian
- Borders should be replaced when they become torn, tatty or do not compliment the display
- All work should be double/triple mounted
- Captions should explain the learning process, pose questions or provide contextual information. These should also be mounted
- Displays may include photographs, artefacts and drapes and could be 3D
- Displays in shared areas should celebrate children's achievements
- 3D work does not necessarily require mounting. Framing or surface mounting should be used where appropriate
- Encourage 3d to make it more interactive

Do's and don'ts guidance for displays

- Displays must be of high quality, they should be stimulating and encourage children's interest
- All pupils should have their work represented at some point during the year
- All boards should be edged with a border
- Make sure that work that is meant to be straight is! If work is to be displayed at an angle make this clear
- All displays should have a clear title and display the learning objective
- All mounted work must be aligned and look professional – care should be taken to ensure a clean cutting edge
- Do not over crowd displays, too much work on a display can look untidy, show a lack of thought

- Backgrounds, borders and mounts should be carefully chosen, the colour should not distract from the children's work
- All work should be named using first names only (see e-policy)
- Consider making displays as interactive as possible – this could be as simple as providing a question
- To maintain high standards in our display, it is expected that backing paper and borders will be renewed frequently/where necessary
- When mounts and borders remain of a good quality they should be recycled, to save time and materials

Health and Safety

- A kick step is available for staff to use when working beyond their reach

Monitoring

Displays will be monitored by all staff during regular learning walks undertaken during staff meeting time.

They will also be monitored by the Art/Display co-ordinator at regular intervals.

Governors conduct a termly corridor walk.