

Broadbottom C of E Primary School

DISPLAY POLICY

School Aims

We will....

- Love our God, our world, each other and ourselves
- Cherish our pupils, acting as their champions.
- Provide safe yet challenging opportunities to learn, blossom and grow.
- Surround ourselves with fun, laughter, positivity and happiness, creating a place where memories are made.
- Trust each other to act with integrity and to forgive when we make mistakes.
- Love learning and love life

We aim to....

- Be creative in our thinking, outlook and approach
- Communicate effectively
- Give the time needed for stronger growth
- Find each individual's "spark", develop them as thinkers and provide them with the gift of a love of learning and a belief in themselves.

Rationale

At Broadbottom Church of England Primary School we believe that display plays a very important role in celebrating the achievements of children and provides valuable teaching and learning opportunities. We will celebrate the achievement of learners by giving their work prominence in classrooms and in the shared areas of school. The colourful displays of a wide range of children's work will become an excellent feature of our school and make a positive contribution to our Christian ethos.

All displays should form a central part of the learning process, to acknowledge children's work and to enhance our physical surroundings. Teachers need to be aware of and promote learning through carefully planned display. We believe that '*display for learning*' has a positive effect on the pace at which children learn.

The Importance of this Policy to the Curriculum

Effective displays:

- take account of and help support children's learning;
- celebrate achievement and motivate and inspire all pupils to do their best work;
- provide relevant opportunities for pupils to interact with them to further their learning;
- demonstrate continuity and progression in the achievement of all pupils;
- combine the best features of learning environments to enhance the implementation of the National Curriculum and National Strategies.

Displays:

- enable pupils to develop their ideas through independent enquiry;
- enable pupils to take appropriate responsibility for the aesthetic appearance of their classroom and school;

- enable pupils to make the best use of wall space for learning and to give teachers positive feedback;
- are organised so that pupils have role models of good presentation;
- reflect the current areas of study of the National Curriculum, including literacy and numeracy;
- contain high quality, stimulating and interactive visual aids which celebrate pupils achievements and which help them with the work in hand so that they attempt to solve problems for themselves;
- engage and encourage pupils learning by promoting a sense of pride in their own achievements of others;
- enable pupils to use ICT to enhance their learning across all areas of the curriculum.

Strategy for Implementation

The Learning Environment – Working Walls

- ✓ The classroom learning environment for literacy and numeracy is based on the 'Working Wall' approach, where teachers modelling and prompts are displayed as part of ongoing learning in each classroom.
- ✓ Children's work is used to affirm good examples of learning outcomes.
- ✓ Vocabulary relevant to the focus of learning is evident on the 'Working Walls.'
- ✓ The displays include interactive elements, which enable the children to use a range of learning styles.
- ✓ 'Working Walls' reflect the Primary Framework for Mathematics and Literacy
- ✓ Work is not necessarily backed as it is expected to develop rapidly and change frequently, i.e. in Literacy in line with teaching phases.
- ✓ Teachers and pupils may write captions and posters by hand as part of the lesson, which can be added to the 'Working Wall' for reference.

The Learning Environment – Display as Celebration

Displays should be changed regularly and all children should have opportunities to have their work displayed. Displays, which have become tatty, should be taken down or repaired. Artefacts, natural objects, 3D work, fabric, should be used to enhance display. There should be borders; children's names written on work and an explanatory labels linked to learning objectives and success criteria. Lettering should be of a high standard, done on computer or written **neatly** by hand.

All our classroom environments and displays should support all our pupils in the learning process.

This is achieved by ensuring all classrooms and learning bases have:

All subjects

- ✓ Learning objectives and success criteria which are shared with the children at the start of the lesson and are used as a tool throughout
- ✓ Clearly labelled resources and equipment..
- ✓ At least 2 displays showing children's work, supported with key questions about the learning process involved.

- ✓ Interactive displays (Working Walls for Literacy and Mathematics) that demonstrate the use of key vocabulary.
- ✓ Interactive tables and/or areas which display equipment and resources.
- ✓ Christian values displays which reflect our values and support children's spiritual growth.
- ✓ Photo's and/or maps which reflect cultural diversity.
- ✓ Presentation and marking rules.
- ✓ Children's accessibility to interactive whiteboards.
- ✓ The Internet use – Code of Conduct clearly displayed and referred to.
- ✓ Behaviour Code of Conduct clearly displayed and referred to.
- ✓ Class timetables / pupils responsibilities and/or duties / our Collective Worship rota.

Creating an ethos and environment in which children can enjoy learning, reflect, improve and grow in confidence, is fundamental to learning at Broadbottom CofE Primary. The physical environment, in which children's learning takes place, should be one which supports and enhances their learning.

Good Practices

Display and presentation is more an art form than a science. Stand back and look at your display and if it looks right then it probably is. When clearing a board remove all the staples and any other bits and pieces that will detract from the new display. It is in everyone's interests to make the new displays as positive and as effective as possible. It makes it easier for the person doing a follow up display.

Display Purposes

The purpose of display and presentation is to:

- Impart information to whoever is viewing the material.
- Acknowledge the children's efforts and celebrate their achievements.
- Arouse curiosity and stimulate a response.
- Set standards of quality and raise expectations.
- Convey something of the ethos of the school to visitors.
- Where possible displays should be interactive, sound buttons are useful for this.

Considerations before you start

- Safety: be sure that what you put up will not cause a problem to anyone moving through the area at the time of or after you have completed the display.
- Age: the age of the children whose work you are displaying may have a bearing on how the work is displayed.
- Duration: how long is the display going to be up? If the display is very temporary then the way you fix it up may be different, i.e. a long-term display may be stapled or glued whereas a short term one may be blue- tacked.
- Height: how high are you going to take the display? Too high and nobody will look at the top part, too low and the same may apply.

- Consideration as to how work is displayed in high traffic areas. This may mean that work will need laminating to make it less easy to ruin.

Dos and Don'ts Guidance

- Displays should always belong to the children and not be window dressing. They provide one of the best ways of demonstrating a child is valued and a range of abilities should be evident not just selections made from the more able. Work that reflects process does not always have to be the finished product.
- Double mounted work looks best. Backing of individual subjects should reflect the subject wherever possible.
- The balance of space and material is important. The finished displays should look well balanced; not overcrowded or too sparse.
- A good display will stimulate discussion and curiosity and should be changed regularly to maintain this level of interest. Above all keep it accessible and think of the target audience.
- Vertical and horizontal lines look better aligned if possible.
- Choose colours carefully – complimentary colours will make things stand out. Tonal colours such as blue and violet will create a harmonious, peaceful display. The way work is mounted should complement the work not distract from it. Work is less damaged if it is pinned to the wall rather than stapled.
- All boards should be edged with a border or other edging e.g. Ancient Greek pattern or a handwriting display might have a pencil border.
- Children's work should be named in line with the practice for their protection with their first name only and first letter of their surname if there are more than one pupil with the same forename.
- Make sure work on the board that is meant to be straight is. Make sure work at angles can be clearly read or seen.
- Felt pen for colouring rarely looks good for colouring.
- Drapes and fabric can make a display look interesting

Covering the Boards

- Fixing: staples are the most permanent, mapping pins allow you to move the elements about before fixing, blue-tack allows you to hide the fixing method.
- Edges and corners: both should have special attention paid to them. They should be firmly fixed as it is these areas that become detached first and can make the display look sloppy.
- Paper: colour contrasts work well. Avoid paper that fades. Bright colours are eye catching. Two colours work well, normally no more than three colours should be used.
- Avoid, as far as is possible, the backing becoming bitty or a patchwork (measure the board and how much paper you have and need before you start). If the paper is too small try a different roll. If a join is unavoidable put it in as unobtrusive place as possible.

NEVER cut a mount with scissors, unless using crazy scissors, or use a guillotine. Also mount with 1cm border.

- Don't always think flat, 3D can be very effective even on a vertical board.
- Work needs to be named.
- Posters should be considered for mounting.

Labelling and Lettering

- Try to make the lettering reflect the work being displayed, also be aware of the boards in the immediate vicinity.
- Lettering can have a huge effect on a display, it pays to spend time on this.
- Computer, stencil and freehand. Think about shadowing, reversal, mirroring etc.
- Laminated letters are suitable for long duration displays e.g. School council board.
- Trays and room signs are equally important these should be laminated and trimmed to equal sizes.

3D Display

- Valuables! Check that the article being displayed will not come to harm or go missing.
- Freestanding signs can be fixed in place with a piece of blue-tack or a roll of sellotape.
- Change the height of the models using boxes.
- Drapes can make a display look very different and interesting.

Borders

- Double borders look great and can be a way of introducing the third colour.
- Use clipart or art items to decorate a plain border.
- Appropriate borders enhance the subject work really well i.e. a handwriting display may have a border that depicts pencils on it.

Above all be creative!