



Display Policy

AIMS

at the Emmaus Federation, we work towards providing a lively, stimulating, exciting environment in which our children can learn effectively. To this end, all staff regard the school environment and particularly 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. Displays communicate our work to a range of stakeholders including children, parents, staff, governors and visitors.

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.

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 learning and teaching tool.
- Reflects the rich and varied experiences of current learning.

EXPECTATIONS

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 (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, display inside the classroom should promote and support learning and display in communal areas should celebrate achievement and success.
- Where possible, 3D objects should be on display as well as images and photographs.
- Drapes can be used to link artefacts and provide background texture, colour and interest.

- Some displays should be interactive, including items for the children to investigate and questions to answer.
- There is a balance of subjects displays around the classroom.
- Displays are changed regularly in order to maintain the children's interest, reflect current learning and appear in good order.
- From time to time, children are involved in the display process, making decisions about colour, format and information to support their work.
- Work displayed demonstrates a variety of ways of recording (posters, photographs, diagrams, concept mapping, bullet points and lists).

Expected classroom displays: -

- Maths wall, including an age appropriate number line, times table display, key vocabulary, problem solving strategy and a working wall element.
- Literacy wall, including grammar and spelling/phonics appropriate to the age and stage of the child, Alan Peat sentence types, key vocabulary and a working wall element.
- Science display.
- Current Curriculum Topic display
- RE display together with a Reflection area
- Accelerated Reader display
- Dojo points display.
- School Values/class rules display

THE LEARNING ENVIRONMENT

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 learning and supporting independence.

It is important that teachers keep the classroom and shared areas tidy and free of clutter both for health and safety reasons and to ensure an aesthetically pleasing environment and setting a good example for children.

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.

LABELLING DISPLAYS

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 (to be written at the bottom of the piece of learning).

Labels should be written in the following formats: -

- Cut-out letters.
- Computer print using a clear font (check the letter a for correct formation) or a font that matches the theme of the display.
- Hand-written in line with the school's handwriting policy.

LEARNING WALLS

A learning wall is an evolving display/resource that supports children with their current learning. An effective learning wall should engage children during lessons, allowing them to seek support independently. They help children understand the structure of a unit, how it progresses and how lessons in a subject are linked. A learning wall is used to indicate on a display board the starting point and learning outcome of the lesson unit being taught. A learning wall is there to show everyone what is being learned, why it is being learned, what will be achieved and to track the progress through those aims, making the children active participants in the process. They are a functional tool and may not necessarily look beautiful.

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: -

- The start and end points of a unit and the journey between. Displays should show progress.
- Key vocabulary, questions and mind maps.
- 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 first drafts modelling that we learn by our mistakes.

MAKING DISPLAYS ACCESSIBLE FOR CHILDREN WITH SEND

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. 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.

BUILDING AND DISMANTLING DISPLAYS

Displays must not be taken down until all materials for a new display are prepared and ready. A timetable has been set for the renewal of communal displays (e.g. hall and corridor displays) which must be adhered to.

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, fire doors 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.

DEADLINES

Working walls-begun by the second day of term

Other classroom displays-begun by the start of week 3 of each term, the bones of the display should be in place, although it can be added to and evolve beyond this time limit.

Hall displays-completed by the end of the first week of term

Corridor displays-completed by the start of week 3 of each new topic

(N.B Seasonal displays (Harvest, Christmas, Easter etc) must not be displayed more than 3 weeks after the celebration)

ROLE OF TEACHERS AND TEACHING ASSISTANTS

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. Well-presented display is time-consuming and requires planning, 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.

ROLE OF SENIOR LEADERSHIP TEAM

The Executive Headteacher, Head of School and senior leadership team will communicate and monitor policy to practice by support and providing examples of good practice for colleagues and leading by example.

Next Review Date: March 2022

Signed.....

Signed.....

Chair of Governors:

Executive Headteacher:

APPENDIX 1: DISPLAY MONITORING CHECKLIST

CLASS:

	In Place	Partially in place	Not in place	Notes
Writing, headings and labels are mounted (or printed to appear mounted), unless they look better without mounting.				
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, work inside the classroom should promote and support learning and work 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 should be interactive, including items for the children to investigate and questions to answer.				
From time to time, children are involved in the display process, making decisions about colour, format and information to support their work.				
Work displayed demonstrates a variety of ways of recording (posters, photographs, diagrams, concept mapping, bullet points and lists).				
The colours used to back displays should be harmonious, unfussy and backing and border should complement each other.				

Consistency and Progression	In Place	Partially in place	Not in place	Notes
Behaviour systems, rules and rewards.				
Key vocabulary for current learning.				
English and Maths working walls facing children and accessible.				
Maths basics – age appropriate number line, times table display, problem solving section.				
English basics – phonics, grammar, punctuation and spelling, sentence types, Accelerated Reader display				
Science display including key vocabulary and questions				
Current curriculum topic.				
RE display and reflection area				
Class rules/school values				
dojo points.				
Classroom information board - timetable, rotas, groups, planning, homework, monitors, letters etc.				
Good housekeeping - worktops, heaters and windowsills are clutter-free, teacher's area is neat and tidy, bookshelves ordered etc				
All displays maintained to a high standard, e.g. no borders or work hanging off or ripped.				
Monitoring feedback:				
Next steps:				
Next visit:				