



# Whiston Junior and Infant School

Part of White Woods Primary Academy Trust



**Engaging Minds Developing Lives**

## Display Policy

Reviewed by SLT: March 2018

Review Date: February 2022

## Display Policy adapted for Whiston Junior and Infant School

### School Aims

The school aims to provide quality education for children between four and eleven years of age. Our aim is to provide high standards of teaching and learning through:

- A rich, broad, balanced and creative curriculum which sustains the engagement of all learners.
- Operating an environment which is safe, healthy, caring and supportive for everyone.
- Encouraging self-reliance and pride in all achievements.
- Developing learning skills and a love of learning, including the ability to question, enquire and be independent in their approach to learning.
- Promoting the development of tolerance and respect for others, regardless of race, creed or gender and ensure that all learners have equality of opportunity.

### **Developing an Outstanding Environment**

Whiston Junior and Infant School's Display Policy to **prepare, design and sustain outstanding displays** within the classroom and shared areas.

### **Outcomes from Learning Walk Enquiry: How do we support and celebrate learning?**

Outcomes:

1. Agreed criteria for display policy;
2. Agreed class boards within school;
3. Agreed timings for changes to boards within school year

#### **1. Agreed Criteria of WAGOLL from learning walk:**

**Lettering:** Cut out using lettering machine for title- (variety of clear font style)

Can use a mix of materials e.g. photos for lettering purposes

**Mounting:** 1 black and 2 white

Notes/Action: If requiring colour please triple mount with colour before black & white

**Labels/Questions:** Boards and table tops should have a balance of questions and labels

Notes/Action: provoke thinking /action or to explain learning e.g. skills etc.

**Content:** Displays to have a **mix of learning outcomes** around a topic/theme e.g. writing including different genres; art and textiles; DT models; photographs; artefacts; maths; geography etc....and include **Children's names** on all learning outcomes.

Notes/Action: Combination of above plus photographs, artefacts and drapes to enhance children's learning outcomes.

### **Display/Table Tops:**

Action: Combination of above plus interactive elements - All display tops in classroom to **display artefacts and children's 3D & 2D** learning outcomes- to include labels and questions

### **2. Agreed class boards within school 2018:**

- FS2: 4 - immediately outside room
- Y1: 3 – 2 immediately outside room & 1 near hall
- Y2: 3 – 2 immediately outside room & 1 near hall
- Y3: 3 – 6 outside room plus 1 in corridor
- Y4: 3 – 6 outside room plus 1 in corridor
- Y5: 3 – 3 on landing plus 1 in corridor
- Y6: 3 – 2 outside room and 1 in reception plus 1board & table top in corridor

Corridor: 4 large plus one table top and 1 small

- Y6 1 large and Table Top
- Y5 1 large and 1 small
- Y4 1 large
- Y3 1 large

Hall: 6 large and 2 small

- 6 large to be timetabled for Lead Learners throughout the year or whole school displays

### **3. Agreed timings for changing class/shared boards within school 2014/15:**

- Displays to be changed **termly** (displays to move to other parts of school)

## Display ideas

- 1 Displays should be stimulating and reflect the value placed on children's work. It encourages the children to take a pride in their work.
- 2 They provide a model for communicating high standards and high expectation – both to pupils and parents – displays show your shop window – whether we like it or not, initial impressions and judgement are made when people look at them.
- 3 Displays are used to celebrate children's learning.
- 4 All work is enhanced by good mounting.
- 5 It is usually a more effective display if it incorporates a variety of work including paintings, sewing, writing, photographs, words, questions etc.
- 6 Whilst black and white is often the most effective, there is a definite place for other colours. Colour can be particularly effective when it picks up a colour from the work being displayed (Triple mounting).
- 7 Displays usually look best when the outer edges are in line. Occasionally when displaying work in unusually shaped spaces, off set displays can be effective, but usually a much more professional display is achieved by gelling corners and outer edges in line.
- 8 Drapes should be carefully chosen to enhance the display and colours tone with the rest of the display. Drapes can be pleated, folded etc for variety.
- 9 3D work – models, clay etc. underneath boards will give added interest – books/pamphlets.
- 10 Displays should be kept tidy and changed at reasonable intervals (Termly). Classroom displays can be moved outside.
- 11 Interactive displays are a useful educational resource e.g. estimate how many marbles are in the jar or how many toffees are in the tin. – Science/Maths/English.
- 12 All photographs, maps, pictures educational aids should be carefully mounted.

- 13 Work should be mounted using small 'bambi' staples so damage does not occur to the work.
- 14 Plants, flowers artefacts, shells, logs, rocks etc can enhance displays.
- 15 Book displays should be changed regularly. Try to ensure that quality books are displayed attractively so that children's attention is drawn to them e.g. Author of the month – unspoken message Come and Read.