



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.