



## **Display Policy**

*'The way in which work and other material is displayed and arranged in a school is more than a matter of convenience: it is a reflection of the atmosphere and attitudes that prevail there.'* *The Arts in School – Gulbenkian Report*

### **Aims and objectives**

1. To provide a visually stimulating learning environment for all pupils;
2. To establish expectations of and standards for staff;
3. To promote continuity, consistency and coherence across the school;
4. To establish expectations of and standards for pupils:
  - Nurturing pride in and respect for the school environment, the work produced and the children themselves;
  - Informing and sharing their ideas;
  - Enabling them to take appropriate responsibility for the aesthetic appearance of their classroom and school;
  - Enabling them to make the best use of wall space for learning and for teachers to give positive feedback;
  - Reflecting the current areas of study of the National Curriculum;
  - Enabling pupils to use ICT to enhance their learning across all areas of the curriculum
5. To give purpose and value to children's work – every child's work matters;
6. To give parents feedback that the work has been appreciated and celebrated.

### **Whole School Approach**

It is expected that most displays will be a celebration of children's work rather than learning or working walls. The school expectations on standards of display:

- BORDERS and COVERINGS – these should be replaced once they are no longer looking new and fresh. Due consideration should be taken over the choice of colour of backing paper and borders.
- LABELLING – All displays should be labelled with an explanation covering the objective of the work and pupils' names if appropriate.
- MOUNTING – this can be single or double but not left without a mount unless there is a good reason for this. Edges should be carefully measured and cut using a guillotine unless you are cutting around a particular shape. Newspaper and magazines can make interesting backing paper too. 3D work needs to be mounted carefully so it stays in position. Staples, drawing pins and blu-tac are all acceptable.
- LAYOUT – a display normally needs to be pleasing to the eye so use your common sense and seek advice if you are unsure.
  - Displays may be hung as long as this does not prove a distraction to the children.
- INTERACTIVE DISPLAYS – from time to time a particular theme will lend itself to a display of artefacts or resources to encourage further learning;

- LEARNING WALLS – if a particular topic lends itself to sharing a process then this less polished display may be entirely appropriate;
- TIMESCALES – displays within the classroom should reflect recent or current teaching. Display boards, units and windows should be changed once or twice a term. If a display is beginning to look tired, shabby or is simply no longer being noticed then it needs to be changed.
- RECORD of DISPLAYS – if a display has worked particularly well then make sure that you take a photograph and place it into appropriate subject file as evidence of what was achieved.
- HEALTH & SAFETY – be careful when hanging displays to ensure your own safety and that of others and take care when placing work near heaters.

**Classroom displays** should be the responsibility of the individual class teacher alongside the specialist teachers: it is important that work from across the curriculum is displayed at some point over the course of the year.

### **The hall, cloakroom display areas, shelves and display units**

**Window on to High Street** will showcase work from across the curriculum punctuated by special events and 3-D art and design work. It must be well-executed and well-written (see display rota) and if in doubt please seek advice.

This policy is monitored by the Headteacher and the Trustees and will be reviewed in three years, or earlier if necessary.

**Signed**

**Date:**