



Benthal Primary School

Display Policy

Agreed by	Chair of Governors
Approval Date	November 2022
Review Date	Autumn 2025

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Display Policy

Introduction

This policy document sets out the importance of displays, the school's aims and expectations for displays throughout the school.

The Importance of Display within the school

Displays should be used as part of everyday learning, which demonstrates, facilitates, celebrates and enriches children's learning across all curriculum areas. They should stimulate curiosity and also reflect upon the ethos of the school by setting high standards for all.

Aims of Displays

Displays should support the children's learning in class, as well as to value and show-off their best work, which can help the children foster a sense of pride towards their learning environment.

Our aims are:

- to celebrate all children's achievements.
- to boost children's self-confidence.
- to show examples of attainment in all areas of the curriculum.
- to enable the children, staff and visitors to gain an instant insight into the diversity of the work going on in the school.
- to show progress achieved by the children as they pass up through school (in terms of the key text used each term in the corridor displays)
- to create a bright, rich and stimulating environment
- to encourage children to take an interest in other children's work across the school.
- to provoke children and adults to ask and answer questions, using the displays as a learning resource.
- to provide information that children need on a daily basis
- to encourage interaction.
- to ensure all children should have access to resources and reference materials using visuals and tactile materials.
- to reflect the quality and expectations of the school. The work displayed and the way in which it is displayed should show the school's standards.

Expectations of Classroom & Corridor Display Areas

All Displays should include:

- A title
- Backing paper
- A border
- Evenly trimmed and mounted written or typed work
- Open / closed questions
- A description of the learning/process of the task
- Reinforcement of key vocabulary (with visuals where appropriate)
- Children's names
- Work which is backed onto card where appropriate.

Classrooms should have:

- High quality writing displayed across the curriculum (improving pupils' writing is a continuing whole school focus).
- Pupils' work should outweigh other display resources; therefore as work is generated from the children this should be used to replace the majority of adult produced displays and resources.
- All work must be mounted unless it is the desired effect not to do so.
- Stimulating reading corner with 3D elements enhanced by visuals and key questions about their author focus books.

At a practical level, teachers and support staff must refer to displays when teaching to make meaningful links with previous learning / new learning. Working walls are not intended as decoration –they should remind pupils of what they have learned and achieved, as well as extending and challenging learning opportunities.

Resources/work displayed on boards beyond the children's eye level should be large enough to see from the ground.

Corridors should have:

- A range of work that reflects the curriculum, extra-curricular activities and the wider ethos of the school.
- High quality of work produced by all pupils, as this has a direct impact on the standards and attitudes of the pupils in our school.
- Some element of 3-dimensional work (e.g. 3D models or the illusion of work being 3D by the way it has been attached to the wall).
- **Literacy displays should focus on children's written work but should be evenly supported with artwork related to their topic.**

Written work:

Children in KS1 should complete their final display piece using a sharp pencil. Year 3 should also complete their work in pencil for the Autumn term only. Teachers in year 3 will need to use their judgement for those who are ready to display their work using a handwriting pen in Spring and Summer but it should be actively encouraged. From years 4-6, work is expected to be completed using a handwriting pen unless the teacher judges otherwise.

Changing Displays:

- No work should be pulled down until new display work is ready to go up except for BCC boards which are built upon, demonstrating an on-going learning journey with the children.
- Teachers will change boards to reflect current topics within their classroom per term. The displays in the corridor and the school hall will also be changed regularly.
- Worn or faded backing should be replaced and recycled.
- Displays should be maintained to ensure that they do not become tatty or ragged.
- All staples should be removed before a new display goes up.

Equal Opportunities and Special Needs

At Benthall we ensure that our displays reflect the diversity of our pupils. In each class there will be children with a range of differing abilities and Special Needs. Throughout the year, teachers will ensure that all children will have work on display in the classroom or around the school. Teachers will endeavour to ensure displays promote equal opportunities and take account of cultural diversity, stereotypes and gender balance.

Adaptive Teaching

Through adaptive teaching, we use a range of materials and strategies that will enable pupils to achieve expectations while maintaining a culture of high expectations.

Through adaptive teaching we provide support with introducing new learning and balance this with securing previous knowledge.

Monitoring of Display

It is the responsibility of the Display Co-ordinator to monitor the standard of displays around the school and to address any areas for improvement with class teachers.

Resources

Backing paper, mounting paper and border rolls are kept in the staffroom. Each classroom should have its own stock of staples, a staple gun and a staple remover. Work should only be attached with staples or blu tac.