Display Policy
2016-17

At Wainwright Primary Academy we recognise displays as a means of stimulating learning, demonstrating and celebrating pupil attainment and success. Displaying children's work is an important expression of the value placed on their achievements and should be included regularly from all areas of the curriculum.

Aims
Displays should:

- ❖ Create a welcoming environment which is visually stimulating and inspiring;

- ❖ Encourage respect for the school environment and actively work to ensure it is an enriched place to work and learn;

- ❖ Encourage pupils to have pride and confidence in their work and achievements by demonstrating that we value their work and learning;

- ❖ Create a learning environment that stimulates interest and discussion to challenge children's knowledge and understanding of the world;

- ❖ Influence children in best presentation, personal organisation and general tidiness;

- ❖ Celebrate achievements across the curriculum and raise self-esteem for all;

- ❖ Positively impact on learning; through consolidation/ reminder of previous learning and introducing new information & knowledge.

We believe that the physical environment we provide for children has a direct impact on learning & happiness. 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. This expectation of high standards sets a good example for our children.

The Schools expectations on standards of display:
- ➢ **LABELLING –** A display should be labelled clearly to express clearly the learning that is being undertaken or shown off.
- ➢ **BORDERS and COVERINGS** – these should be renewed as and when needed with the aid of learning support assistants. It is advised to back the board with a suitable colour and then a border around the edge.
- ➢ **LAYOUT AND MOUNTING** – children's work should be presented with care and consideration to its purpose. It should be mounted. The pupils' name should be clearly labelled on the displayed work.
- ➢ **TIMESCALES** – school display boards should be changed termly and replaced with work relating to the appropriate Curriculum area. Classroom displays are changed according to topics and how the class teacher is using them.
- ➢ **MONITORING –** Everyone has a responsibility (staff and pupils) to ensure all displays are looking their best at all times and should correct or repair any damage done immediately when they see it.

All classrooms are expected to have the following in the learning environment:

Type	Features
English working wall*	❖ The start and end points of a unit and the journey between. Displays should show progress. ❖ Key vocabulary, questions (links made to Bloom's taxonomy) and mind maps. ❖ Alan Peat sentence types to be displayed on the washing lines as they are introduced. ❖ High quality writing displayed across the curriculum (improving pupils' writing is a continuing whole school focus) ❖ Examples of the most recent features and content of the genres taught – preferably those that have been modelled to the class during teaching. ❖ Examples of high quality writing which has been created during modelled and shared writing. ❖ Book corners set up / labelled and books attractively displayed.
Maths working wall and resource area/toolkits	❖ Key questions and key vocabulary (large font) related to topics / specific subject areas ❖ Support resources e.g. maths 100 square, number lines, place value charts, base 10, Numicon, number tracks, counting bears, cubes, counters, times-table mats etc. ❖ A weekly challenge ❖ Examples of the most recent concepts, key facts, and procedures taught – preferably those that have been modelled to the class during teaching.
Science working walls	❖ Key questions and key vocabulary related to topics / specific subject areas.
SEN needs	❖ Daily timetable should be displayed on the board each day. ❖ Labelled resources which are easily accessible. ❖ Use of Communication in Print on labels to support EAL learners.
PDBW	❖ Behaviour ladder displayed and a label for each pupil. ❖ House competition containers for points to be stored. ❖ Class reward system ❖ Labelling on trays, cupboards and equipment should be consistent in terms of the font used and quality of mounting. Pupils' trays (if used) must be labelled with the child's name.
Investors in Pupils	❖ Mission statement/ Vision statement/ Class charter/ Class Promise written by the pupils ❖ Whole school target and individual targets displayed. ❖ Personal targets for each class member that are agreed, reviewed and changed with supporting adults ❖ Pupils roles and responsibilities ❖ Attendance ❖ Induction materials, e.g. book, video or presentations written by the pupils for new class members ❖ Other displays could include: Staff (including Governors) roles and responsibilities; School budget

* What is a 'Working Wall?
- A working 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 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.

Monitoring

Members of the SLT are responsible for monitoring the standard and effectiveness of displays around the school and for checking and ordering display items as needed. Photographs may be taken and kept in a portfolio to show how displays are used to enhance the learning environment in our school.

See appendix 2 for an example of a monitoring sheet.

Health and Safety

This section should outline the health and safety issues involved in display. Staff should ensure that:
- Step ladders and Kick-stools are used correctly in order to access displays that are out of easy reach.
- Displays are safe, e.g. staples or pins do not stick out so that they could cause injury;
- Items are not likely to fall from displays;
- Displays do not affect the safe function of lights or alarm systems;
- all guillotines should either be guarded or should be rotary
- Staples applied with a staple gun should be used, not pins

Displays are a valuable source of information for visitors to the school, especially parents, therefore the displays in the main/small hall have been designated to promote and share our values and enrichment activities; to show how our curriculum is developing our children on a spiritual, moral and social level and how we celebrate the cultural diversity within our community.
See appendix 1 for a plan of displays in the school halls.

Appendix 1: Map of hall displays

Large hall

Learning powers

Attendance

Rights Respecting

Values

Pupil Voice display

Small hall

After school club

Appendix 2: Monitoring of learning environments

	In place	Partially in place	Not in place	Notes
All displays maintained to a high standard, e.g. no borders or work hanging off or ripped.				
Good housekeeping – worktops and windowsills are clutterfree.				
Classroom information board - timetable, rotas, groups, planning, homework, ,monitors, letters etc.				
Class file is accessible on Teachers work station, planning is displayed.				
Some displays should be interactive, including items for the children to investigate and questions to answer.				
Behaviour systems, rules and rewards.				
Key vocabulary for current learning.				
English and Maths working walls facing children and accessible.				
Maths basics - number frieze in digits and words, 100 square, calculation policy, reasoning bubbles.				
Key displays evident from policy, i.e working walls, IIP,				
Washing lines have Alan Peat sentences etc. that pupils have learnt.				

Feedback:

Next steps: