POLICY

For

Display

Amended

September 2019	**September 2022**	**September 2025**
September 2020	**September 2023**	
September 2021	**September 2024**	

Striving for excellence, caring for all
Within a loving and caring Christian environment.

As a RRS (Rights Respecting School – UNICEF) this upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

Article 29: Every child has the right to be the best they can be

The ethos that exists within our academy is based upon our 3Rs (Respect and take care of ourselves, Respect and take care of others, Respect and take care of our environment and the world in which we live), British Values, Christian Values and UNICEF articles. These are reflected through the quality and content of displays, pictures, objects and teaching aids which appear within the whole school environment.

Principles for Display

At every stage of primary education relevant displays are an essential learning resource. Discovery tables, two and three-dimensional displays of children's work and models, in all curriculum areas, extend children's learning and celebrate their work.

Key Principles:

- Stimulate curiosity and appreciation of the world
- Celebrates children's effort and achievement
- An effective learning and teaching tool
- Reflects the rich and varied experiences of current and ongoing learning
- Reflects a variety of cultures and religious beliefs and promotes inclusion
- Share work with other pupils, parents and the wider community

Presentation of Displays

All displays should include the following:

- Take care background
- Heading with a hook e.g Who built the Ark? Would you invite a Viking for tea? It's all Greek to us. Where's the Mummy? Magical Maths
- Current and ongoing learning
- Age-appropriate vocabulary that is relevant to the learning in all subjects
- An interactive element in all displays e.g Questions, challenges, investigations, problem solving, artefacts
- Text large enough for pupils to be able to read and access
- A range of clearly readable fonts can be used, including teacher's writing
- Labels, captions, key questions and information which explain and enhance children's learning, objects and images
- Writing, headings, labels and work are at least single mounted
- Children's learning must be of a high standard of presentation including writing, drawing and artwork
- All display work should be in line with the school's feedback, handwriting and presentation policy

Classroom Displays

All classrooms should include:

- English and Mathematics Working Wall
    - Learning displayed demonstrates a variety of ways of recording (posters, photographs, diagrams, concept mapping, bullet points and lists).
    - Teachers and pupils may write captions and posters by hand as part of the lesson, which are then put on the wall for reference.
    - R/KS1 - RWI sounds frieze, simple/complex speed sounds poster prominently displayed near the interactive whiteboard.
    - KS2 – Active Spelling as part of the English working wall

- Curriculum displays
    - This should include: high quality writing, learning objectives, photographs, ICT (Talking tins/pegs) and artwork
- Class Charter linked to UNICEF Rights and signed by pupils and adults
- Exciting and engaging reading corners and role play areas in every classroom
- A reflection area, linked to the current Christian Value, should be included in each classroom
- Lunchtime charter signed by pupils and midday supervisors
- Playtime charter to be displayed
- Learning targets displayed in an age-appropriate manner
- Feedback Policy code marking symbols e.g Green signs and symbols for T/TA
- Relevant UNICEF articles to be visible on classroom displays, including on charters
- E-Safety, Carbon Ambassador posters and healthy living posters
- High Five and Safe hands
- Feelings pegs, used by the children
- Speaking and listening charter
- Lunchtime prayer and Lord's Prayer
- How are you Smart displays in KS1/KS2
- Birthdays to be displayed in EYFS/KS1
- Visual timetables

Shared Area Displays

All Shared areas must include the following:

- A Christian Values display in KS1/KS2 halls, the main school entrance and Key Stage corridors which will be changed Termly by the Art and RE Curriculum teams
- A Reflection Area for children to access throughout the school day (additional to classroom Reflection Areas). This will reflect the current Christian Value and include an interactive element. To be updated and maintained by RE Team
- An age-appropriate British Values display
- A PSHE display

Monitoring and evaluation

Displays in classrooms and throughout the school will be monitored on an ongoing basis by members of the Leadership Team (including Trustees and Governors)

Monitoring and evaluation will be done as part of classroom observation of teaching and learning as well as learning walks.

Health and Safety

Colleagues are responsible for ensuring work is attached securely and correctly to the walls. Any three dimensional work should be displayed at an appropriate height. When mounting work above shoulder height, teachers will use the step ladders provided within each key stage. For further guidance refer to the health and safety policy.