Clarendon Primary School, Nursery & Children's Centre
Display Policy
'Doing our best to achieve our best'

Introduction
It is essential that our own organisation and presentation is of a high standard and consistent throughout the school. We believe that it is a good way of showing children that we value them and their work highly and that it is important to take pride in what they do.

Key objectives
- To provide support for all staff
- To provide a framework for a whole school approach to display
- To inform parents and governors about the importance of display

Aims
- To ensure that all members of staff are aware of the importance of display and careful presentation of children's work
- To give each child a sense of pride and achievement when they see their work displayed
- To ensure that school displays are of similar high quality
- To celebrate the learning of pupils, arouse curiosity and extend learning

The purpose of display
- To create a stimulating and attractive learning environment
- To visually convey the ethos of the school – to children, parents and visitors
- To celebrate achievement and offer an audience for children's work
- To give purpose and value to children's work
- To encourage a positive attitude towards learning and the school's learning environment
- To reflect our multicultural society
- To show progression through the key stages
- To give children support and guidance with their learning
- To model the quality and standard of work we expect
- To demonstrate to all who visit the school the types of the work / learning pupils are engaged in
- To provide pupils with a clear model, with useful resources, to support their independent learning

General Guidelines to ensure consistency across the school
- Ensure that the variety and balance of the curriculum is well reflected in the learning environment
- Ensure displays are changed regularly and reflect the teaching, learning and current interests of the class as well as the abilities and aspirations of the class and class teacher
- 3D work as well as 2D work needs to be reflected. Remember things can be hung up to make a change from the walls
- Posters, information about topics etc should be used as well as children's work, to promote teaching points and extend learning and children's interests
- Work surfaces must be clutter free and used for interactive display where possible
- Information and resources, such as key words, must be displayed to aid explanation and the children's learning
- Questions should be displayed to extend the children's thinking. (A mixture of interactive and open-ended questions should be aimed for)

- Examples of high quality children's work should be displayed to reflect high expectations
- Ensure all work is kept straight! (Unless the intended outcome of the display warrants something different)
- Children's writing and small detailed drawings should be displayed at children's level, where possible
- Captions / labels must be large, clear and mounted and, work is being displayed in a communal areas, should include the class' name
- All work for display should have the child's name written clearly on it
- All displays must include a brief description of the work and, where possible, questions to encourage the viewer's engagement
- All writing, by adults, must follow the school's handwriting policy
- Encourage children to regularly look at, read and discuss work on display, both in class and around the school
- All work should be at least single mounted, using appropriate coloured paper, with an equally sized border all the way around the item being displayed

Questions to think about
- What is the best use of the space available?
- How can you lay out the work to give the best effect?
- Which colours will enhance the work?
- What sort of labeling will you use / work best?
- What artefacts can be used to 'hook' in learners?
- Is the display at the children's level?
- Does the display raise in need and inspire?
- Does it clearly convey information to children / parents / visitors?
- Does it encourage children to interact?
- Does it promote SMSC?
- Does it reflect our cultural diversity?
- Does it reflect the age and stage of the children's learning?

Changing displays
- Displays should be changed at least termly to reflect the particular topics being covered in each class throughout the year
- They should show work in a variety of subject areas, with the subject clearly labelled / identifiable
- Teaching staff have a commitment to reflect their class and its diversity in their displays.

An overview of classroom displays
As the surroundings in which children learn can significantly influence their educational performance and well-being, classroom environments are extremely important. The layout, displays and resources within the classroom all play a vital role in shaping the children's learning so please ensure you have:

- Appropriate resources clearly labelled and accessible
- Appropriate learning resources on each table to aid the children's independence learning, such as alphabet charts, handwriting cards, phonics mats, maths toolkits and relevant writing frames / sentence starters etc
- Displays and language which reflect the diversity of cohorts within your class

A class information board with the following information:
- A weekly timetable
- Up to date class and school timetables
- Any group or sets lists (Literacy, Maths, Guided Reading, Topic)
- Classroom monitor jobs
- Photographs and information of children with allergies / medical needs
- Class behavior recording chart

The following must also be displayed / stored somewhere in your classroom:
- Date
- Class Name
- School rules
- Class Code of conduct
- Home school agreement
- Marking code
- School motto and values
- Growth Mindset display
- Learning wall space/s
- Fire drill / lockdown information
- Security and safeguarding information
- Team points / reward incentives

The use of learning walls

Within classroom learning environments working walls are used to support children's learning by acting as an aide memoir to discussions and relevant prior learning, a learning model or a resource through the display of e.g. high quality language, sentence starters or calculation strategies.

To ensure learning walls have the highest possible impact, they should:
- Be relevant to the topic being studied and the task being completed (after which they should be removed / taken down)
- Be clearly presented, with their purpose understood by all learners
- Model working practices and e.g. calculation strategies in line with school policy and practice
- Act as a good role model to the children, e.g. in terms of presentation, content, working methodology and editing
- Be referred to throughout the lesson
- Be created with the children during the lesson as this helps ensure children link them to their learning and use them to support independent working

Policy monitoring and Review

This policy will be monitored and reviewed by the School Leadership Team (SLT).

Date reviewed by governing body: Spring term 2019
Date due for review: Spring term 2022

Appendix 1

Displays around the school
To ensure that all displays are current and continuously stimulate and engage the pupils, we have a rolling schedule for updating displays around the school.

Boards	Display type	Staff member/s responsible	Completion date
Hall (Back wall boards to be allocated to year groups) Values and Mottos	Christmas / winter scene / Christmas productions Termly themes	Class teachers / Curriculum groups SLT	First week in December Autumn 1 Spring 1 Summer 2
Corridors outside classrooms	Current learning, special events, trips, completed work	Class teachers	Change as required by SLT / Class teachers (at least termly)
ICT Suite	ICT Progression / learning	Computing Subject Leader / curriculum group	Autumn 2 Spring 2 Summer 2
Staffroom stairwell	Growth Mindset Residential visits	SLT/Residential visit leader School Council Subject Leaders /Curriculum groups	Updates
Year 6 stairwell	History / Geography	Subject leader	Updates
Outside school office	Whole school display	SLT	Annually