



Beechwood Primary School

Display Policy

This document is a statement of the aims and principles for displaying children's work at Beechwood Primary School.

Introduction

The learning climate we create in school is crucial. Pupils are affected not only by the physical environment which surrounds them, but also by our own expectations and attitudes.

Colourful and bright displays cheer up the classroom and the school, making a more pleasant environment for all. The display of learning materials can aid learning in an almost subliminal way.

Clean and tidy classrooms contribute to that good climate. We should all take responsibility for our physical environment, including areas of the school such as corridors, sinks and cloakrooms.

Aims

To provide a visually rich and stimulating environment which:

- celebrates and values the work of all pupils
- arouses curiosity
- reflects and interacts with class topics being studied and provides a clear link with work going on in the classroom
- provides information to consolidate learning
- reflects the schools learning policy, ethos and individuality
- gives opportunities for pupils to be observant and constructively critical
- offer pupils an audience for their work, promoting self esteem and encouraging them to value their own work and that of others
- informs all who visit the school of the work being done in school
- reflects the school's Equal Opportunities, Multicultural and SEN policies

Displays should

- have a clear content and purpose
- engage the audience
- maintain balance between celebration and information
- contain a range of writing, photographs, pictures, objects etc.
- be current
- be used actively and not always be merely decorative

- ensure that all children are represented somewhere (best work for corridors, all children to have at least one piece of work displayed in their classroom)
- use 3D where possible.

Labelling

- Every display must have a clear, eye-catching title
- titles must be formed using stencils or block letters printed from computer
- proper names (ie names, place names etc) must start with a capital letter; and appropriate punctuation used
- punctuation, grammar and spelling must be checked
- displays must include a 'blurb' outlining information regarding the learning objective and skills developed
- encourage interaction by using questions and statements
- work on corridor displays must be named with the child's first and surname
- work on classroom boards to be named with first name only (unless two children share same name)

Presentation of work

- All work must be single mounted as a minimum; ideally it should be double mounted.
- name labels must be single mounted
- display work must be trimmed using a guillotine, not free-hand scissors
- children in Upper KS2 must publish work for display in the corridor using ink
- children in Lower KS2 must use ink if they have a pen licence
- teachers must have a high expectation of handwriting for work used on display
- line guides must be used for handwritten work on plain paper, or on lined paper with margin trimmed off
- writing for display should not extend beyond 2 x A4 sides in length. Use alternative methods of presentation (i.e a book) if children have written at length.

General points for consideration

- Display throughout Beechwood should reflect the broad and balanced curriculum
- Suggested content could include posters, maps, photographs or other texts, reference or fiction books, natural objects, artefacts and models
- Corridor boards must be backed in burgundy with a black border, boards within the classroom may be backed in any colour
- Every child is represented – genuine effort, appropriate to the teacher's expectations of the child, may be sympathetically displayed
- It is important to have children's own drafted independent writing on display. It is acceptable to have some mistakes in pieces of extended writing as long as the overall piece of work is presentable
- A variety of techniques and media are employed in artistic displays
- All subject areas are represented, class displays may be cross curricular
- Display of 3D work – models should be finished, labelled and of a good standard
- All work on display is up to date and represents pupils currently in the class (or on the school roll)

- Worksheets and poor photocopies are not suitable as representative of children's work. Children drawings, writing and other representational work needs to be original to achieve our aims
- Once displays have been created in the classroom, it is important to keep the room tidy so that nothing detracts from the children's work. Mess, muddle and over-fussy work tops disrupt the focus of the display.

How to achieve these objectives

- Use a mixture of formats: notice boards, free standing boards, shelf/ledge/counter tops, tables or mobiles
- Select materials and present them carefully. Think about the colour of the backing paper and the subject matter. Is the paper of good quality? Has it been used before and is it looking tired? Cut the paper carefully to fit the board. Use good tools.
- Consider the type of border to use – colour/width/shape
- Check that the material is mounted neatly and in a regular way
- Check that you have contrasted the backing and mount colours
- Backing paper and material should be fixed to the board with angled staples
- Laminated work may be fixed with blu tac
- Consider using material and drapes rather than paper.

Staffing and resources

- All staff are responsible for planning and organising work for displays
- The display Coordinator will devise a timetable to ensure displays in communal areas are representative of the whole school community
- Corridor displays will be renewed during the penultimate week of each term, classroom displays will be changed by half term (each term)
- The Display Coordinator will provide an overview and support staff in producing displays
- Subject leaders and class teachers will liaise to plan subject displays
- Display resources will be stored centrally in the resource area.

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