St Matthew's Primary School

Display Policy

This Policy needs to be read in conjunction with:
- Safeguarding Policy
- Inclusion Policy
- Equalities Policy
- SEND Policy
- Disabilities Policy
- Behaviour Policy
- Pupil Premium Policy
- Health and Safety Policy
- ICT/Internet Access Policy
- Anti-Bullying Policy

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Display Policy

Philosophy

We believe that displays within the school should provide a stimulating, literate learning environment and show the excellent work, standards and practice of our school to a wide audience including children, parents, visitors, governors and staff. Consequently, displays in and around the school are of the highest standard at all times.

At St. Matthew's, we are extremely proud of our inspiring environment which is a reflection of the positive atmosphere and attitudes that exist throughout our school.

Happy Centred School

We are the first UK school to become a 'Happy Centred School' using psychology, humour and happiness at the heart of all we do. Displays celebrating this can be seen around our school in designated areas.

It is an approach to learning, development and thinking that uses humour and happiness as a foundation. It encourages learning which is safe, fun and engaging for pupils, parents and staff.

Aims – Why display?

When presenting the curriculum through display to various audiences including pupils, parents, staff, governors and visitors, we aim to achieve the following:

- To create a welcoming, vibrant, interesting and stimulating learning and working environment
- To celebrate children's effort and achievement, raising self-esteem and encouraging pride in their work
- To develop understanding and stimulate curiosity, discussion, questions and imagination
- To showcase learning across the curriculum
- To present the ethos of the school and our approach to teaching and learning
- To share good practice throughout the school
- To demonstrate progression/standards across the year groups/whole school
- To raise general awareness of the day to day life of the school

What do we display?

1. *Information display (which can be permanent) e.g.*

- Class timetable
- Daily Planning
- Responsibility areas/jobs
- Class routines
- Emergency card
- Fire evacuation procedure
- Parent helper list
- Class medical list
- Behaviour Diamond
- Behaviour points
- Dinner/packed lunch numbers (KS2)

2. *Teaching display/ resource*

- Alphabet freeze
- Spellings
- Home languages
- Common words
- Colours
- Birthday board
- Days/months
- Class name and photo
- Curriculum key vocabulary
- Golden rules

3. *Happy Centred School display*

- Happy Centred Behaviours tree
  (This is the way we show the 5 main themes which we teach, these are: confidence, achievement and success, positive relationships, support and coping skills)
- Positive motivational sayings
- Celebration photos

4. *Signs and labels (which can be permanent)*

- Resource labelling e.g. drawers, cupboard, shelves etc.
- Classroom door labels e.g. *'Welcome to Wrens'*
- Success Criteria to promote etiquette in shared spaces
- Peg labels
- Class welcome notice
- Class areas/zones labelled e.g. construction area etc.

5. Reading display

- A clear reading area with books displayed
- A class reading display to celebrate/promote reading

6. Children's work

- From range of curriculum areas
- Individual/group/whole class – pictures, writing, books, class books, photographs etc.

7. Maths display

- Models of written methods being used
- Number lines/ Number squares
- Maths vocabulary

8. Interest displays

- Information and artefacts displayed to support current themes

All of these are valuable styles of display each with their own function and longevity. With pressure on teacher time, it is advisable to balance the styles, so some remain unchanged for longer periods whilst others are changed more frequently. As a balanced combination is used our pupils will become confident in using this quality learning environment, will contribute to it on a regular basis and it will be understood by all.

It is expected that within each classroom there is a balance between:

- **Subjects displayed**
- **Displays which provide information and the children's own work**

Further expectations regarding what we display in each Key Stage are clearly laid out in the Environmental Checklist.

Working Walls

It is expected that all classrooms will have a Working Wall to engage and support children's learning. To maximise the impact of these, the teacher will reference these during teaching and encourage the children to refer to these to support their own work.

A Working Wall is an evolving display which supports the children with their current and future learning. They are a record of what is currently being taught and can be used effectively during lessons to enable the children to

access support independently. As a functional and evolving display they show starting points, what is being learnt, why it is being learnt and progress within this. They encourage children to see the links between their learning and make them active participants in the process.

Working Walls should show the progress of the learning. They can include:

- Key vocabulary
- Questions
- Mindmaps
- Explanations
- Model examples from teachers or children of "What A Good One Looks Like"
- Children's work to demonstrate features that are desired. This work can be first drafts modelling the process of improving and correcting mistakes
- Post it notes comments
- Resources and visual aids

How to display

In order to establish this stimulating, interactive, curriculum supporting environment, a variety of techniques, approaches and materials will be utilised.

1. *Backgrounds*
It is expected that all boards will be backed. This could include:

- Hessian backed boards
- Wallpaper
- Poster paper backed board, single or mixed colours in panels, chequered, strips, laid vertically, horizontally or diagonally
- Fabric backed boards or draped to add interest/depth
- Any combination of the above

2. *Borders*
All displays should have a border. Examples of these could include:

- Border roll
- Corrugated border roll, used with curved edge facing inward or outward
- Fancy paper strips e.g. foil, wallpaper or wrapping paper
- Themed borders bought or made
- Customised paper strips e.g.
  - ➢ cut outs made;
  - ➢ fringed;
  - ➢ folded into a concertina;
  - ➢ ruched;
  - ➢ waved;

➢ twisted;
➢ curled;
➢ torn;
➢ printed

3. *Putting up a display*
- The work:

  ➢ This should be taken from the normal work going on in the curriculum and should be identified at medium term planning level for displays in communal areas

- Mounting:
  ➢ Always use a paper cutter/rota-trim, lining up using a ruler as guide
  ➢ Work must be mounted. This can be single or double mounted, work or edged in marker pen to give either of these effects
  ➢ Work could be mounted onto regular or irregular shapes to achieve specific effects
  ➢ Margins around the work should be the same width or the bottom slightly deeper to take a name plate/ title
  ➢ A collection of work can be mounted on the same colour or work can be mounted on a colour complimentary to it

- Methods of mounting work to board/surface:
  ➢ This should be as inconspicuous as possible e.g. small staples where possible, blue tack, staple gun staples on slant to enable easy removal), curled sellotape if surface allows
  ➢ Work should be put up parallel within the mount
  ➢ 'Less is more'- an overcrowded display loses its impact
  ➢ Flat to the board or buckled to create space or add depth

- Lettering:
  Every display should have a title, labels and captions that briefly but succinctly sum up what it is about. It should be in scale with the display taking account of the audience. Displays should include:

  ➢ A grand title
  ➢ What the work is about
  ➢ How and why the learning was undertaken
  ➢ Children's names on work
  ➢ Year group label

Where lettering is hand-written it should be done in school script. Whether captions are handwritten or computer generated, they should be mounted appropriately.

4. *Creating additional display space*
In addition to display boards, displays can be created in other spaces. Some examples of these could include:

- Under tables/ occasional table
- Cardboard boxes- either on a flat surface or stapled to wall
- Large technology kits
- Tree branches/twigs fixed to display boards with paper/card pockets or wedged in bucket of gravel/sand for hanging work
- Ceiling- mobiles, washing lines across corners of rooms, hoops for island hanging display, paper strip hangings, single sheet sugar paper hanging, cane hangings using paper, cellophane, fabric
- Garden willow obelisks, troughs, pots, window boxes
- Painting glass surfaces- using ready mix paints with squeeze of detergent in to facilitate easy clean up
- Table tops using sticky back plastic to cover temporary teaching aid/play/learning surface

Staff are expected to adhere to safety considerations when completing displays. Remember:

- Corridors and fire exits must be kept clear at all times
- To use the kik stools provided. Do not attempt to climb ladders unless you have received specific training and under no circumstances should chairs/tables be used as a climbing aid.

Organisation of Whole school/ Communal display

Communal displays are changed every term. A rota is in place to ensure that communal displays reflect the curriculum across the school and that each year group has the opportunity to share the breadth of its work with the rest of the school community.

Some boards have a specific theme that must be kept. These are:

• Careers/roles/jobs people do
• SMSC
• Anti-bullying
• British values
• Online safety
• Outdoor learning
• Diversity of individuals/families/communities/world celebrations
• The Arts

It is the responsibility of the whole year team to contribute to and put up communal displays, led by the year group leader.

Roles and Responsibilities

At all times, all staff will implement this policy and model high standards. They will take shared responsibility and will be proactive in maintaining the quality and presentation of displays ensuring a tidy, engaging and purposeful learning environment.

Year Group Leaders and the Senior Leadership Team will monitor the implementation of this policy and the learning environment on a regular basis. This will be through environmental checks and will also form part of learning walks and lesson observations.

Policy written January 2016

Policy reviewed and updated March 2019

Policy ratified by Governors: 04.03.19

Signed   Headteacher

                         Link Governor

Policy to be reviewed: March 2022