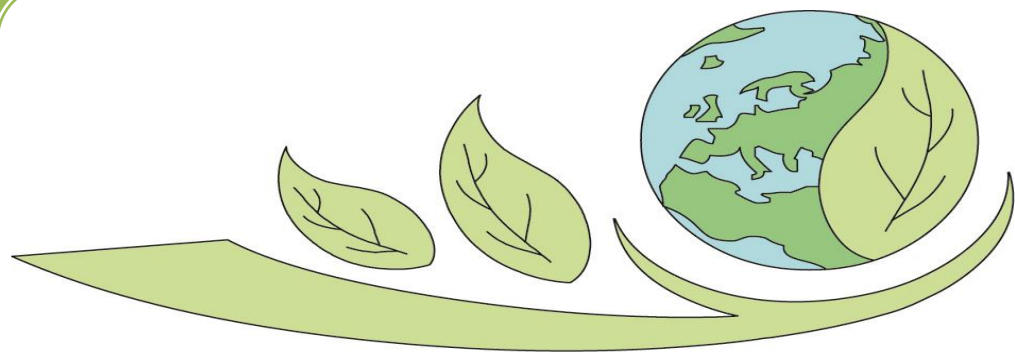


# Display Policy



DANE ROYD SCHOOL

School organisation  
Reference to school policy  
Staffing and procedures  
Copy to all staff and student  
teachers.

**Document Date:** January 2020  
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**Lead Personnel:** Middle Leadership  
Team

**Dane Royd J&I**  
**Display Policy**

**Rationale**

At Dane Royd we aim to create an environment which complements our curriculum, is grounded in our school ethos and values, and creates an inspirational space for children to work in. Through creativity and interaction, our learning spaces will support, extend and **celebrate the children's knowledge, skills and understanding**. In classrooms there will be a balance on displays between celebrating children's work and aiding the children's learning. Work representing the whole of the curriculum has been specifically selected to represent a range of abilities, but all of which represent commitment and effort. In the corridors, the main school entrance and the hall entrance, work will demonstrate the high standards we set for our children.

**Aims**

- To ensure that displays around the school inform, celebrate and enhance learning.
- To create a stimulating, vibrant and thought-provoking learning environment.
- To acknowledge effort, celebrate achievement and value the work of all pupils.
- To set standards and raise expectations – all children should have displayed work that is their 'best possible' standard.
- To create a positive and welcoming environment for pupils, staff and visitors.
- To support teaching and learning.
- To create a consistent approach and standard of presentation and display across the school.
- To encourage children to value and be proud of their work and their achievements.

**In order to achieve the above, we must ensure that:**

- All displays are backed in white. Complementary colour swatches / blocks may be used to enhance the look of the display.
  - All displays have a **double border** complementing the colour scheme of which the work is backed.
  - All displays contain titles (using banners on publisher/word or printed lettering). Capital letters must be used correctly. Titles are not to be all in capital letters.
- Below are examples of correct use of capital letters:
1. Only use capital letters for the first, last and other important words within the title (not conjunctions, determiners or prepositions unless they are the first or last word)

e.g. When to Use Capital Letters

**OR**

2. Initial capital letter only

e.g. When to use capital letters

- Displays can contain photographs, labels, captions, questions and information which explain the work displayed.
- Labels, captions, questions, information and titles are word processed using a consistent font within the display and in a consistent size for the display.
- All children's work should be named – bottom right hand corner first name and initial of surname. This should be written by an adult in Foundation Stage and Key Stage One, and it should be written by the child in Key Stage Two.

- Work is double mounted with the first marker on the paper cutter guide as a guide to border size. Border size should be consistent on the display and borders should be straight.
- Photographs, labels, captions, questions and information explaining the work, should also be double mounted.
- Work should be cut to size before being mounted (large blank spaces should not be left at the bottom of work).
- Most boards should display and celebrate children's work, however, where necessary, some displays can serve to provide prompts or information.
- Displays to aid children's learning, should incorporate some element of children's work e.g. a Maths or English working wall could display a WAGOLL that is photocopied from a child's book.
- In classrooms and in the corridors, work should be displayed from across the curriculum.
- Displays should celebrate a range of children's work in a variety of media such as photos, art work, models, computer-based work, in addition to writing.
- Some displays can be interactive, including items for the children to investigate and questions to answer
- Children's written work is in line with the school handwriting policy- Nursery and Upper Foundation Stage displays should use the letter formation taught to aid the use of cursive handwriting for KS1 and KS2, unless the child has a specific need where the SENCO has agreed that the child should not join letters.
- Children's work is high quality work which demonstrates high standards and effort (e.g. no spelling mistakes). Children should have their work corrected and children should write out their best work for display.
- Children's independent work should feature a learning objective at the top (across school). Learning objectives should be underlined with a ruler.
- **Display work should not be dated.**
- Work will not be stuck onto the outside of doors facing corridor or shared areas. The doors should be left clear of content, except a label for each classroom stating; The class teacher, year group of children and the names of the school adults working in the class, including the lunchtime supervisor and link governor. A template will be used to ensure consistency across school (Middle Leader of each Key Stage to Coordinate this)
- A template will be provided naming and picturing the class school council members. This will be placed on the wall adjacent to the door (Mrs Hall to coordinate)
- Display work on internal windows from corridors needs to be managed very carefully. Windows are in place for health and safety and to see through to the classroom.
- In classrooms, not all subjects need to be displayed, however, a balance of core and foundation subjects should be displayed. Subject leaders may ask for a contribution to a communal area display.

### **Communal areas**

- Work in communal displays should be mounted and all boards covered with new backing paper and borders as outlined above
- Borders on communal displays should be black and another colour that compliments the display to ensure consistency in the shared space.
- The Key Stage Leader will lead their key stage in decisions regarding the content for the corridor and entrance hall boards. The Leaders will be aware of using the boards to support the school development plan and when to use boards to promote awareness of school projects or topical content (e.g. maths, reading, British Values etc.).
- Class teachers have the freedom to 'come off timetable' to use time constructively in the creation of display work. TAs are responsible for mounting and displaying of work.
- In areas where it is appropriate, interesting artefacts, relevant books and drapes should be used.

- All displays in communal areas should include; a year group label, title and information about the work (word processed, using an agreed font, in a size appropriate for the display and consistent in the display)
- Displays should be changed a minimum of three times a year

December

April

July (ready for the new school year)

This means children will enter school in September with work already on the boards from the previous year. This allows children and parents to work to the standards expected of the year group.

### **Classrooms**

- We want to celebrate the work of our children in classrooms, therefore, children's work should take priority over teaching displays.
- In addition to display boards to celebrate children's work, you may also display celebration information such as birthdays and class star of the week. This does not have to be on a board, and shouldn't take over a large board.

### **MFL**

- Display work should reflect the language and topic being taught within the year group. Any key vocabulary displayed should match the curriculum with staff being mindful of progression between year groups. For example, colours should be displayed in the classroom where they are first taught but may be used within writing outcomes in year groups where this vocabulary is being applied.
- Classrooms should try to display at least one language display, generally French, but may also display Mandarin outcomes as an enhancement.
- MFL displays need to be updated half termly in classrooms, once the language is embedded.

### **English**

Any words / vocabulary that the class teacher decides to display semi-permanently (on a working wall) or permanently around the classroom, should be appropriately challenging and incremental by year group (they should demonstrate age related expectations). For example:

- Ambitious vocabulary/words of the week/weekly spellings
- Conjunctions
- Adverbials
- Punctuation
- Upper- and lower-case letters in cursive handwriting style
- All classrooms should have children's writing across the curriculum on display. This might form part of their history/geography display if the class book links to this.
- Working walls are not a requirement, however, if you are using a working wall in your classroom to add to as the 'unit of work' progresses, it must only include vocabulary, punctuation and grammar elements that you are teaching currently. Staff need to be mindful that working walls are updated regularly, and that the content displayed on them is appropriate for the year group. Working walls should contain examples of children's work.
- WAGOLLS that are displayed on an English display can be marked and photocopied from books.
- All classrooms should display a piece of work from their 'handwriter of the week' to demonstrate to all children in the class our high expectations.

- Upper Foundation Stage and KS1 should have a phonics phase display in each class and in the shared area, that readily identifies the phase/sound being taught within the class. (See Phonics Lead/KS1 Lead)
- All classrooms should have a reading area. Teachers can show creativity and imagination when developing their reading area, and the areas can follow a theme. Display boards in the reading area can have a painted background as long as the area remains 'light and bright'. Reading areas should be kept tidy and well-organised. (See English coordinator for guidance)
- Extra reading books delivered from the School Library Service should be displayed separately to the school books. Again, teachers can show creativity and imagination when displaying the School Library Service books.
- Reading corners **must be changed** ready for the start of each academic year. Teachers can change reading areas mid-year if the children are becoming disengaged with them.

## Maths

Maths displays should be relevant to the current maths block to avoid cluttering and to focus the children's learning. Any words / vocabulary that the class teacher decides to display semi-permanently (on a working wall) or permanently, should be appropriately challenging and incremental by year group (they should demonstrate age related expectations). If it is a smaller display board, it is suggested that maths vocabulary and prompts be displayed around the board / on the walls to allow children's mathematical work to be displayed.

Best examples of children's mathematical work should form part of a math's display (this can be work that has been photocopied and marked from a child's book).

All classes to display a question that will be coming up in next weeks learning (see appendix)

Resources to support learning should be readily available.

In Lower Key Stage 2, each class will have a Times Table Rockstar display to celebrate the children's achievements.

Displayed around the classroom, **age appropriate** learning tools that could support your class may be displayed, such as;

- Number bonds
- Odd and even numbers
- Prime numbers
- Multiplication tables
- 100 square
- Number lines including negative numbers
- Place value chart

Staff need to be mindful that anything that is displayed on a maths board to aid learning should be appropriately challenging and should demonstrate age-related expectations.