

Wickford Primary School- Display Policy

The Learning Environment

The quality of our school environment can enhance the children's learning and display therefore plays an integral part in a child's day. Displays throughout the school should reflect the value we place on the children's work and learning and as such, be held in high regard.

The quality of the whole school environment is an opportunity to promote consideration and care of the environment along with the schools aim of developing children's understanding for the world around them.

Aims and Values

- To provide an aesthetically pleasing environment in which the whole school can contribute, appreciate and reflect the quality of work produced by children.
- To provide an opportunity for ALL children to have work displayed.
- To display children's work, illustrating a balance of all curriculum subjects.
- To demonstrate that displays can show a variety of ability within each year group.
- To encourage use of design and use ideas appropriately.
- To help promote a lively, colourful environment.
- To participate in producing an interesting work environment.
- To use interactive displays to extend children's learning.
- To promote cultural understanding, empathy and tolerance.

The Learning Outcomes

- Have a sense of pride in the work displayed
- Look and learn from the work of others.
- Reflect upon standards and quality of work in our school.
- Use work, equipment, artefacts etc. on display to challenge and extend the learner.
- Develop a sense of empathy for others through the celebration of diversity.

Strategies.

As part of the workload agreement teachers are no longer responsible for displays although they do remain responsible for

- ensuring that displays reflect the work of all their children
- deciding what work should be put up.
- ensuring that work is made available to display
- instructing support staff in ensuring this is managed. They are also responsible for ensuring that the full range of curriculum subjects are displayed including multicultural aspects of learning.

To this end:

- When putting up displays, use a wide variety of means to present these, including 2D, 3D, use of different media, colours etc.
- Make use of different backgrounds

- Utilise stage blocks, tables, boxes etc. to give different levels for free standing objects and boxes
- Work should be clearly labelled, with an explanation if necessary. Where possible use a variety of lettering.
- The use of drapes to enhance and co-ordinate work is to be encouraged.
- Endeavour to incorporate ready made-objects, to include wood, flowers, stone, plants, photographs etc.
- Displays should be changed regularly, to keep up with changing topics, seasonal changes and festivals, thus keeping interest alive.
- Class displays should reflect, at least, the core subjects.
- Staff will adhere to a planned rota for display dates so that parity is maintained.
- Subject leaders can use displays to help assess and evaluate work covered within their subjects.
- Support staff, parents and pupils can be involved with the planning and putting up of displays with guidance from teachers.
- Whoever puts up displays is responsible for taking them down and ensuring that the working surfaces are clear of staples etc.

Criteria to be met.

- All display work should be written in black ink.
- All work should, wherever possible, be single mounted.
- Children should be taught to mount work correctly with their work centrally placed. Whilst learning to do this displayed work may not be exactly straight in the classroom displays but all displays in public areas such as the hall, entrance areas and corridors must be correctly mounted.
- Use wide variety of media, 2D and 3D.
- Blend colours and fabrics whenever possible
- Clear labelling is essential and staff should try to vary lettering where possible.
- Use ready-made objects – wood, flowers, plants etc.
- Children's work should reflect the standard and quality of work in our school.
- Writing should be big enough to be seen and should be their best work.
- Wherever possible there should be no spelling mistakes – central displays must have high quality work with correct spellings and punctuation
- All work should be on unlined paper using guidelines to ensure writing is straight
- Borders must complete a display.
- Regularly check displays for damage and dust.
- Displays should be of direct value to the children, using their own and our time in a way that the educational aims are justifiable.
- Questions on display and interactive approaches are especially valued.
- Written work should have comments exemplifying good practice incorporated into the display.
- Displays should always have a title.
- At all times within school there will be displays which promote empathy and intercultural understanding.

Date for Renewal

This policy was updated in January 19 and will be updated as needed.