



Display Policy for Learning Environments

Purpose

There are six main purposes as to why Sancton Wood School has a display policy:

- To provide a visually stimulating learning environment for all pupils;
- To establish expectations for teachers and support staff; To promote continuity and coherence across the school;
- To give purpose and value to children's work – every child's work matters;
- To give children positive affirmation and parents feedback that the work that has been covered in class has been appreciated and celebrated; To develop children's aesthetic awareness.

The importance of this policy to our school curriculum

- Effective displays for celebration of achievement that motivates and inspires all pupils to achieve their best work;
- Effective displays that take account of and help to support the learning needs of all pupils;
- Relevant opportunities for pupils to interact with displays to further their learning;
- Demonstrate continuity and progression in the achievement of all pupils;
- A combination of the best features of learning environments to enhance the implementation of our school curriculum and best practise

Displays

- enable pupils to take appropriate responsibility for the aesthetic appearance of their classroom and school;
- enable pupils to make the best use of wall space for learning and for teachers to give positive feedback;
- reflect the current areas of study of our school curriculum, including English, Maths, Science and the Humanities;
- contain high quality, stimulating and interactive visual aids which celebrate pupils' achievements and which help them with the work in hand so that they attempt to solve problems for themselves;



- engage and encourage pupils' learning by promoting a sense of pride in their own achievements and the achievements of others;
- enable pupils to use ICT to enhance their learning across all areas of the curriculum;
- displays should only be on display boards.

Expectations

At Sancton Wood School you can expect to see a variety of different styles of display from working walls, information boards and displays that celebrate our children's work.

Working walls

The classroom learning environment for English, Maths and Science is based on the 'working wall approach' where teachers' modelling and prompts are displayed as part of ongoing learning in each classroom.

- Children's work is used to affirm features of work that are desired. This work can be first drafts modelling that we learn by our mistakes.
- Vocabulary relevant to the focus of the learning is evident in all three subjects and is displayed in alphabetical order.
- There is an interactive element in displays using this approach, where children have the chance to interact with the display either during the main teaching input or as part of their lesson or informally to extend their learning beyond the lesson. Interactive aspects of the display should enable children to use a range of learning styles.
- Teachers and pupils may write captions and posters by hand as part of the lesson, which are then put on the wall for reference.
- Any signage used in school in communal areas for either directional or practical purpose must be made using the school font and following the school colours.

Celebration of work

- At least one wall in the classroom will have children's work displayed.
- The subjects English, Maths, Science, languages, RE/PSHCE have a designated display area throughout the year (although the work will change to keep it relevant).
- Work covered in the foundation subjects should be displayed at different times of the year depending on the curriculum map.



- The class topics should also be evident in interactive displays, artefacts and books on display in each classroom.
- Work on display should be “best” work, not first drafts. The children need to be given the opportunity to rewrite their work, with corrections, specifically for display purposes.
- Work used for celebratory displays including, photos, pictures, headings **must be mounted** before displaying. Mounting to have an **equal border** around the work and trimmed using a guillotine;
- Captions should be part of the celebration display to explain the learning process and pose questions or provide contextual information.
- The use of artefacts, drapes or plants etc enhances the display. Using boxes and other devices to make parts of the display three dimensional provide a welcome addition to the displays.
- Displays around the school are allocated and each teacher is given the responsibility of a board/area
- These displays should be changed at least termly. The work taken down should go home with the child to show parents or be glued into books or folders.
- Corridor displays should be dedicated to well-presented redrafted work, with no spelling errors.
- Careful selection of font to be used to ensure the banners and titles and work can be easily read and any in line with our school handwriting policy. Banners and captions should be laminated for longevity and can be reused the following year.
- Display boards to be **backed and bordered** at all times regardless of the board being used. Colour choices take into account the surrounding boards and area. All work to be mounted using a staple gun or Blu tac, not pin.

Information boards

Some display boards will be used to display information about the school or classroom e.g., house boards, school council and notice boards. The same display expectations apply to these boards as the other two and photographs of children should always be mounted and then **laminated** before being displayed. Children’s **first names only** should be used in captions.

Deadlines

By week 4 of each term the majority of the display should be in place, although it can be added to and evolve beyond this time limit. ‘Work in Progress’ signs are a good idea for evolving displays. Displays can be changed more frequently if desired



Resources

Resources such as background paper, borders and mounting paper/hessian are available in the stock cupboards.

Assessment and Evaluation

- Displays provide evidence of a finished body of work and therefore can be used for assessment and evaluation purposes.
- Displays are reviewed during the appraisal process focusing on the children's work, quality of display and ensure all our displays are providing a stimulating and engaging learning environment at Sancton Wood School.