



Crowle Primary Academy

Display Policy



Aims and objectives

At Crowle Primary Academy we believe a high quality learning environment has a direct impact on the standards and attitudes of the children in our academy. Our whole academy should be seen as one large display and a place that is cared for.

Displays in the academy are a celebration of our children's achievements and also a tool for teaching and learning, by consolidating / reminding them of previous learning and introducing new information and knowledge. The work shown should be of the child's highest standard and reflect the subject area appropriately. Displaying work really motivates children and shows we value their work and learning.

Displays encourage respect for the academy environment. Colourful and bright displays cheer up the classroom and make it a more pleasant and stimulating environment. Clean and tidy classrooms contribute to the good climate, and help children develop these skills in themselves.

In our academy, display should be used to;

- create a stimulating and quality environment
- nurture pride in and respect for the academy environment, the work produced and the children themselves
- inform and share with others
- celebrate achievement
- illustrate standards
- model the quality and standard of work we expect
- show progression through the key stages
- reflect our multicultural society and reflect British values

We ensure;

- that each child has the opportunity to show their work on a display within the academy, at some point in the academic year
- that all work is displayed to its optimum level, in that the mounting is neat and the child's name is clearly marked on or near the work
- that the purpose of the display is clear, with labels, titles etc.

Good Practice

Displays should be carefully planned for and time built in for children to take forward work of the highest possible quality into display. Classroom and corridor curriculum displays should be changed termly as a minimum.

We use working walls in classrooms, using display as part of the teaching resource. Every classroom must have an English and Maths Working Wall.

All displays should have;

- a title
- questions where appropriate
- process – what the children did
- who did the work – individual names, class / year group
- reinforcement of key vocabulary
- quality labelling



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Health and Safety

We consider Health and Safety considerations when putting up a display and review this regularly. This includes;

- ensuring sharp objects do not stick out
- items are fixed appropriately
- ladders should be used correctly to affix high displays
- displays should not impede safe passage, or fire exits
- hanging displays must not disturb sensors

Monitoring and review

Everyone has a responsibility to ensure all displays are looking their best at all times and should correct or repair any damage done immediately when they see it.

Monitoring will be conducted by subject leaders and Governors through observations and discussions with colleagues and pupils, and a record of displays will be made termly.

D1



Appendix I

Display non- negotiable checklist for staff

Classrooms

- *Tidy in order to set the expectations for children*
- *All equipment clearly labelled to promote independent learning and ensure children can access resources and equipment that will support their learning*
- *Tables organised in a way that suit the learners with a clear rationale by the teacher as to why furniture is organised in the chosen way*
- *Children's voice to be sought when organising the classroom to ensure it meets the needs of all*
- *If individual children need special consideration on the seating plan this is arranged to support their learning and the rationale is set out clearly on their SEND support plan/ behaviour plan where necessary*

Displays in classroom

- *All classroom displays should be working walls to support learning*
- *Working walls should contain key vocabulary, reminders of prior learning and resources that support the current learning. They should be changed regularly to reflect the current learning*
- *Any hand written learning (by children and/ or adults) put on working walls should reflect the Gold Standard expectations for the children*
- *Although working walls are transient and changed regularly what is displayed on them should always be of the highest quality and clear enough to support learning*
- *Other things may be displayed in classrooms when necessary i.e. positive behaviour boards etc.*
- *All notice board in classrooms should be learning tools (no teacher notice boards). This is due to the decreased numbers of classroom displays (timetables, teacher info etc. could be kept in a file in the teacher's drawer)*

Displays in corridors and hall

- *These displays celebrate children's achievements*
- *All learning displayed should be mounted and identify the child/ children who have completed the learning*
- *All learning should be of the highest quality for that child*