Ravensdale Junior School

Display Policy

'A stimulating environment makes for a stimulated child. Educational psychologists have found that environment can have a large impact on children's learning… research shows that children who feel engaged in their classroom are more receptive.'
(TeacherNet report, 2009)

Aims

- Create a visually stimulating and exciting environment.

- Display work from each area of the curriculum.

- Promote high standards of work through display.

- Show progression in standards in all curriculum areas.

- Raise children's self esteem by valuing their work.

- Reflect the individual child's efforts as well as ability.

- To motivate and develop interaction and stimulate questions.

- Use good quality resources to enhance display.

- Change corridor displays termly (or as subject/topic dictates, but no less than termly) and classroom displays at the beginning of a new topic in order to maintain freshness and topicality.

- Seasonal displays should be removed once they become inappropriate, i.e Guy Fawkes, Christmas, etc.

- Classroom displays should reflect the work undertaken

- Displays should reflect images and artefacts from a variety of cultures.

- Labels should be clear and neat, but written in a variety of styles

- Borders should be used to enhance displays.

NB: Not all displays need to be child-generated. Some boards can be informative, adult-led displays that stimulate thought or support learning.

Teachers should work with and direct support staff to maintain attractive and stimulating classroom, hall and corridor displays.

The displays should create an aesthetically pleasing environment, giving children a sense of pride and achievement in their work.

Coverage & Frequency

All display boards in classrooms and shared areas should be covered with backing paper in the first weeks of the autumn term. Items such as number lines, posters, curriculum labels, etc. should also be put up and will normally form semi – permanent displays in classrooms. These should be kept in good condition where possible, and trimmed and mounted as necessary. The Ravens values and the 5 bs must be visible in the classroom. However, blu-tac on the walls should be avoided wherever possible.

Core subjects (Numeracy, Literacy, Science) should be represented at all times, whilst other classroom displays should be regularly updated when new learning or topics occur, and reflect a variety of work done (both 2D and 3D).

Basic Guide

- Mount all work carefully, using complimentary colours, carefully trimming edges to be equal and ensuing staples are used neatly, in parallel to the work.
- Use a border roll.
- Title and annotate displays to give contextual information.
- Add interactive questions/activities where appropriate.
- Add three dimensional interest where appropriate.
- Display draft work as well as finished products.
- All contribute to public area displays.
  - Use photographs on some occasions to show the learning journey.

Displays in the classroom will:

- Be used to stimulate learning and curiosity.
- Include information and reference material (posters, maps, charts, diagrams, artefacts). ~ (where appropriate)
- Include labels and questions, title and information about the learning ~~should be evident.~~
- Possibly build up, adding children's work over the period of a couple of weeks.

Resources & Organisation

Backing paper, borders, and other resources such as card and paper are to be in the central resource area (in the office).

- Art co-ordinator - responsible for ordering resources for display.
- All staff - keeping central resources tidy.
- All staff - assist in the displaying of work in public areas.

We will set up one initial display in the classroom prior to receiving our new children. Other walls will be cleared and backed ready to create further displays, including a new display of children's work.

Selection & Position

All pupils should have the best of their work represented and shown to its best advantage at some time during the school year. One area of the classroom should be deemed as a quiet area; this may be a reading area.

Displays should be appealing and varied and relevant to the work being carried out in class.

Work showing a range of techniques and media (including digital and 3D), work in progress, as well as finished work could all form part of displays. It is often worthwhile to display drafts, sketches, plans and evidence of processes involved (photographs, diagrams, etc.) alongside pieces of finished work.

Care should be taken to ensure that work is visible to the intended audience, e.g. if for children, it should be at a height and position where they can see it.

Mounting

Work should be displayed in a variety of ways. This depends on the nature of the work to be displayed, and should enhance its appearance. Careful consideration should be given to how the work is mounted, the choice of background colour and texture and the use of text for providing information.

Backgrounds and borders need to be chosen carefully to blend or contrast but not distract the viewer from the work. Mounts should be evenly spaced and trimmed straight. (Where possible, mounts and borders may be recycled, to save time and materials). Where

appropriate, pupils should be encouraged to mount and display their own work, and to develop their presentation skills, although it is important to ensure there is a balance where adult direction is given.

Titles & Headings

Lettering must be clear and easy to read. Ideally, the lettering style should match the subject matter: i.e. computer printed, cut-out letters or individually hand produced. All pieces of pupils' work should have their names clearly printed, along with high quality headings and labels giving explanations and (where appropriate) asking questions. These must be grammatically correct and accurately spelt– it is important to provide a good role model. Work for shared areas must be labelled with year group, class and pupils' average age.

Health & Safety

Colleagues are responsible for ensuring work is attached securely and correctly to the walls. Any three dimensional work should be displayed at an appropriate height. When mounting work above shoulder height, teachers will use step ladders and not chairs and tables.

Boards in school	
Hall	Theme day displays, PE board
Shared areas	Theme day displays
Classrooms	Maths and English working walls, Notice boards, Ravens and 5 Bs, Clearly labelled shelves and book boxes (comic sans) Spiritual journey Traffic light behaviour ladder Class rules Menu. Topic and theme displays showing / celebrating pupils work
Library	Book themed displays to promote reading
Main entrance corridor	Celebration board, headteachers award, e extra curriculuar, theme day displays.
**Note this is not an exhaustive list and additional information may need to be added as necessary.**	