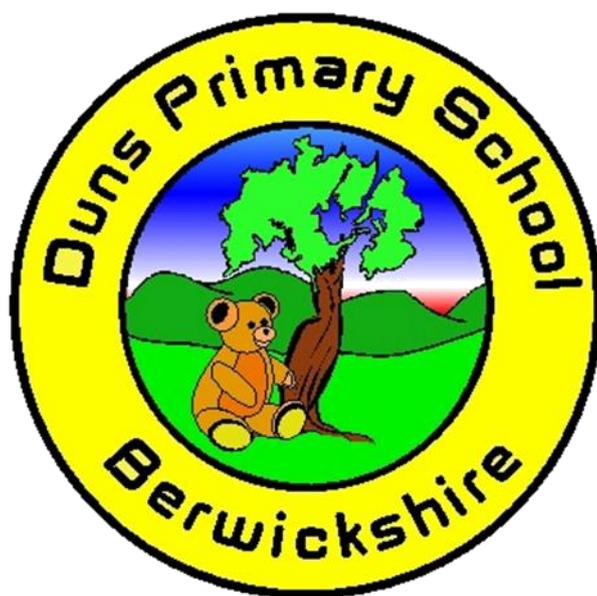


Duns Primary School



Display Policy

This policy acts a guideline for supporting display in Duns Primary School. Please use your own initiative and creativity in presenting your displays while adhering to general housekeeping standards.

We aim to set a positive example of the value of presentation to the pupils, and where possible, they should be involved in planning, organising and creating displays.

Aims and Expectations

- Encourage pupils to have pride and confidence in their work and achievements by demonstrating that we value their work and learning.
- Create a learning environment that stimulates interest and discussion.
- Encourage respect for our new school environment and actively work to ensure it is an enriched place to work and learn.
- Influence children in best presentation, personal organisation and general tidiness.
- Use display and resources to positively impact on learning; through consolidation / reminder of previous learning and introducing new information & knowledge.

Expectations on Classroom and Common Area Displays

Every display must demonstrate children's learning and achievements as well as have a number of resources that children can refer to. Display is not intended as decoration - it celebrates achievement, gives a wider audience to learning, reminds pupils of what they have learned/achieved, encourages higher standards through accessing the work of others and can enrich learning. However, this does not mean that displays cannot be creative, attractive and innovative.

- **Your classroom should include: a numeracy/maths working wall and a literacy working wall and a class charter.**
- You must display topic and art work (this could be in a communal area).
- It is suggested that all the displays throughout the school have colours that are consistent (and match the carpet). **TBC**
- **Standardised lettering must be used for display titles** (must include flick on letters) - <http://www.instantdisplay.co.uk/alphabetsets.htm> / twinkl (a pack will be provided of literacy and numeracy lettering).
- **Title lettering must be individually cut out and laminated** (a bank of words will be created as we go).
- **Each display must include a blurb and an outcome** - this is suggested to be typed in SassoonPrimary and mounted. Key questions and key vocabulary related to the display/theme is to be incorporated.
- Staples are to be used to put up the backing and borders and blu tac is to be used to display lettering/work etc. **No blu tac is to be used on walls.**
- Topic backing is to correspond with theme e.g. ocean - blue (this could be taken down termly).
- It is suggested that you use contrasting borders e.g. light blue background and dark blue border.
- There could be elements of interactivity within displays e.g. floating and sinking/maths games.
- If there is an area in front of your display this could be used to display relating non-fiction texts/games/artefacts/other resources.
- **Book corners should be displayed in all classrooms.** Book areas should be tidied daily and regularly sorted, either by your ANA or pupils.
- **Displays should mostly be examples of children's work** with some adult generated displays/resources. Children's work should be 'example only' (not **every** piece).
- High quality displays could be recycled and moved to other areas of the school.
- When displays are changed, worn or faded backing should be replaced and recycled.
- Displays should be maintained to ensure that they do not become tatty or ragged.

- Borders should be made of purchased border rolls. Work on display should not overlap the border, unless as an intentional design element, as children's work should be thoughtfully positioned and spaced.
- **All work must be mounted.** Art work could be double mounted using appropriate colours which complement the end result. Written work should also be mounted, though not always necessarily double-mounted. **Please ensure that work is trimmed and mounted evenly and intended straight edges are straight.** Please use paper cutters provided. Pupils should be progressively taught to mount their own work.
- Teachers are encouraged to delegate some responsibility to named pupils/older children for the upkeep and maintenance of the classroom and general learning environment. Good routines for tidying away are crucial and labour saving.

Expectations for Classroom Organisation

The overall effect of the classroom environment should be one of space and organisation. This sets a high standard of organisation and display which will support the further raising of educational standards and create a working environment which is attractive and stimulating. Please keep your classrooms neat and tidy. Use cupboard space to store teacher resources. Try to keep surfaces clear, other than for interactive displays for children.

- Children's tray labels to be displayed in the standardised format (these can be moved up with the children).
- Tray labels (pencils, pens etc) to be displayed in the standardised format.
- All tray labels are to be laminated and to be stuck on using blu tac.
- Jotters could be coloured co-ordinated with the corresponding display (maths and numeracy blue to match display).
- Pile of books, teaching resources and pupil's work should be promptly returned to the resource area/put away neatly. Support your colleagues by keeping shared areas tidy and organised.
- **Be selective in what you keep, do not hoard resources.** "If you have not used it in the past 2 years bin it," Ross Maunder, 2017.
- Develop organisational techniques for your classroom (files, boxes, routines etc).
- Teachers' areas/desks should not be piled high with paper and files (confidentiality).
- Children should take responsibility (as much as possible) to tidy their areas (desks, chairs, drawers).
- Tables should be clear and chairs should be stacked at the end of the day.
- **Classroom displays should include a visual class timetable to meet learner's needs** (this could simply be displayed on the side of your whiteboard).
- **Please do not use a display board for your personal organisational papers.** These should be at close hand in a file. We want to maximise display space for children's work

If display is your strength, please use this to support and guide others. Keep photographs of good example displays and practice which can be stored on the shared drive for inspiration.

Examples



