



Parklee Community School

Display Policy

Mission Statement

“Enjoy, Engage, Empower”

Positivity, Aspiration, Resilience, Kindness, Loyalty, Empathy, Excellence

‘The way in which work and other material is displayed and arranged in a school is more than a matter of convenience: it is a reflection of the atmosphere and attitudes that prevail there.’ The Arts in School

Intent:

We believe that the classroom environment promotes positive behaviour and is conducive to the whole learning process, at Parklee we design our classrooms in a ‘Therapeutic’ style. We believe that good display enhances the learning environment and creates enthusiasm and excitement in the learning process. The purpose of our schools’ displays is fundamentally to support our children’s learning journey and celebrate the creative teaching and learning that takes place in our school. By celebrating the achievement of all learner’s work, in displays in classrooms and shared areas, all members of the school community will benefit from working in a pleasant environment which reflects our school values.

We intend:

1. To create a calm, therapeutic yet stimulating and welcoming learning environment.
2. To display content to support the learning process.
3. To celebrate and value all pupils’ achievements across all ability levels.
4. To share a wide range of work that represents the rich and broad curriculum provided for learners to support the retention of knowledge and development of skills.
5. To give the pupils a sense of pride in their work
6. To illustrate the high standards and expectations of all pupils at our school.

Implementation:

1. Teachers will be responsible for the quality and content of the displays in their classrooms and immediate areas around their classrooms. Support staff will assist teachers in creating the displays of work.
2. Teachers should involve learners in the discussion and selection of work for displays particularly for celebration boards.

3. Teachers should display a full range of curriculum in their classroom to support all subjects.
4. Displays will be used to communicate high standards and expectations of work and they should be combined with fiction and non-fiction books and other artefacts or resources to link them to the curriculum.
5. Where appropriate some displays should be three dimensional and they might incorporate materials, professional art work, artefacts and natural objects.
6. The school will provide a resource of materials including: hessian backing materials or neutral paper, borders, works of art, paintings, prints, artefacts and natural objects for use in display.
7. Teachers will be responsible to see that displays are changed regularly according to the curriculum and kept up to date and in good condition.

Content of Display:

1. All aspects of the curriculum should feature in display to some degree.
2. Books, illustrations, photographs and reproductions can also feature in display.
3. Natural and manmade objects from different environments and cultures can be included.
4. Opportunities for observation, through lenses or of growing things should be included.
5. Titles and Labels should be clear.
6. Children's work in different forms e.g. two and three dimensional images and artefacts.
7. Interactive display is encouraged, where children can touch, or examine or research from the display.
8. Displays should reflect process (skills) as well as knowledge and understanding.

Each classroom or the surrounding area should have a display board to reflect each of the following areas:

Subject:	Notes:
English Change to reflect the texts	Working Walls to include these titles: <ul style="list-style-type: none"> • Respond to the Text • Shared Writing • Grammar • Vocabulary • Writing Opportunities
Mathematics Changes to reflect the unit	Working Walls to include these titles: <ul style="list-style-type: none"> • Fluency • Symbols • Vocabulary • Reasoning • Real Life Context • Problem Solving
RE	<ul style="list-style-type: none"> • Title of Unit • Vocabulary • Learning Outcomes • Examples of work – e.g. a celebration piece of work on a clipboard

Science	<ul style="list-style-type: none"> • Title of Unit • Vocabulary • Learning Outcomes • Examples of work – e.g. a celebration piece of work on a clipboard
PSHE (Jigsaw)	<ul style="list-style-type: none"> • Title of Unit • Vocabulary • Learning Outcomes • Examples of work – e.g. a celebration piece of work on a clipboard
History / Geography	Alternate between each subject half termly
Design Technology / Art and Design	Alternate between each subject half termly
Computing / Music / PE:	Some reference to be made in class as to what unit of work is being covered each half term e.g. a visual timetable, resources, books, photographs etc.
MFL	French Labels around the school and KS2 classrooms to be visible e.g. for everyday classroom items, colours, daily greetings etc.

Early Years Foundation Stage:

The EYFS highlights the need for child-centred, child-led learning and emphasises the importance of enabling environments which will enhance and support the learning process for every child. Displays form an important part of your child's care and learning environment. Therefore, displays in the foundation stage must include:

- Home learning/achievement display to support partnerships with parents.
- PSED display - along with a visual timetable and jigsaw display within Reception classroom
- Understanding the world – to promote current topical learning within understanding the world and Literacy learning
- Writing- display to showcase children's individual learning and achievements
- Reading - text based display to show current and past books
- Mathematics display
- MFL- daily greetings to be on display around the classroom
- Expressive arts and design to be integrated into the above displays and within the shared creative area
- Communication and language – should be integrated and feature across the above displays

Display Guidelines:

LABELLING – All resources, which the children access independently, should be labelled in line with our Dyslexia Friendly practice. All pupils' work on display should be labelled with their name. Pieces of work displayed in communal areas should be accompanied by the class name.

BORDERS and COVERINGS – All boards should be backed and a single border used. Backing paper and borders for working walls only need to be replaced when

they become ripped or untidy. Backing paper and borders should be reused, if unblemished. Borders and backing paper should be fixed with staples and staples should all be removed from boards before re-backing.

FABRICS – Fabrics can be used to back boards (eg hessian) or to enhance or create an effect (eg. create a river) when appropriate. If fabric has been used instead of paper to back a board, a single border should still be applied.

MOUNTING – All work on display should be double mounted using black and a colour which compliments the work or background colour. Work should be mounted with a 1cm border all work on the display should be mounted in using the same colour combinations. Sometimes work will be of a different shape eg. writing on a car shape about a car journey they have taken. Extra care should be taken as to the most appropriate way of mounting such pieces.

LAYOUT – All pupils' work being displayed should be displayed within the borders of the display board. However, at times, it may be appropriate for the display to extend beyond these borders eg. creating a rainbow or waterfall coming down from the ceiling. When arranging pieces of work, work should be equal and there should be an equal border around the edge of the whole display.

TITLES – All displays should have a title that reflects the work which is being displayed. Titles and lettering should be consistent within the same area of the school eg. if lettering has been used to title boards in a classroom, then lettering should be used on all boards, if banners have been used, then all boards should use banners. Letters should be completely cut out when using templates e.g. O and E and fixed neatly so no edges curl. Captions and headings should be included to encourage children to look at displays communicate their meaning. These need to be double mounted in the same colour as pupils' work.

UPKEEP – All staff and pupils are responsible for ensuring that all displays are looking their best at all times and should correct or repair any damage immediately when they see it.

Books Corner:

The book corner should be well planned and inviting. Teachers must ensure there is a wide range of reading materials to interest all pupils in their class. It is important that this area is recognised by the children as an enjoyable and important part of the classroom where books can be read, listened to shared and explored.

Classroom Environment:

All classrooms must also display the following:

- All classrooms to include Visual Timetables (Dyslexia Friendly Schools).
- Classrooms should also display an Alphabet Arc, 100 Square, calendar which includes the days of the week and months of the year to support understanding of time.

- As part of our 'Trauma Informed' Practice our classrooms are based upon a Therapeutic environment.
- Mission Statement and School Values
- British Values
- School Ethos and ECO Council Members
- HT Award winners of the week
- SUPERCLASS -awarded in assembly each week

CREATED: June 2022

REVIEWED: