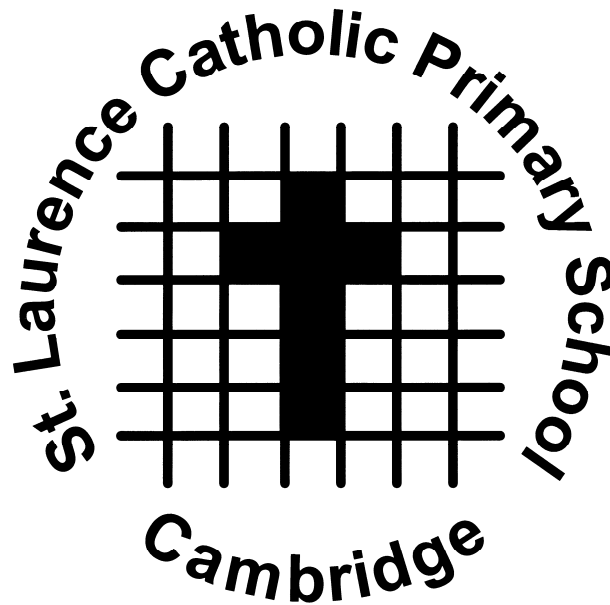


ST LAURENCE CATHOLIC PRIMARY SCHOOL

DISPLAY POLICY



*Through God's grace, a community growing in knowledge
and understanding*

At St Laurence Catholic Primary School, we believe that the ethos of the school is reflected through the quality of displays, pictures, objects and teaching aids that appear in classrooms and throughout the school building.

We believe that, as part of the learning environment, high quality display:

- * stimulates curiosity and appreciation of the world.
- * celebrates children's effort and achievement
- * is an effective tool for learning and teaching
- * reflects the rich and varied experiences of current learning
- * creates an appreciation and awareness of aesthetics which adds to the quality of children and adults' experiences at school
- * reflects a variety of cultures and promotes inclusion

In order to achieve the above, we must ensure that:

- ❖ All displays carry labels, captions and information which explain and enhance children's work, objects and images
- ❖ Common boards within school are all clearly labelled with the name of the class which has produced the work
- ❖ Colours are chosen carefully so that backing paper, mounts, borders and drapes compliment, not detract from, the work displayed.
- ❖ Labels are printed using the same font throughout that display. For common boards which are changed three times a year the font will be specified by the subject leader responsible for common board display for that term which will ensure continuity across these boards
- ❖ Staples or Blu tak can be used to attach work. Please ensure work is positioned straight on the board and that the mount is cut carefully to give a consistent and level edge the same the whole way round.
- ❖ All children's work should be named (avoiding where possible obscuring or marking the work itself)
- ❖ Work should be single or double mounted to reflect the quality and importance we attach to presentation (unless, on the rare occasion, the work is better without mounting)
- ❖ Photos are used to show process as well as celebrating the children at work
- ❖ There is balance between displays that provide prompts or information and the children's own work
- ❖ Teachers should ensure that there is a piece of work on display from every child in the class somewhere in the classroom over the course of a year.
- ❖ Work displayed should be representative of the whole class of children but always the best possible standard of work for that individual.
- ❖ Where possible, 3D objects should be on display as well as images and photographs
- ❖ Some displays should be interactive, including items for the children to investigate and questions to answer.
- ❖ There is a balance of subjects displayed around the classroom

- ❖ Classroom displays should be changed regularly in order to maintain the children's interest, reflect current learning and appear in good order
- ❖ All displays are maintained to a high standard; boards are not expected to be left unbacked or empty without work on them.
- ❖ While displays and working walls may have an emphasis on stimulus produced by the teacher at the start of the topic but it is expected that as the topic progresses that children's work will become more of the focus.
- ❖ From time to time, and where appropriate children can be involved in the display process, making decisions about colour, format and information to support their work
- ❖ Work displayed demonstrates a variety of ways of recording (posters, photographs, diagrams, concept mapping, bullet points and lists.

Please see the appendix for a list of displays that should be maintained in every classroom.

Role of Support Staff

Well-presented display is time-consuming and requires thought and effort. The skills and input of support staff are recognised as vital in the process of maintaining good display. Support staff should be given appropriate time, materials and support if they are requested to put up a display. That is not to preclude staff from involvement if they enjoy creating displays which reflect the work of their pupils and themselves however the quality of the finished display is the responsibility of the class teacher.

This policy was approved by the Learning & Achievement Committee

Date: 12th July 2016

Next review due: Summer term 2019

Signed:

Appendix 1

A numeracy display – should be a celebration of recent children’s work in maths, including maths focused investigations. The display should be clearly labelled the specific learning focus as well as information on the activity.

A literacy display – should be a celebration of recent children’s work in reading, writing, speaking and listening. The display should be clearly labelled the specific learning focus as well as information on the activity.

Reading Corner display- author focus, reading skills , genre information, reading recommendations and reviews Access to resources such as dictionaries etc.

A topic display – linked to the current class topic- this should include work across the curriculum: art geography, history etc. It should also include science where this is part of topic, otherwise there should be a separate science display. Vocabulary which supports learning in topic work should be displayed and changed accordingly. Where possible the topic display will support evidence of children’s reading, writing and maths skills being applied within the foundation curriculum.

Literacy and Numeracy Working Walls –

are displays for literacy and numeracy which support children’s learning. Working walls make use of a visible display outcomes, modeled images and examples and success criteria. This approach enables children to know what they are learning and how this learning process develops over a period of time. Working walls are used to regularly model and demonstrate key knowledge and skills in order to make explicit to children the underlying structures and elements of what is being taught.

It provides a structure to support the learning which is built up over time and can be used to model and apply the curricular target or key learning

In classrooms working walls are created to:

- support children’s learning towards the curricular targets;
- model the learning processes and learning steps;
- visibly display outcomes, modeled images/examples and success criteria;
- provide for children a visible exemplification of their curricular targets and how their learning towards this is developed;
- support teachers to strike a balance between work in progress and a focus on the information that may be needed throughout the year.

A working wall is:

- Situated close to where you most often teach
- A place where children can find key information about their current learning
- Added to over a series of lessons
- A place where anyone can make a contribution
- A storehouse of information and ideas – vocabulary, guidance, images, diagrams
- Frequently changed to be current
- Adapted to suit purpose
- Age related
- A place to display targets
- Explicit acknowledgement of children's contributions
- A place that has visual impact
- Confidence building
- Constantly used and referred to in the course of teaching and learning
- A place for planning / structure of children's work
- A teaching aid reinforcing teaching points

RE display. We are a Catholic school and the expectation is that our classrooms reflect this by permanently and prominently displaying a Cross, religious images and age appropriate Bibles. In addition an RE display will support the current area of RE study. There will always be a high profile display area using a table, shelf or chair. It will be located in a convenient position for children to access to touch suitable objects, pray nearby or leave written messages.

Our Golden Rules - which are linked to the school's Behaviour Policy.

Class Code of Conduct- as agreed with each individual class at the start of the school year

Policy Name: Display

Policy Date: 12.7.16

EQUALITY IMPACT ASSESSMENT for SCHOOL POLICIES

		Yes / No	Comments
1.	Does the Policy/Guidance affect one group less or more favourably than another on the basis of:		
	• Age (for policies affecting staff)	N/A	
	• Disability	N	
	• Sex	N	
	• Gender reassignment	N	
	• Pregnancy/maternity	N	
	• Race (which includes colour, nationality and ethnic or national origins)	N	
	• Sexual orientation	N	
	• Religion or belief	N	
	• Marriage / civil partnership	N	
2.	Is there any evidence that some groups are affected differently?	N	
3.	If we have identified potential discrimination are any exceptions reasonable, legal and justifiable?	N/A	
4.	Is the impact of the policy/guidance likely to be negative?	N	Teachers are expected to display work by all children and to display the best possible standard of work from any individual
5.	If so, can the impact be avoided?	N/A	
6.	What alternatives are there to achieving the policy/guidance without the impact?	N/A	
7.	Can we reduce the impact by taking different action?	N/A	

Equality Impact Assessment carried out by: M J O'SullivanDate: July 2016