Stokes Wood Display Policy

All pupils have a valuable contribution to make to a display at Stokes Wood Primary school. Pupils may be involved in planning and decision making at all stages, e.g. choosing colour and size of the backing paper, colour schemes, arrangement of material, collecting items for the display table, finding suitable books etc.

Display should include all aspects of the pupils work where relevant - R.E., writing, ICT, maths, science, artwork and photographic evidence of activities etc.
Working walls are really important for literacy in particular vocabulary for spellings and understanding technical language when doing cross-curricula writing.
Key points for grammar connected to the band the children are working from and from bands below should be on permanent display for reference when teaching.
Words from all spelling tests may be displayed so children can use the vocabulary learned in their writing.
Monkey boards are used to encourage and celebrate achievements in reading as well as monitor pupils who are not reading enough!

As far as possible, the work on display should be the pupils' own. The teacher's role is stimulating and encouraging ideas and discussion, providing appropriate materials, giving guidance and advice.

It is important, we as teachers show the pupils that we value their work.

A display should be attractive, interactive, both 2D and 3D and eye catching. It should invite pupils to stop, look, touch, talk, question and think. It should give the pupils a sense of pride in their achievement. Displayed work should be clearly named preferably with a printed label.

Thoughtful and exciting displays do take time, energy and patience but they also create a stimulating atmosphere and interest, and of course it gives visitors a good impression of the school. Displays should be fresh, relevant and renewed as appropriate.

How, when and how do we display pupil's work?

1. To develop language, social awareness and enthusiasm.

2. To give information and raise interest.

3. To create a good climate.

4. To enhance learning.

5. To show respect for pupils' work.

6. To raise self-esteem. There should be examples of all pupils' work on display at some time.

7. To give a sense of ownership.

8. To share topics, projects and learning objectives covered.

9. To show a school theme.

10. To show examples of good practice.

11. To share achievements with parents and visitors.

Pupils learn through looking, discussing handling and collecting. They learn by listening and reading but will remember more if these activities are accompanied by strong images. A picture says so much more than hundreds of words, it gives the pupil a chance to discuss and consider what is there.

Very elaborate displays do not necessarily mean better practice. Simpler displays tend to indicate that they are changed more frequently.

Some ideas to add interest to display

Try to get away from 'flat' sometimes:

1. Use textured backgrounds.
2. Matchboxes, corks or cotton reels can lift items away from the wall.
3. Padded out work to give a 3D effect.
4. Have 3D models standing in front of board if possible.
5. Suspend things from the ceiling or 'washing lines'.
6. Have doors which open into the display.
7. Use drapes, interesting materials.
8. Interesting borders.
9. A visitors' book for comments and ideas.

Do Avoid:

1. Ragged edges.
2. Brass tacks for children's work.
3. Sellotape
4. Faded backing / mounting paper.
5. Evidence that old work is being re-displayed.
6. Overlapping writing / pictures.
7. Hanging written work too high.
8. Displaying out of date current affairs.
9. Work which isn't named.

Guidance Notes

1. Work to be displayed should be the best that the pupil can do. Written work in pencil or ink as appropriate.
2. Double mounted if possible for displays outside the classroom.
3. Display boards to be bordered.
4. All work to be clearly labelled with the pupil's name.
5. Changed as regularly as possible.
6. Questions asked to focus the learner.

Learning Environment Non-negotiables

Key points

- Learning walls for literacy and maths in each learning area are kept up to date and relate to current learning.
- Children's contributions must be clear on learning walls.
- The writing cycle must support children in seeing how their writing is developing.
- Language displayed needs to be accessible to children.
- Objectives and 'steps to success' displayed when appropriate.
- CHUFFA checklist displayed for relevant year groups.
- Evidence of children's work and achievements are on display.
- Connected curriculum work is displayed
- Children's writing must be on display.
- All work should be backed.
- Labels should be a mixture of handwritten and typed.
- Displays should show objectives and steps to success where appropriate.
- Displays should include questions and opportunities for pupils to interact.
- Walls need to be colourful and welcoming.
- Equipment needs to be accessible to the children so they can show independence in their selections.
- 3D displays to be used when possible.
- Classrooms and learning areas to be kept tidy and organised.
- Language displayed to support the learning of French when appropriate.
- PSHE displays are interactive and support children's emotional needs, e.g. emotional check in display.
- Children's photos are displayed.