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## **St. Mary's R.C. Primary School**

### **Display Policy**

<b>Date</b>	<b>Review Date</b>	<b>Coordinator</b>
September 2020	September 2021	K Whitehead

## AIMS

At St Mary's RC Primary School, we work towards providing a lively, stimulating, exciting environment in which our children can learn effectively. To this end, all staff regard the learning environment and displays to be of vital importance. Displays of any kind, in and around the school building, are always of the highest standard. Teaching, non-teaching staff and children are involved in the production of displays.

Displays communicate our work to a range of stakeholders including children, parents, staff, governors and regulators.

We believe that inspiring excellence is reflected through the quality of our learning environment. We value the importance of displays, pictures, objects and teaching aids that appear in classrooms and throughout the school building.

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

- Stimulates curiosity and appreciation of the world.
- Celebrates children's effort and achievement.
- Is an effective learning and teaching tool.
- 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.

## EXPECTATIONS

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.
- Work should be mounted to reflect the quality and importance we attach to presentation (unless the work is better without mounting).
- Writing, headings and labels are mounted or printed to appear mounted.
- Photos can be 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: Generally, a greater proportion of display inside the classroom should promote and support learning and a greater proportion of display in communal areas should celebrate achievement and success.
- Some displays should be interactive, including items for the children to investigate and questions to answer.

- Displays are changed regularly in order to maintain the children's interest, reflect current learning and appear in good order.
- Work displayed demonstrates a variety of ways of recording (posters, photographs, diagrams, concept mapping, bullet points and lists).

## THE LEARNING ENVIRONMENT

We believe that the physical environment we provide for children has a direct impact on learning. It gives children a clear message about how we value them and how we value learning and supporting independence.

It is important that teachers keep the classroom and shared areas tidy and free of clutter both for health and safety reasons and to ensure an aesthetically pleasing environment and setting a good example for children.

## LABELLING DISPLAYS IN THE CORRIDORS

Displays are a valuable source of information for visitors to the school, especially parents, and as much detail as possible about the learning involved in creating the display is given. This includes: -

- A title or subject area the display covers (reference is made to the topic that the learning was based upon).
- Who produced the learning. Their Year Group (to be written at the top of the display board).

## MAKING DISPLAYS ACCESSIBLE FOR CHILDREN WITH SEND AND ENSURING EQUALITY

Some children may need special arrangements in order to access displays i.e a visually impaired child may need larger print. It is therefore important to tailor some areas to the specific needs of the child. It is also important to keep laminated resources for displays to a minimum to ensure accessibility for all.

Borders for Maths and English should always be as follows: Maths blue and English Red.

Throughout the year, teachers will ensure that all children will have had the opportunity to contribute to work on display in the learning environment in the classroom or around the school.

## ROLES AND RESPONSIBILITIES.

Responsibility for promoting the highest quality learning environment and creating impressive displays lies with the whole school community. It requires professionalism from teachers and staff in the school and in return expects learners to understand the part they play in the process so that they can take responsibility for their own learning.

It is everyone's responsibility to keep displays in good order, e.g. if you see a border hanging off, please fix it straight away, even if the display does not belong to your year group.

Responsibility for displays are as follows:

- Nursery – Mrs Brown
- Reception – Miss Fairhurst
- Year 1 – Mrs Wilson/Mrs Jackson
- Year 2 – Mrs Tucker
- Year 3 – Mr Cummins
- Year 4 – Miss Fautley
- Year 5 – Mrs England
- Year 6 – Mrs Jackson-Cooper
- R.E – Mrs White
- Maths – Mrs Tucker
- Science – Mrs Wilson/Mrs England
- P.E – Mr Cummins
- Art – Mrs Jackson – Cooper
- Rights respecting – Miss Tate
- Global Learning – Miss Fairhurst
- Eco Team – Miss Fairhurst
- Wellbeing – Mrs James
- General notices - All
- FOSM – Mrs Wales
- DEADLINES

By the end of week 3 of each term displays should be in place. Communal displays should be changed termly and the themes for each term are:

- Autumn – Creative writing.
- Spring – History/Geography writing
- Summer R.E