



Layfield Primary School

Display Policy

March, 2015

Review Date: March, 2017

1. At Layfield Primary School we believe that displayed work should create a bright, welcoming environment for the whole school community. How we present ourselves makes a positive contribution to the ethos of the school.
2. Displays in all areas of the school should be neat, well planned, presentable and carefully labelled. Special attention should be given to the purpose of the display, choice of materials, the colours used and imaginative and innovative use of space available.

3. **Aims and objectives**

- To create an interesting and stimulating environment for the children, visitors to school and staff.
- To create and stimulate curiosity and creativity.
- To stimulate discussion and facilitate further learning.
- To develop a class identity, a sense of ownership and community.
- To demonstrate an appreciation of children's work, showing value at all levels of ability.
- To use as a teaching aid, linked through all areas of the curriculum.
- For information purposes:
 - storage of materials and resources.
 - informing colleagues where particular items may be found.
- To be an example of good presentation.
- To celebrate learning and work being studied.
- To exemplify good work and foster high expectations of standards and quality.
- To encourage respect and care for displayed work, so that it may be enjoyed by others.
- To foster a sense of pride and achievement for individuals and groups.
- To promote independent learning.
- To develop aesthetic awareness.
- To encourage maximum effort at all times.
- To be used for assessment purposes/record keeping etc. (e.g. photographs)
- To foster teamwork by incorporating the development of social, language and an appreciation of other's skills.

4. **What do we display?**

- Children's work from all areas of the curriculum, including 3D work
- Teacher contributions, including titles, instructions, questions, comments, topic related word banks etc.
- Commercially produced material e.g. posters.
- Resources e.g. books, tapes, work cards.
- Investigative displays e.g. magnets, weighing area.
- Displays of everyday materials e.g. silhouettes for pencils, DT equipment etc.

5. **Selection and position**

5.1 All pupils should have the best of their work represented and shown to its best advantage at some time during the school year.

5.2 Classroom and shared area displays should reflect all groups within the school. They should be appealing and varied and relevant to the work being carried out in class.

5.3 Work showing a range of techniques and media (including digital and 3D), work in progress, as well as finished work could all form part of displays. It is often worthwhile to display drafts, sketches, plans and evidence of processes involved (photographs, diagrams, etc.) alongside pieces of finished work.

5.4 Care should be taken to ensure that work is visible to the intended audience, e.g. if for children, it should be at a height and position where they can see it.

6. Coverage and frequency

6.1 Display boards in classrooms and shared areas should be fully utilised and provide a balance between children's work and learning prompts such as number lines, alphabet friezes, posters, curriculum labels, etc.

6.2 All displays should reflect the age and ability of the classroom areas.

6.3 Displays should be kept in good condition and changed as appropriate to ensure that:

- Core subjects are represented at all times
- new learning or topics are reflected
- foundation subjects are represented throughout the school year
- a variety of work is represented (2D, 3D)

7. Materials and methods

- Staple guns and staples should be used sparingly and only on display boards. These should be removed when taking down old displays.
- Blu-tac should be used on walls as they may be damaged by pins, staples or selotape.
- Glue sticks or Blu-tac may be used for fixing lettering or small items.
- Where appropriate, 3D materials, plants, books, artefacts and textiles can be used to add interest and help to enhance classrooms and display areas.

7.1 Added interest can be provided to a display by using boxes covered with paper or material to add different levels of height.

8. Mounting

8.1 Work should be displayed in a variety of ways. This depends on the nature of the work to be displayed, and should enhance its appearance.

8.2 Careful consideration should be given to how the work is mounted, the choice of background colour and texture and the use of text for providing information.

8.3 Backgrounds and borders need to be chosen carefully to blend or contrast but not distract the viewer from the work. The use of single or double borders and mounts should be considered.

8.4 Mounts should be evenly spaced and trimmed straight. (Where possible, mounts and borders may be recycled, to save time and materials).

8.5 Where appropriate, pupils should be encouraged to mount and display their own work, and to develop their presentation skills, although it is important to ensure there is a balance where adult direction is given.

9. Titles and headings

9.1 Lettering must be clear and easy to read. Ideally, the lettering style should match the subject matter: i.e. computer printed, cut-out letters or individually hand produced.

9.2 All pieces of pupils' work should be labelled with their name.

9.3 High quality titles, headings and labels should be included to give explanations and (where appropriate) ask questions. These must be grammatically correct and accurately spelt– it is important to provide a good role model.

9.4 Where appropriate, dual language headings and labels should be included.

9.5 Work for shared areas must be labelled with year group and class.

9.6 When changing classroom displays it is worth considering if any material may be suitable for showing in shared areas such as the hall, or at a community venue, e.g. the library in Yarm.