# Stepney Primary School

*A Small School With Great Expectations*

# Display Policy

At Stepney raising the achievement and basic skills of pupils and ensuring that they reach their full potential is the responsibility of all staff

**DISPLAY**

The purpose of displays:
- to value quality children's work;
- to illustrate standards of achievement and expectation;
- to stimulate questioning, arouse curiosity and investigation;
- to encourage observation;
- to encourage aesthetic awareness;
- to allow children to respond and evaluate displayed work;
- to reflect the variety of curriculum areas taught in school;
- to encourage children to care for and respect the environment;
- to create a stimulating, attractive and quality learning environment;
- to communicate the school's ethos;
- to welcome visitors to the school.

**Guidelines for display**
Different opportunities for display:-
- interactive displays to encourage children to think, speculate, question and enquire;
- table top displays with 2D and 3D items for the children to touch, examine, admire etc.;
- wall board displays representing all the different curriculum areas including accompanying information, questions, titles, the children's names;
- book corner displays to foster the children's interest in the written word;
- develop displays as 'working walls' for the core subjects and foundation subjects, where appropriate;
- use different forms of display around the classroom, other than the display boards (ensure displays not on display boards use blutac);
- in Early Years Foundation Stage mark making displays to encourage writing.

**Mounting and displaying work**
Mounting work :-
- mount boards with quality backing paper and a contrasting border;
- use different textures of paper for backing walls, boards or work;
- ensure backing paper is not fastened in place by drawing pins;
- choose colours which complement the piece of work and do not detract from it;
- double mount work to display in the majority of cases;
- trim paper using a paper cutter to ensure straight edges and a neat finish.

Displaying work: -
- ensure all written information is presented with the agreed style for handwriting in mind;
- ensure work is neatly labelled with the child's name;
- try not to overcrowd displays as this detracts from the children's work;
- if there are multi-lingual children in school encourage them to write labels and information in dual languages;
- ensure displays are not too high for the children to see or read;
- once work is placed effectively on a display ensure drawing pins are replaced by staples;
- change displays once they begin to look jaded, tatty or are no longer informative;
- use questions and information as part of a display to encourage children to think or investigate;

- use drapes to enhance displays;
- create 3D displays using boards and table tops together;
- use ongoing displays to illustrate skill development. (For example, display children's sketches or draft work alongside completed work);
- provide a balance of children's and teacher's work and ensure all curriculum areas are represented at one time or another.

## Health & Safety

Ensure that all displays are safe and do not provide anything that could prove dangerous to adults or children. This will be monitored as part of the standard Health & Safety inspections undertaken by the school and Local Authority.

## Corridor Displays

- glass-fronted display boards and mounted on the walls along corridors and in the main stair well. These are used in conjunction with the schools' 'Rainbow Writing' and 'Mighty Maths' initiatives. Work which is shown in assembly for these two schemes is displayed on the dedicated hall noticeboards during the first week then transferred to the corridor and stairwell boards. Work which is eventually taken down from these walls when replaced with newer work is given to pupils to take home.
- The other, smaller glass-fronted boards are updated when work is available for them.

## Resources for display

- Blutac and stapling equipment;
- a collection of natural and man-made objects;
- works of art and craft;
- a variety of books and magazines;
- fabrics and drapes;
- class/home made books by the children using a variety of formats (stitched, stapled, folded);
- photographs;
- various staging equipment for displaying work at different levels;
- a variety of backing paper;
- letter templates and stencils;
- paper for borders.

Updated Autumn 2014
Mr P Browning

To be reviewed Autumn 2017