



Marlow Church of England Infant School Display Policy 2022

Then God said, "Let us make humankind in our image, in our likeness"

Genesis 1:26

Rationale

At Marlow Church of England Infant School our curriculum vision is to inspire learning and ignite curiosity within a welcoming Christian and spiritual community. We embrace the uniqueness of everybody and are inclusive of all. Our values of respect, kindness, perseverance, forgiveness, thankfulness and service guide all that we do and our aim is for every child to feel nurtured, supported and safe.

Our belief is that every individual is created in God's image and therefore is precious and valuable. We believe in treating everybody with respect and dignity because we acknowledge everyone's God given value and unique identity

We aim to achieve this by providing children with the opportunity to work towards achieving their full potential by:

- Embracing the uniqueness of everybody and be inclusive of all
- Empowering all to be enthusiastic learners
- Ensuring that every child feels nurtured, supported and safe
- Enriching learning through progressive teaching methods and technology
- Being responsible to and for society
- Being good citizens of the planet

As a school we support the rights of children and these rights are encompassed in UN Convention of the Rights of the Child. This policy focuses on helping to realise Article 28 *All children have the right to a quality education.*

Aims

This policy aims:

- to ensure that all members of staff are aware of the importance and value of carefully displayed and presentation of children's work.
- to provide a standardised approach to display, while allowing teachers creativity to follow children's ideas.

Aims of a display

- To create a visually stimulating and quality environment that aids learning.
- To inspire curiosity and stimulate a response by use of interactive displays e.g. questions, sound buttons.
- To give each child a sense of pride and achievement when they see their work displayed.
- To acknowledge the children's efforts and celebrate achievement across all ability levels.
- To ensure that all school displays are representative and accessible to all children.
- To show progression through the key stages.
- To show the stages of development.
- To model the quality and standard of work we expect.
- To use questions to extend the children's thinking.
- To reflect the teaching, learning and current interest of the class.

Teaching

Children should:

- Be able to understand what a display shows or the subject it could support them in e.g. explaining how to use a certain strategy in maths, phonics displays.
- Be involved in the labelling of the display in Key Stage 1.
- Be involved in the creation of the display, either as:
 - A working wall* through discussion of the type of displays that would support them in their learning
 - A display to show a particular type of work they have done
- Be involved in the creation of displays so they have ownership and ensure that it is purposeful.

* A working wall is an interactive display, the main of which is to support children in their current learning and enable independence. The children will have seen the context in which it was put up or will have been involved in the creation of it and therefore are more likely to understand its purpose and be able to use it.

Resources

- Access to printers
- Backing fabric in calm neutral colours
- Backing paper (Hall displays)
- Staple guns
- Pre-cut borders
- Black Mounting card / paper.
- Suitable display boards for display in situ in classrooms / communal areas.

Expectations for all displays

Labelling

- All handwritten labelling should demonstrate the handwriting in accordance with the school handwriting policy.
- All displays should have a title or a descriptive phrase explaining what the display is about.
- Throughout all displays there should be a balance of computer generated, adult handwritten and child handwritten labelling.
- All children's work should be named and dated clearly – This can be underneath work or on the mount.
- Lettering must be clear and easy to read.
- All labelling should model the quality and standard of work expected.

Mounting

- All children's work should be mounted if appropriate to enhance the visual impact of their piece.
- If the display is a mural it should include work from all children
- On working walls, the children's work does not need to be mounted.

Borders

- Every display must have a border to frame the display.

Backing

- As an eco-school, classroom display boards should be backed with neutral cotton fabric that can remain in situ to reduce paper waste.

Colour Schemes

- Colour schemes for non-mural displays should be pastel neutral to allow children's work or learning aids to stand out if appropriate. (Keywords, numbers etc).

Timescales

- All display boards should be changed at least once every half term.
- Display boards in the hall will all be changed at the same time according to an agreed timetable.

Interactivity

- An interactive display will have at least one way in which children can interact with the display. This could be by providing a question for them to answer, a problem to solve or a working wall for example.
- All displays should be interactive. Interactive displays can be achieved by use of questions, sound buttons, challenges etc.

Types of Display

Subject displays

- Each Classroom must have displays in the following subject areas and all pieces should be marked unless contributions to a working wall:
 - Maths
 - English
 - Science (Must feature the working scientifically symbols and enquiry type symbols relevant to the current display and have the class science books available for children to look at).
 - Religious Education. In KS1 there should be a RE display in each classroom. In Reception the RE display will be in the shared central area

Optional Art Displays

- Art displays may show completed projects or exploratory processes – both need to be celebrated.
- The children should produce all artwork and should not be marked by a teacher.
- An Art display should feature examples of varying skill levels.

RE/PSED

- Each classroom must have a dedicated reflection area
- Worry box
- Class cross
- Communal areas including the hall must have displays in the following subject areas:
 - SMSC or a link to SMSC on another board
 - ECO
 - School values
 - RE
 - School council
 - Growth mindset/Mindup
 - PE
 - Science
 - DT
 - RE (EYFS)

General Guidance for classrooms

- Displays can be 2D or 3D, but should not impact on learning space through bright colours, over stimulation or creating classrooms where the wall space is too crowded and busy.
- There should be at least 20% of free wall space within a classroom to aid focus during lessons and displays should be on installed display boards only and attached using either reusable drawing pins, map pins or staples.
- New displays should not be laminated as this creates waste that is non- recyclable and not biodegradable. Pieces can be displayed in plastic wallets etc if being used for interactive working walls. Existing laminated display resources can still be used as this would be counterproductive.

Content

- All displays should clearly show what the children have been learning about. This could be achieved by writing short descriptive phrases.
- The work should have recognisably been done by the children.
- All work should show good attainment or progress for the time of year for each individual child. A variety of work showing different abilities should be on display.
- All large paintings or drawings should be done by the children. They may be supported by an adult but the drawing, colouring and painting should be done by the children.
- Each child must have at least one piece of work displayed in the classroom throughout the year.

What each classroom needs on display

- Class name
- Class charter
- Class behaviour routines
- Fire drill information
- An inviting book corner or a book box
- RRS article symbol displayed in each classroom and communal area.
- Class pupil representatives

What must be accessible during relevant lessons

- The alphabet – lowercase and capital
- Numbers
- Key words/key vocabulary
- Group lists if applicable
- Marking policy posters

Learning Environment

We believe that the learning environment influences the learning ethos that happens within it.

Classrooms should be:

- Organised
- Tidy
- Clearly labelled so that pupils and adults working in the class can access resources easily
- The walls should be kept as clear as possible (Minimum 20% clear) with most display items up on boards.
- Displays should be checked daily to make sure that they are secure and tidy.
- Resources and displays should be accessible by children (Nothing too high) to encourage independent learning.

Health and Safety

- Ensure all trimmers are put away after use.
- Re-useable pins and staples from staple gun may be used to secure work.
- Only white tac may be used on the walls if necessary.
- Scissors should be stored safely after use.
- Fabrics and materials used for backing boards must be fire retardant – if not already they need to be sprayed with fire retardant spray.

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