

Applecroft School



Display Policy

Person Responsible:	Art & Design Curriculum Leader
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Display Policy

1) Introduction:

School Vision:

'To be a positive and inspiring community that nurtures each individual and empowers leaders for life'.

School Mission Statement:

'Nurturing Potential, Inspiring Minds, Changing Lives'.

School Values:

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience.

At Applecroft School we believe the school environment plays a vital part in creating a warm and welcoming environment to children, staff and visitors. Displays around the school support us in sharing messages about our ethos, values and vision, as well as celebrating learning of a high quality. Displays in the classroom add greater depth and breadth to children's learning, raises self-esteem and encourages pride in the classroom. The whole school environment at Applecroft reinforces the school's commitment to high standards and the drive to continually raise achievement.

2) Aims and Purpose of Display:

The school's aims for the learning environment are:

- To value and enhance children's work
- Reflect the vision and aims of the school towards excellence
- To celebrate effort and achievement
- To increase children's self-esteem and pride in their work
- To motivate children by setting high standards to which they can aspire to
- To create a stimulating teaching and learning environment
- To encourage aesthetic awareness and a positive attitude to our school environment
- To arouse curiosity, pose questions and stimulate enquiry
- To reflect and value different levels of achievement and cultural backgrounds
- To inform and inspire parents, carers, trustees, teachers and visitors to the school.

Our visual environment has an impact on our daily lives and must therefore be cared for with respect and pride, reflecting our beliefs and celebrating our achievements. Therefore, we all have a co-operative responsibility for developing our school environment

3) Expectations for Display:

Displays of any kind, in and around the school building, are of high standard at all times. Teaching, non-teaching staff and children are involved in the production of displays. Displays will be used to inspire and motivate.

A display should always have one or more of these specific purposes in mind:

- To stimulate interest in a theme
- To introduce, summarise or reinforce knowledge and skills
- To celebrate children's work.

In order to achieve the above, we will ensure that:

- Each class will aim to have at least one piece of work from each child displayed at all times. (If display space is limited, then children's work will be presented on a rolling rota, ensuring each child has work displayed in the classroom at least once a half term.)
- All children's work should be named (avoiding where possible obscuring or marking the work itself)
- All displays should be labelled with a title and class label showing which class made the display
- All displays will have a boarder around it to ensure it is aesthetically pleasing
- Photos/work are displayed to show process as well as celebrating the children at work
- Where possible displays are interactive, including items for the children to investigate And questions to answer
- There is a balance of subject displays around the classroom
- There is balance between displays that provide prompts or information and the children's own work
- Displays are changed termly in class and twice a year in corridors in order to maintain the children's interest, reflect current learning and appear in good order
- Displays will carry labels, captions and information, which explain and enhance children's work
- At times, children are involved in the display process, making decisions about colour, format and information to support their work
- Staff will make sure that the fabric of the building is not damaged by the fixing of materials to the walls/ceilings
- Work should be mounted to reflect the quality and importance we attach to presentation
- Work will generally be single mounted unless there is a specific purpose for double mounting.

4) Types of Display:

Hall and Communal Area Displays:

Overall, the whole school should be open, welcoming and inspiring. The following categories contribute to quality whole school display in the halls and communal areas:

- Displays which celebrate and value children's work, achievement and effort
- Interactive displays - which invite the children to touch or handle, for example: magnet tables, electricity table
- Permanent art and visual display items
- Displays of resources - organisation of materials, artefacts, tools and books
- Displays that involve use of overhead space - please think carefully about the use of windows and doors in order not to obscure the openness between rooms and corridors
- Use of high-level displays is optional but please have regard for your own and others' safety. Please use the steps available and see the Health and Safety policy
- Displays of school achievements, including certificates, cups and medals.

A rota for hall and communal areas is maintained by the Art and Design Curriculum Leader with most displays being changed annually.

It is everyone's responsibility to look after displays in shared spaces and therefore if you see a display looking untidy, please be proactive and address this.

Classroom Displays:

The classroom display comprises two main aspects, information displays and learning journey displays.

- Information Displays:

Information displayed in the classroom should be relevant, year group appropriate and referenced by children

- Learning Journey Displays:

Learning Journey Displays evolve and grow alongside learning, reflecting our creative curriculum. It is important to consider the whole classroom as an area of display, rather than individual boards. Learning Journey Displays should comprise predominately of children's work and could include:

- Children's core curriculum work (English, Maths or Science)
- Children's foundation subject curriculum work (History, Art & Design, Computing)
- Home Learning.

Each display board could include any selection of these. It is important that the work selected for display shows children's high standards of effort as well as high quality outcomes. Displays can be added to by teachers, LSA's and children where appropriate.

5) Learning Walls:

What is a learning wall?

- A learning wall is an evolving display/resource that supports children with their current learning
- An effective learning wall should engage children during lessons, allowing them to seek support independently
- They help children understand the structure of a unit, how it progresses and how

lessons in a subject are linked

- A learning wall is used to indicate on a display board the starting point and learning outcome of the lesson unit being taught
- A learning wall is there to show everyone what is being learned, why it is being learned, what will be achieved and to track the progress through those aims, making the children active participants in the process
- They are a functional tool and may not necessarily look beautiful.

What should a learning wall include?

A learning wall is a flexible model, so it is down to the individual teacher to make it work in the way they feel is most effective for their children.

However, the following are some general guidelines:

- The start and end points of a unit and the journey between. Displays should show progress
- Key vocabulary, questions and possibly mind maps
- Examples from teachers and children of what a good one looks like (WAGOL)
- Children's work is used to affirm features of work that are desired - this work can be first drafts modelling that we learn through our mistakes
- If a child says something that shows they understand something fully, this could be put up in a speech bubble or on post it notes.

6) Labelling Displays:

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

This includes:

- A title (reference is made to the topic that the learning was based upon)
- How and why the learning was undertaken (written explanation incorporated into the display)
- Who produced the learning and their Year Group (to be written at the bottom of the piece of learning).

Labels should be written in the following formats:

- Cut-out letters
- Computer print using a clear font or a font that matches the theme of the display
- Hand-written in line with the school's handwriting policy.

7) Building and Dismantling Displays:

Displays must not be taken down until all materials for a new display are prepared and ready. Care should be taken when putting up displays and the policy for Health and Safety should be followed.

The following should be adhered to:

- No staples, pins or any other sharp objects should stick out
- Do not stand on chairs or tables - please use a safety stool or stepladder
- Displays should be put up ideally in pairs if a step ladder is required
- Corridors or fire exits should not be blocked at any time
- Displays should be taken down carefully, so that individual children's learning can be taken home
- All staples should be removed from work and the display board.

8) The Role of Staff:

At all times all staff will implement this policy into practice, model high standards and will maintain high quality display and presentation ensuring a clean, safe and purposeful learning environment for all. A well-presented display is time-consuming and requires thought and effort. The skills and input of support staff are recognised as vital in the process of maintaining a good display. Support staff are given appropriate time, materials and support if they are requested to put up a display. That is not to preclude teachers from involvement if they enjoy creating displays, which reflect the work of their pupils and themselves.

9) The Role of the Board of Trustees:

Members from the Curriculum & Assessment Committee will monitor the effectiveness of this policy annually.

10) The Role of the Headteacher and Senior Leadership Team:

The Headteacher and Senior Leadership Team will monitor the standards of display around the school to ensure it is to a high standard and meets the aims of this policy.

11) The Role of the Art and Design Subject Leader:

The Art and Design Subject Leader will monitor the effectiveness of this policy and the display around the school. Our Administrator & Resource Assistant is responsible for maintaining communal display boards.

12) Equal Opportunities:

All pupils should have at least one piece of work on display at any one time in school. Teachers should ensure that pupils have their work displayed regardless of their individual ability, recognising the individual's personal achievements.

13) Making Displays Accessible for children with SEND and ensuring Equity:

Some children may need special arrangements in order to access displays e.g., a visually impaired child may need larger print. It is therefore important to tailor some areas to the specific needs of the child.

14) Record Keeping:

Teachers will ensure all pupils have work displayed. A photographic record of successful displays

is also of benefit to the teacher and the children. The Art and Design Subject Leader will keep a portfolio of photos of displays from across the school.

15) Resources:

Paper cutters can be located in the PPA room and in classrooms around the school. All classrooms also have a staple gun and a safe staple remover. When using resource materials, staff should ensure that the range of materials displayed show a positive representation of genders, races, cultures, faiths and people with special needs.

16) Health and Safety:

Staff should ensure that resources are used correctly for their own safety. Staple guns and removers should not be used by children.

Staff should use stepladders or safety stools when changing displays, as they are not protected by insurance if falling from a chair or table. This policy operates under the school's Health and Safety policy.

17) Monitoring:

The policy will be evaluated and reviewed by the Art and Design Curriculum Leader, teaching staff and Headteacher through the medium of the displays themselves.

Display Allocation Plan

Where	Display	Person responsible
Main office	School Values outside main office	Headteacher
	School Values by photocopier	Headteacher
Year 3/4 corridor	Year 4 Class artist (Picasso)	Year 4 Picasso Class Teacher(s)
	Y3 Topic	Year 3 Year Group leader
	Science	Science Curriculum Leaders
	Y3 Class artist (Hepworth)	Year 3 Hepworth Class Teacher(s)
	Y3 Class artist (Van Gogh)	Year 3 Van Gogh Class Teacher(s)
Den corridor	Den 1	Assistant Headteacher
	Den 2	Assistant Headteacher
	Den 3	Assistant Headteacher
	Den 4	Assistant Headteacher
	Den 5	Assistant Headteacher
Main office corridor	Sports	PE Curriculum Leader
	RE	RE Curriculum Leaders
	DT	DT Curriculum Leader
	Science	Science Curriculum Leader
	School Link in Kenya	Deputy Headteacher
	History	History Curriculum Leaders
	Charity of the year	Resources and Reprographics
	Boom Reader	Literacy Curriculum Leader
	Attendance	Family Support Worker
Year 5/6 corridor	PSHE display	PSHE Curriculum Leader
	Music Notice board	Music Curriculum Leader
	Geography display	Geography Curriculum Lead
	Year 4 Class artist (Riley)	Year 4 Riley Class Teacher(s)
	Year 4 Topic	Year 4 Year Group Leader
	Year 5 Topic	Year 5 Year Group Leader
	Year 6 Topic	Year 6 Year Group Leader
	Year 6 Class artist (Moore)	Year 5 Gormley Class Teacher(s)
	Year 6 Class artist (Warhol)	Year 5 Hockney Class Teacher(s)
Computer room corridor	Year 5 class artist (Gormley)	Year 5 Gormley Class Teacher
Year 5 Lobby Area	Year 5 class Artist (Hockney)	Year 5 Hockney Class Teacher
	Habits	Year 5 Hockney teacher
	Year 5 Topic Work	Year 5 Group Leader
	Year 5 Topic Work	Year 5 Group Leader
Computer Suite	Technology in Reception	Computing Curriculum Leader
	Technology in Year 1 and 2	Computing Curriculum Leader
	Technology in Year 3 and 4	Computing Curriculum Leader
	Technology in Year 5 and 6	Computing Curriculum Leader
	Digital Leaders	Computing Curriculum Leader
	Online Safety	Computing Curriculum Leader
Nursery corridor	MFL display	MFL Curriculum Leader

Dining room corridor	'Wall of Fame' Achievement certificates	Headteacher
	Lunchtime Leaders	Deputy Headteacher
	Cooks display	Deputy Headteacher
	Sports Medals	Deputy Headteacher
	Pupil Sports Team	Deputy Headteacher
	Pupil Wellbeing Team	Assistant Headteacher
	Pupil Lighthouse Team	Headteacher
	Library	English Curriculum Leader(s)
Year 2 area	Y2 Handwriting display (Goldsworthy)	Year 2 Goldsworthy Class Teacher(s)
	Y2 Handwriting display (Monet)	Year 2 Monet Class Teacher(s)
	Y2 Class artist (Goldsworthy)	Year 2 Goldsworthy Class Teacher(s)
	Y2 Class artist (Monet)	Year 2 Monet Class Teacher(s)
Hirst Classroom	Reading for Pleasure	English Leader(s)
Reception / Year 1 corridor	Reception Welcome	Reception Year Group Leader
	Reception Welcome	Reception Year Group Leader
	Reception 8 Habits	Reception Year Group Leader
	Reception class artist Kandinsky	Reception Kandinsky Class Teacher
	Reception class artist Seurat	Reception Seurat Class Teachers
	Secret Storyteller	English Curriculum Leader(s)
	Year 1 class artist O'Keeffe	Year 1 O'Keeffe Class Teacher
	Year 1 class artist Miro	Year 1 Miro Class Teacher
	World Book Day	English Curriculum Leader(s)
	Maths display	Maths Curriculum Leader
	Maths display	Maths Curriculum Leader
	Maths display	Maths Curriculum Leader
	British Values	Resources and Reprographics
Small Hall	Habit 1 - Be Proactive	Reception Year Group Leader
	Habit 2 - Begin with the end in mind	Year 1 Year Group Leader
	Habit 3 - Put first things first	Year 2 Year Group Leader
Main Hall	Habit 4 - Think Win-Win	Year 3 Year Group Leader
	Habit 5 - Seek first to understand, then to be understood	Year 4 children and teachers
	Habit 6 - Synergise	Year 5 children and teachers
	Habit 7 - Sharpen the saw	Year 6 children and teachers
	Habit 8 - Find Your Voice	Year 6 children and teachers
	8 Habits (right of stage)	Headteacher
	Houses (left of stage)	Headteacher
Classroom Displays	Classrooms	Class Teachers

	Celebrating Handwriting	English Curriculum Leader(s)
Entrance display	Art & Design	Art & Design Curriculum Leader
	Reading Society	English Curriculum Leader(s)
	Nursery class artist (Matisse)	Nursery Matisse Class Teacher
	Nursery class artist (Lowry)	Nursery Lowry Class Teacher
	PTA	Deputy Headteacher
	Board of Trustees	Deputy Headteacher