



Display Policy

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Display Policy

Rationale

At Fairfield we are committed to valuing and nurturing every pupil as an individual who will achieve their best, and develop an enthusiasm for lifelong learning. We work towards raising standards, values and self esteem for all those involved with our school; through cultivating a secure, yet exciting environment that is positive, supportive, stimulating and enriching. We believe that our vision to inspire excellence is reflected through our thought provoking and vibrant learning environments. The surroundings in which pupils learn can greatly influence their academic performance and well-being; therefore, the whole school / classroom environments are extremely important. The layout, displays and resources within school all play a vital role in shaping our pupils learning opportunities.

Aims

At Fairfield the aim of our displays are to:

- showcase, inform celebrate and enhance learning opportunities
- arouse the pupil's curiosity and understanding as active learners
- reflect the diversity of all our pupils
- inform and enhance learning; celebrating the achievements of the pupil's work
- to support and enrich learning opportunities within our broad and balanced curriculum
- engage others and make them want to know more about our learning opportunities

The importance of this policy to the curriculum is to:

- provide effective displays for celebration of achievement that motivates and inspires
- take account of and help to support the learning needs of pupils
- provide relevant opportunities for pupils to interact with displays to further their learning (where appropriate)
- establish expectations, continuity and high quality displays throughout school
- ensure learning environments and displays promote equal opportunities
- provide a visually stimulating, interactive learning environment

Designing and Planning a Display

At every stage of education, stimulating and relevant displays are an essential learning resource. Displays are changed accordingly to themes so they can be used to support teaching and learning. Interest areas, discovery tables, two and three-dimensional displays of children's work, models etc. in all curriculum areas extend pupil's learning and celebrate their work.

The achievement of meaningful displays can be brought about by considering the following:

- planning the layout and overall effect before putting up a display
- simplicity and the avoidance of overcrowding
- being aware of pupil's eye level (as far as possible)
- Backing paper, fabric, drapes can be used as a background. The choice of materials and colour will depend on the overall effect of the display

- Colours need to complement each other. Borders, mounts need to contrast with background colour. Be aware that bright colours may detract from the pupil's work. Neutral shades of colour can be used sensitively to show off the subtleties of colour within the work to be displayed. Various paper/card and boards are available; if a certain type is required inform your head of department
- Interactive displays need to promote a variety of good quality materials and stimuli, to promote interest and ensure a balanced curriculum is provided. Interactive displays can be effectively presented using wall or screen boards, table or shelving
- Pupils work need to be mounted, making sure the edges are even
- Scale of the work in relation to the space available for presentation
- In general, all work should demonstrate the pupils potential best and be of a high standard
- Photographs can be used to show progress and involvement in addition to celebrating the pupils work
- Appropriate lettering, headings etc. (use of Poppins font in line with branding)
- Captions to explain the learning process pose questions, contextual information, quotations from students, interactive switches etc
- Some pupils 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 areas to the specific needs of pupils
- Portray a range of media, equipment, artefacts, drapes or plants to enhance the display. Using boxes and other devices to make parts of the display three dimensional
- Enable pupils to make choices for the aesthetic appearance of their classroom and other areas

Assessment, Moderation and Evaluation

As part of the teaching and learning responsibility the SLT will monitor displays throughout school. Displays and the learning environments will form part of lesson observations, learning walks and drop ins. The presentation of pupil's work and engagement on displays will be monitored. Displays provide evidence of pupils work and are a valuable resource for assessment and evaluation purposes.

Health, Safety and Expectations

It is important that classrooms and shared areas are kept tidy and free of clutter both for health and safety reasons; to ensure an aesthetically pleasing environment, and setting a good example for pupils.

When planning, establishing and dismantling displays the following procedures should be adhered to:

- Care should be taken when putting up displays and the policy for Health and Safety should be followed
- 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 any relevant pupil work can be saved for assessment / moderation purposes, or taken home
- Paper cutters should be used to measure borders and obtain straight edges
- Staples applied with a staple gun should be used sparingly. Double-sided Velcro is advised for boards with fabric backing to avoid the use of staples. **Avoid the use of pins/drawing pins**
- When a display is taken down the board will need to be cleared of all staples and bits of paper
- All displays should be protected by a Perspex cover or sprayed with a fire retardant spray to comply with fire regulations along corridor areas

Classroom / Learning Environments

All classroom/corridor displays should demonstrate a balance between information for learning, interaction and celebration of pupils' work. In a classroom at any given time there should be a variety of pieces of work on display from students in the group and be clearly named. Corridor displays should be clearly labelled with explanation of the task/activities and the context of learning in relation to the curriculum. Each Pathway is to take responsibility for the display boards within each corridor overseen by the relevant SLT link. Classroom displays remain the responsibility of each individual class teacher.

Central resources are available to all Pathways to facilitate the use of required materials. If stocks are noticed to be running low then SLT links need to be informed.

Working Walls (guidance for development)

A working wall is an evolving display/resource that supports pupils with their current learning. An effective working wall should engage pupils during lessons, allowing them to seek support, independently. A working wall is there to show everyone what is being learned, what will be achieved, and to track the progress; making the pupils active participants in the process. They are a functional tool and may not necessarily look the finished article; they are seen as interactive and expected to ongoing change. There is an interactive element in displays using this approach, to extend pupils learning beyond the lesson. Interactive aspects of the working wall should enable pupils to use a range of learning styles. A learning wall is a flexible model, so it is the responsibility to the individual teacher to make it work in the way they feel is most effective for their pupils.

However, the following are some general guidelines:

- The start and end points of a theme and the journey in between
- Displays should show progress
- Key vocabulary, questions etc
- If a pupil says something that shows they understand something fully, this could be highlighted in a speech bubble

Well-presented displays require time, thought and effort. The skills and input of all staff are recognised as vital in the process of maintaining good displays. All staff have a responsibility to ensure displays are looking their best. All displays will be checked regularly to ensure they remain neat and tidy, and any repair work should be undertaken as soon as possible. All staff are expected to implement this policy into practice, model high standards and will maintain quality of display and presentation, ensuring a tidy, safe and purposeful learning environment. The class teacher will have overall responsibility to maintain displays and how any work is delegated to support staff.

GDPR consideration will be followed where consent for displaying staff information may be required.