



DISPLAY POLICY



At Garlinge Primary School and Nursery, we recognise displays as a means of stimulating learning, demonstrating and celebrating pupil attainment and success. Displaying children's work is an important expression of the value placed on their achievements and should be included regularly from all areas of the curriculum.

In recognition of the important part played by displays in the creation of a positive learning environment, teachers at Garlinge Primary School and Nursery have elected to retain responsibility for displays.

Aims

- To encourage curiosity, creativity and develop understanding of the topics presented
- To stimulate interest and motivate pupils to explore further learning
- To generate a sense of pride in self, group, class and school as a whole
- To celebrate pupil attainment and promote self esteem
- To demonstrate high standards of attainment

Hall Displays

Each year group has responsibility for one display board. Display themes are included on the renewed annual display schedule. This provides a further opportunity for a more public display of work. The year group team must work together on each display, sharing responsibility and ensuring that work from each class is included.

Art Gallery (Outside the Key Stage 2 Hall)

A gallery that displays the children's creative achievements is maintained by the Art Subject Leader to demonstrate the progression of knowledge and skills from Nursery to year 6. The display boards will be changed three times over the course of the academic year and on each occasion, a different child's work is displayed from each class. The subject lead will review and keep the gallery timetable updated with changes to the themes where needed. Each teacher is responsible for backing and labelling the children's artwork before the lead arranges the work onto the display boards.

An example of an Art Gallery Timetable:

Art Gallery (Outside KS2 Hall)	Term 1 and 2	Term 3 and 4	Term 5 and 6
	Self Portraits	Collage	Theme linked to our annual arts week and parade.

Display Boards across the School:

Display Board	Person Responsible
Corridor	Teacher
Hall year group	All teachers in the year group
School Values (in class)	Teacher
Learning Powers (in class)	Teacher
Library	Librarian
Star Writers	English Subject Leader
PE	PE Subject Leader
Art Gallery	Art Subject Leader
School Council	School Council Leader
Fizzy (KS1 Hall)	Inclusion Leader
Welfare	Medical Officer
Learning Powers	Learning Powers Leader
Attendance/Punctuality/Gala's Reading Gang	Designated teacher from a year group/department
House points/Head Boy and Head Girl and prefects	Designated teacher from year 6
Intervention room displays	Designated teacher from a year group/department

General Guidance for all displays

Each display should contain:

- A title
- Clean, tidy backing paper and a border
- Carefully trimmed mounted work
- Named pupil work (First name and the initial of their surname)
- Class or group name
- A clear explanation of the children's learning
- Key vocabulary relating to the topic (in the appropriate colours for Language for Colour)
- Where appropriate, questions to provoke the children's interest

Teachers must:

- Maintain the quality of displays by carrying out running repairs
- Maximise the use of 3D
- Challenge thinking by posing questions
- Include examples of all of their pupils' work in at least one display each term
- Make displays as interactive as possible, taking account of different learning styles
- Ensure that displays are mounted to the highest standards
- Recognise and use opportunities to involve pupils in planning displays and selecting work

Enhancing the Learning Environment

At the beginning of each term, stimulating displays must be mounted in the classroom. To maximise impact, all classroom displays should be changed at least once a term. The full range of curriculum subjects should be included over the course of the year.

Working Windows and Walls should be adapted and changed frequently displaying key vocabulary and visual aids to prompt the children's ongoing learning. Examples of the pupil's work, ideas and questions should be displayed to help with the children's understanding about their learning journey in a topic.

Other display non-negotiables:

- The school's values (Be a 'PART' of Garlinge - Perseverance, Aspiration, Respect and Teamwork) need to be clearly visible.
- The school's behaviour system should be clearly seen and easy to access for the children to move their names.
- Linked to our pupil's Citizenship and Metacognition lessons, the 'Learning Powers' (pictures of the animals with their unique power and behaviour traits) should be clearly visible in each classroom as a visual aid to learning.
- A display showing the Zones of Regulation should be in an area that all children can see and use through their school day.
- There should be purposeful Working Walls for English and mathematics (including key vocabulary, questions, a range of visual aids and possible examples of the children's learning clearly labelled).
- Displays dedicated to science and history/geography (including subject vocabulary (in the appropriate colours for Language for Colour), thought provoking questions, visual stimuli and when appropriate, examples of the children's work clearly labelled).
- A visual timetable should be displayed in an area for all pupils to see.
- Each class should have an age-appropriate number-line and alphabet (both in lower and uppercase) displayed.
- A Sports/PE board/area needs to display the relevant information as provided by the PE department.
- Every class should designate suitable areas to celebrate the children's achievements (attendance certificates, homework charts, timetable charts, and a list of class representatives and their jobs).
- A celebration of reading (including Gala's Reading Gang and a sign displaying which book the Teachers and TAs are currently reading) should be displayed in a suitable area in the classroom.
- Posters including E-Safety and Our Eco Code should be placed where they are clearly visible.

Role of the Subject Leader

- Ensure that displays in public areas are completed in accordance with the schedule
- Act as an exemplar
- Generate ideas and enthusiasm for display across the school
- Promote display as a means of demonstrating standards within the school to a wider audience [Parents, visitors, potential parents, local community, press/general public]
- Offer guidance and training where a need is identified
- Maintain the gallery of pupil work
- Offer advice on the quality of displays and suggest enhancements
- Explore opportunities to develop the impact of display to enhance pupil learning

Example of a Display Hall Schedule:

Hall Displays	Term 1	Term 2	Term 3/4	Term 5/6
Topic	Numeracy	Winter	Science	Topic inspired by our Arts Week theme and parade
KS1	Year 1	Reception	Year 2	Nursery
Outside Classroom	Theme agreed by year group, changed at least termly (over the course of the year include different areas of the curriculum)			

Garlinge Primary School and Nursery

Equal Opportunities

At Garlinge Primary School and Nursery, we are committed to ensuring equality of opportunity for all pupils, staff, parents and carers irrespective of race, gender, disability, religion & belief, sexual orientation, marital status, pregnancy & maternity, age or socio-economic background. We aim to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in the curriculum and school life.