



Rationale

'Aesthetically pleasing surroundings influence both learning and social behaviour. Displays are focal points for learning. They show to a wider audience what the children have achieved while reaffirming the value of their work. Displays help children and teachers to see things in different ways and to make connections between ideas.'

Art, Craft and Design in the Primary School – Editor John Lancaster

'The way in which work and other material is displayed and arranged in a school is more than a matter of convenience: it is a reflection of the atmosphere and attitudes that prevail there.'

The Arts in School Gulbenkian Report

High Aspirations, Moral Strength, Spiritual Depth

At Andrews' Endowed CE Primary School we believe the school environment supports us all in giving messages about our ethos, values and celebrates learning of a high quality. It must be well organised, clean and tidy. It should entice children to learn and demonstrate our high expectations and standards.

At Andrews' Endowed every member of staff is accountable for maintaining an environment of a very high standard.

The aims of our displays are to:

Encourage pupils to have pride and confidence in their work and achievements by demonstrating that we value their work and learning

- Create a learning environment that stimulates interest and discussion to challenge children's knowledge and understanding of the world
- Encourage respect for the school environment and actively work to ensure it is an enriched place to work and learn
- Influence children in best presentation, personal organisation and general tidiness
- Celebrate achievement and raise self-esteem for all
- Use display and resources to positively impact on learning; through consolidation / reminder of previous learning and introducing new information & knowledge.

The School's expectations

The display of children's work, organisation and upkeep of rooms communicates the school values and expectations. A high regard should be given by all staff to ensuring that rooms and shared spaces including cloakrooms, staff rooms, stock rooms/cupboards and corridors are tidy, attractive and clutter free. We are all responsible for keeping our school attractive and organised. The quality of display forms a non-verbal statement about the ethos of the school, the importance it places on a quality learning experience, the curriculum opportunities and the school's development plan. Displays can inform and stimulate, prompt inquiry, celebrate achievement and model high expectation.



TYPES OF DISPLAY – Displays have many purposes for example to focus attention, to stimulate, to showcase, interactive, to remind etc. Displays should help to promote the children's learning and encourage their understanding of a subject.

LABELLING – A display should be labelled clearly to express the learning that has been undertaken and showcased.

BORDERS AND BACKING - Thoughtfully and tastefully selected colours. A large majority of the displays have neutral colour backgrounds or hessian. The borders must be made of purchased border rolls.

LAYOUT AND MOUNTING – Children's work should be presented with care and consideration to their purpose. All work must be mounted with colours which compliments the chosen backing colour and does not detract from the children's learning.

TIMESCALES – Classroom displays are changed according to topics and how the class teacher is using them. Working walls should document the learning journey and will therefore be updated on a daily basis.

RESPONSIBILITY – Everyone has a responsibility (staff and pupils) to ensure all displays are looking their best at all times and should correct or repair any damage done immediately when they see it.

QUALITY OF WORK ON DISPLAY – Work on display shows good examples of the learning journey. At times this might be published pieces, but it may also show pieces of work at different points of this process.

Each display must contain:

- A title
- Learning Objectives/ Aim - Process (what the children did)
- Be age appropriate (high expectations)
- Quality labelling
- All children should be represented, over the course of the year in the displays
- Each child's displayed work should represent their individual best efforts

Good displays often include:

- Open / closed questions relating to the display content
- Reinforcement of key vocabulary
- Pictures of the children carrying out the processes/learning that is on display
- Pupil voice

At the beginnings of new terms, all display boards should be backed and ready by the time the children return.

Working Walls

- Each classroom should have an English and a Maths working wall.



- They should display work / flip chart pages / images / that are useful to the class during that unit of work and should show the learning journey.
- Items on working walls do not need to be mounted.
- Items will often be displayed with blue tac for ease of movement.
- The work will include rough drawn diagrams / drafts / plans / editing examples and will often not be 'neatly' presented.

Our school is using working walls that include the following teaching and learning opportunities:

- A place where children can find key information about their current learning
- Added to over a series of lessons for the duration of that unit or subject.
- A place where anyone can and is encouraged to make a contribution.
- A storehouse of information and ideas – vocabulary, guidance, images, diagrams, questions, activities, resources.
- Frequently changed to be current.
- Adapted to suit purpose- working walls look different in each classroom
- Developmental in approach
- Show explicit targets of what we are working on
- A place that has visual impact
- Confidence building displaying mistakes, corrections, responses
- A place for planning / structure of children's work
- A teaching and learning aid reinforcing teaching points and showing children's ideas in development.

Classroom and Corridor Displays

- Children's work may be hung across classrooms with pegs – no holes in walls without direction of the Head teacher
- There must be a balance of subjects displays around the classroom
- In classrooms, there must be a balance between displays that provide prompts or information and the children's own work
- Generally, work inside the classroom should promote and support learning, while work in communal areas should celebrate achievement and success
- Classroom displays must be changed regularly in order to maintain the children's interest and reflect current learning
- Classroom displays must be well-maintained and appear in good order
- Work displayed should demonstrate a variety of ways of recording (posters, photographs, diagrams, concept mapping, bullet points and lists). However, displays should reflect good progression, content and standards; standards should be appropriate to the age and ability of learners.
- Work should be redrafted as appropriate to ensure that children know this work is for display purposes

Andrews' Endowed Church of England Primary School

DISPLAY POLICY

Policy Reviewed: **Spring 2025**

- If children are responsible for the organisation, content and presentation of displays, this should be acknowledged in the display

Version	3	Date/Effective	March 2025
Author	Gemma Gundry	Review Date	March 2026
		Responsibility	Full Governing Body

Associated Policies, Documents, Agencies:

This policy links to the following policies:

Safeguarding Policy

Health and Safety Policy

EY Policy and Non-Negotiables