

Treeton Church of England Primary School
Policy for Curriculum Display

Reviewed by: Mrs T Payne / Mrs E Minhas

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This policy is closely linked with the Art Policy and should be read in conjunction with the schools Teaching and Learning Policy and Curriculum Policy.

Introduction

The school environment reflects the ethos of the school. Children learn most effectively when engaged in first hand experiences. Displays can help create an interesting and attractive environment in which learning is facilitated; and which can help foster a caring attitude by children to their surroundings. When children's work is valued by being displayed, their self-esteem is built up. Displays through school should reflect the Teaching and Learning Policy and the Marking and Feedback Policy.

Aims

- Displays can fulfill a variety of purposes; to show children's achievements; to provide information for reference; to act as a stimulus for ideas. The whole school environment should offer opportunities for learning through displays of resource materials, encouraging interaction by the children.
- Children will have access to visual resources and reference materials such as posters, illustrations, artist's work etc.
- Displays will reflect the quality and expectations of the school. The work displayed and the way in which it is displayed will show the school's standards. Pre-planning should be a necessary preliminary to display work.
- Displays will be appealing and varied. Work showing a variety of techniques and media will be displayed.
- Displays will comprise of the children's own work, and this will be shown to its best advantage. Careful consideration should be given to how the work is mounted, the choice of background colour and texture, and, the use of text for providing information.
- Displays will be relevant to the work being carried out in the class. Work in progress, as well as finished work, may be part of displays.
- 'working walls' and Learning Support will be displayed to a high standard. (see specific subject policies)
- Displays will be representative of all children, reflecting the diversity in the society in which we live.
- The range and variety of children's work will be shown.
- **EVERY** child should have a piece of work on display within the classroom.
- Progression throughout the school will be reflected in the displays.
- Children, as well as staff, are encouraged to take responsibility for the quality of the school environment. This includes furniture, fittings and resources in both the class and the shared areas.
- Displays will be rich in text, this being a means of providing information; posing questions to extend learning; and, encourage reading.

Agreed Whole School Practices

- Work will have the full name of the child/children written at the bottom right hand side of the white mount
- Curriculum Displays must have a clear information label about the learning that has taken place. This is written by the teacher contextualizing the work i.e. "In our topic of..... we have been....."
- The subject specific learning must be included in the display – this may be in the form of the 'milestones for progression' or the 'concept' being taught.
- Where appropriate, pupil voice explaining their learning should be captured. This may be written by a supporting adult or the child themselves.
- The majority of Curriculum displays will have a range of outcomes from more than one curriculum area.*
- *Where a display is celebrating one curriculum area (e.g. Art) the work should be varied and reflect a range of media or learning within the subject.
- Work for the display will be carefully considered – it should be a 'quality finished outcome'
- Work displayed should reflect the child's best independent work.
- Central displays will be labelled with the class name and a brief summary of how/why the work came about (as per classroom displays)
- All labels should be mounted with a thin black border
- Backing paper will be of a suitable colour and to be changed as necessary
- Work will be double mounted using black (thin border) and white (thick border) – ensuring that the final mount contrasts with the backing paper
- Work on displays will reflect practice outlined in the Marking and Feedback policy
- **All work on displays should be stapled and not Blu Tacked**
- Flat surfaces will be used to enhance displays and some displays will be interactive to engage the children more fully.
- Displays will be checked to ensure that they are neat and tidy
- Displays will not be taken down until the current work is ready to be replaced i.e. no empty boards
- Work taken down from central areas will be returned to the correct member of staff
- Items not included in the display will not be put onto adjoining surfaces

n.b. although a piece of work that is a quality finished outcome showing independent work may have required support such as a writing frame or pre-prepared table, this type of work should be used sparingly for display.

Monitoring and Evaluation

We want to ensure that the children's work on display in our school is of the highest standard, that we value and respect their contributions and that we appreciate the amount of effort they have put into a finished piece.

The co-ordinator will monitor displays through school and feedback each half term.