



Urbis Academy Trust
Esse Optimus Qui Possum

Mayville Primary School

Display Board Policy

2022

Approved by:

Date:

Last reviewed on:

March 2022

Next review due by:

March 2023

1. AIMS

- 1.1 At Mayville Primary School, we work towards providing a lively, stimulating, exciting environment in which our children can learn effectively. To this end, all staff regard the learning environment and displays to be of vital importance. Displays of any kind, in and around the school building, are of the highest standard at all times.
- 1.2 Teaching, non-teaching staff and children are involved in the production of displays. Displays communicate our work to a range of stakeholders, including children, parents, staff, governors and regulators. We believe that inspiring excellence is reflected through the quality of our learning environment. We value the importance of displays, pictures, objects and teaching aids that appear in classrooms and throughout the school building.
- 1.3 We believe that high quality display as part of the learning environment:
 - Stimulates curiosity and appreciation of the world
 - Celebrates children's effort and achievement
 - Acts as an effective learning and teaching tool
 - Reflects the rich and varied experiences of current learning
 - Creates an appreciation and awareness of aesthetics, which adds to the quality of children and adults experiences at school
 - Reflects a variety of cultures and promotes equal opportunities to learn and take account of stereotypes, disabilities and gender balance.

2. EXPECTATIONS

- 2.1 In order to achieve the above, we must ensure that:
 - All displays carry labels, captions and information, which explain and enhance children's work, objects and images.
 - All children's work should be named (avoiding where possible obscuring or marking the work itself).
 - Work should be mounted (or printed to appear mounted) to reflect the quality and importance we attach to presentation, (unless the work is better without mounting).
 - Writing, headings and labels are mounted or printed to appear mounted.
 - Photos are used to show process as well as celebrating the children at work.
 - There is balance between displays that provide prompts or information and the children's own work.
 - Generally, a greater proportion of display inside the classroom should promote and support learning and a greater proportion of display in communal areas should celebrate achievement and success.
 - Where possible, 3D objects should be on display as well as images and photographs.
 - Drapes are used to link artefacts and provide background texture, colour and interest.
 - Some displays should be interactive, including items for the children to investigate and questions to answer.

- There is a balance of subject's displays around the classroom and there should be a topic, literacy, science and maths board in each and every classroom. This is in addition to a RRSA board (Rights Respecting).
- Displays are changed regularly in order to maintain the children's interest, reflect current learning and appear in good order.
- From time to time, children are involved in the display process, making decisions about colour, format and information to support their work.
- Work displayed demonstrates a variety of ways of recording (posters, photographs, diagrams, concept mapping, bullet points and lists).
- Staff should ensure that the fabric of the building is not damaged by the fixing of materials to the walls/ceilings.

2.2 Expected classroom displays:

- Maths wall, including reasoning bubbles.
- Literacy wall, promoting text types, VCOP, sentence types and key text studied during the week, (including key vocabulary and writing features taught throughout the week).
- Science wall, which include key questions and stages to an investigation.
- Current Curriculum Topic displaying children's half termly Topic Project work.
- RRSA board with children's ideas and writing about their rights.
- British Values Display with reference to at least some of the 5 British Values.

2.3 In addition to main displays, other visible items should include:

- Fire evacuation procedures and class check
- Air ambulance procedures (where appropriate)
- Going for Gold Behaviour Chart
- Class Charter
- School Values and the Golden Rules
- E-safety poster
- Class country display
- A vibrant and organised book corner.

3. THE LEARNING ENVIRONMENT

3.1 We believe that the physical environment we provide for children has a direct impact on learning. It gives children a clear message about how we value them and how we value learning and supporting independence.

3.2 It is important that teachers keep the classroom and shared areas tidy and free of clutter both for health and safety reasons and to ensure an aesthetically pleasing environment and setting a good example for children.

3.3 It is everyone's responsibility to keep displays in good order, e.g. if you see a border hanging off, please fix it straight away, even if the display does not belong to your year group.

4. LABELLING DISPLAYS

4.1 Displays are a valuable source of information for visitors to the school, especially parents, and these provide as much detail as possible about the learning involved in creating the display. These include:

- 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 class number.

4.2 Labels should be written in the following formats:

- Cut-out letters or banners.
- Computer print using a clear font (check the letter 'a' for correct formation) or a font that matches the theme of the display.
- If hand-written, then it must be in clear cursive handwriting.
- Mayville is an RRSA school and as such each board should reference a Right from the Convention of the right of the child linked to the work being displayed.

5. LEARNING WALLS

5.1 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.

5.2 A learning wall is a flexible model, so it is down to individual teachers at Mayville Primary 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 mind maps.
- Examples from teachers and children of what a good one looks like.
- Children's work is used to affirm features of work that are desired. This work can be first drafts modelling that we learn by our mistakes.

- If a child says something that shows they understand something fully, this could be it up in a speech bubble or on post it notes.

6. MAKING DISPLAYS ACCESSIBLE FOR CHILDREN WITH SEND AND ENSURING EQUALITY

- 6.1 Some children may need special arrangements in order to access displays i.e. a visually impaired child may need larger print. It is therefore important to tailor some areas to the specific needs of the child in each individual class.
- 6.2 Throughout the year, teachers will ensure that all children will have had the opportunity to contribute to work on display in the learning environment in the classroom or around the school.

7. BUILDING AND DISMANTLING DISPLAYS

- 7.1 Displays must not be taken down until all materials for a new display are prepared and ready.
- 7.2 Care should be taken when putting up displays and the policy for Health and Safety should be followed:
- No staples, pins or any other sharp objects should stick out.
 - Do not stand on chairs or tables, please ask the caretaker for help.
 - Displays should be put up ideally in pairs.
 - 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 or displayed around the school. All staples should be removed from work and the board.

8. DEADLINES

- 8.1 By the start of week 3 of each term, the majority of the display should be in place, although it can be added to and evolve beyond this time limit. 'Work in Progress' signs are a good idea for evolving displays. Displays can be changed more frequently if desired. On a half termly basis, the science, literacy, maths and topic boards must be renewed and children's work must be celebrated on a termly basis outside in the corridors. One corridor display should celebrate children's literacy writing and the second board should celebrate RE/SMSC