
SAINT NICHOLAS SCHOOL

DISPLAY POLICY

Note: This policy applies to all sections of the school including EYFS

Reviewed October 2019

Review Date October 2021

1. INTRODUCTION

We recognise how display influences a child's learning and their behaviour. Display both reflects and influences the ethos of the individual classrooms and the school as a whole. Where appropriate displays will reflect the multicultural diversity of our society.

The quality of the display work within a school often reflects the values and ethos of that school. It is important, then, to bear in mind that displays should be educative, informative and visually stimulating for both pupils and visitors. A well thought out display can have a positive effect on pupils' interest and motivation and can encourage the pupils to respect and look after their environment.

All materials displayed will ideally be related to the recent, current or imminent learning of pupils. Consideration should be given to labelling the display in order to identify the work by name and class, and to indicate the context for the work. For greatest effect, displays should be well maintained whilst they are on show, and modified or dismantled when they begin to lose their novelty value.

2. RATIONALE

2.1 Why we display work

We display pupils' work in school to:

- celebrate learning achievement and effort
- focus on and value pupil's work engendering a sense of pride, worth and self esteem
- create a stimulating learning environment
- share work with parents and the wider community
- provide opportunities to review continuity and progression to staff by reviewing the work in each other's rooms
- show exemplary work
- illustrate a variety of approaches and responses to a task
- show the whole range of responses from a group of pupils
- reward a pupil or pupils for outstanding effort
- act as an aid to teaching and learning
- inform visitors about the work of the class or the school.
- share information

2.2 Types of display

We should be able to find the following types of display in our school:

- ongoing work - unmounted
- the results of study, pictures, writing, models, charts and graphs
- progression of work which shows the development and final product
- starting points which resource topics and which children can use for research, e.g. artefacts, natural and made objects, pictures, collections, books, photographs, plants and animals

3. DISPLAY GUIDELINES

3.1 General principles

All display should be designed and produced with the aim of promoting an educative and a visually stimulating environment. When displays are assembled, the following guidance should be followed:

- work in public areas should be mounted
- all work should have high quality labels, with clear, simple lettering which give explanations and ask questions
- children's work should never be cut out without their prior knowledge
- children's names should be placed on the mount or below it
- work should be displayed in a variety of ways but care should be taken when choosing backgrounds and borders so that these do not distract the viewer from the work
- work should be visible to the intended audience, e.g. if for children, it should be where they can see it

3.2 Displays in classrooms

Display in the classroom - the following guidance should be followed:

- children should learn how to mount their own work.
- children should share in the decision-making of what is to be displayed and where
- pupils should share and know the criteria for selection of work to be displayed
- the best of ALL children's work should be displayed at some time.

3.3 Displays in public areas

Work displayed work in public areas:

- the mounting of the work should be supervised by teachers
- should enable children to share in decision-making
- should reflect and focus on children's work
- should reflect the work and interests of the school

3.4 Display ideas

Ideas for display could include the following:

- designs, products, posters or written work produced by pupils
- designs or products produced by professionals
- articles written by critics, historians, scientists or other experts
- collections of natural or synthetic objects, perhaps from different countries and cultures
- environmental collections
- items of potential interest in the form of posters, newspaper or magazine cuttings.

4. TEACHERS' RESPONSIBILITIES

Displays should be replaced frequently to continue to stimulate interest and curiosity.

All teachers are expected to take responsibility for display in the area in which they carry out most of their teaching. Although some administrative support is available for preparing displays, arranged through the Deputy Head, Head of Lower School, many teachers will wish to mount their displays themselves.