

# Kilmaurs Primary School Whole School Display Policy



## Rationale

At Kilmaurs Primary we believe that a “high quality learning environment” encompasses both the school culture and school climate. In order for children to effectively learn, we must create and provide a culture and climate that is hospitable to learning and engagement (Barth 2001).

Good quality environments including displays, supports us all in giving messages about our ethos, values and celebrates learning of a high quality. They must be well organised, clean and tidy. It should encourage curiosity and promote conversations about learning, as well as demonstrate our high expectations and standards. At Kilmaurs Primary every member of staff is accountable for maintaining an environment of a very high standard.

## The aims

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.

## Expectations of Corridor Displays

This section sets out the school expectations on standards of display around the shared spaces, including corridors.

**TYPES OF DISPLAY** – Displays have many purposes for example to focus attention, to stimulate, to showcase, interactive, etc. Displays should help to promote the children's learning and encourage their understanding of a subject. **Each class teacher will be responsible for a designated display area for their class and also for their pupil leadership group.**

EAC, School Improvement, and Whole School Initiative displays are the responsibility of the key member or staff leading this area, and the SLT.

**LABELLING** – A display should be labelled clearly to express the learning that has been undertaken and showcased, including a main header.

**BORDERS AND BACKING** – Neutral coloured backing or a black border to show the pupils' work to best effect without detracting from it or appearing cluttered. Thoughtfully and tastefully selected colours please. Try to keep things muted and to a very limited colour pallet.

**LAYOUT AND MOUNTING** – Children's work should be presented with care and consideration to their purpose. All work must be mounted with colours which compliment the chosen backing colour and does not detract from the children's learning. Work is to be trimmed and mounted evenly and extra care should be taken to ensure intended straight edges are straight. The use of shelves, tables and the area around the display is encouraged, if space allows.

**TIMESCALES** – school corridor display boards should be changed **termly**. Classroom displays are changed according to IDL/context for learning, and should display a broad depth and breadth of learning taking place. It should not show the same activity replicated across the whole class. Please select a few high quality examples to support the general display theme.

**Pupil Leadership group displays should be updated at the start of each session, and added to throughout the session.** Please ensure there is an up to date photo of your group, and that minutes, activities and plans are recorded in your groups floor book.

**MAINTENANCE** – 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 –

Each display must contain:

- A title
- Open / closed questions relating to the display content
- Learning Objectives/ Aim / Process (what the children did)
- Reinforcement of key vocabulary
- Quality labelling
- Children's work should be clearly labelled with their **first names**
- Pictures of the children carrying out the processes/learning that is on display
- Pupil voice
- Work from the children and minimal input from the adults
- A range of work that spans the curriculum area from all children in the class
- Be age appropriate (high expectations)
- Appropriate benchmarks are displayed
- Should show a progression in learning – **not the same piece of work repeated** eg. A piece of writing – one attempt in Oct , 2<sup>nd</sup> piece Feb, last piece May to show progression if learning
- Use of QR codes to showcase videos of learning is encouraged. These can be hosted on One Drive and permissions changed to open access to parents and visitors.
- The use of different media and materials is considered best practise which supports a sensory approach to learning.

## CLASSROOM REQUIREMENTS –

There is no requirement to mount work that is displayed within the classroom, however, care should be taken to ensure work is displayed in a way that best showcases the learning.

Displays should be kept to the display boards only, and not added to the painted walls.

Each classroom should have a display area for (as a minimum):

- Literacy (working wall)
- Numeracy (working wall)
- HWB (including tips to support nurture and self-regulation)
- IDL / Context for learning.

We have a core stock of basic mounting resources which can be order using your requisition book. This includes A4 and A3 mounts in a range of colours. Please request 'Mounting Paper/Card' and colour and number required in your jotter

If you require any specific resources to enhance your displays, for example, talking tins, mirrors, etc, please ask in the office and we will do our best to source for you (budget permitting)

