

DISPLAYS

Displays are thoughtfully arranged visual materials and stimuli that can support and document children's learning and development, provoke intrigue, and celebrate achievements.

Depending on purpose, these can take the form of table displays, provocations, learning walls and information boards.

When presenting work, it's important that children can identify their own creations. Not only does this help create a sense of belonging, but also encourages children to revisit their learning, discuss it, and feel inspired to repeat it. This supports practitioners to develop stronger understanding of where a child is at in their learning, leading to identification of potential next steps.

Effective displays begin with a clear understanding of their purpose, intended impact, and audience. To ensure that children remain interested and engaged, it's essential to ensure that they are involved, their voices are represented, and that current learning and interests are reflected.

Displays typically include a range of media, text and tangible objects, such as: photos, drawings, adult's writing, children's mark-making, printed text and resources.



Literacy

Engaging with displays can support awareness of environmental print and symbols that convey meaning. For example, reading a nursery charter or recognising their own name.

Children can discuss their learning and experiences, listen to others and make simple responses. This can include the sharing of ideas, thoughts and feelings, or describing creations and achievements.

As children contribute to displays, they can experience mark-making across a range of contexts. This helps establish a link between the purpose of marks and what they communicate.

Maths & Numeracy

Children can gather and contribute information and data to displays, including the results of how they have voted using simple charts and graphs.

Displays may include photographs that afford opportunities to engage with various mathematical and numerical concepts. For example, an image of a butterfly can help children recognise symmetry and pattern, or a number line to support number recognition and ordering.

Other

Through contributing to a display, children can experience the excitement and process of presenting their work for an audience.

Displays create possibilities for children to interact with artefacts, images or equipment that children may be unfamiliar with, for example, a telescope if interests are linked to space. This can promote curiosity, investigation and questioning.

The area provides opportunities for engagement with technology, such as using the printer to print things to add to the wall, or using talking pegs to record messages and capture children's voice. Additionally, introducing QR codes can make displays more interactive, especially for displays designed for parents.



CURRICULAR & DEVELOPMENTAL

Health & Wellbeing

Through displaying children's work, they can experience a sense of pride, achievement and self-esteem, learning to value their own work, recognise their skills and talents, and build confidence. Likewise, children can appreciate the work of others, evaluating and asking questions.



ROLE OF THE ADULT

To ensure that displays have purpose and impact, it's essential that practitioners understand what they are displaying and why. When adding a feature, consider the potential learning benefits, who this is for, and whether it represents children's interests.

Practitioners should use displays to engage in conversations with children, helping them to revisit and reflect on their learning. This supports children to understand their progress and plan their next steps, whilst also enabling practitioners to guide and facilitate further learning based on those discussions.

Opportunities to contribute foster children's responsibility and respect for the display area. Children are more likely to engage with a display if they can see themselves represented within it.

Adults should ensure that displays are regularly updated, refreshed and well-maintained. Instructions or processes should be easily readable and undamaged.

Practitioners must support and facilitate engagement with displays, encouraging use and interaction in order to support sustained interest. This can involve revisiting children's questions to evaluate whether they have been answered.



ROOM STRUCTURE & LAYOUT

Consideration regarding who the display is intended for will help guide where it is best placed. Displays for children are ideally placed at children's height and should be inclusive, easily visible and accessible.

Preferably, displays should not be located on a busy thoroughfare or where doors/furniture obstruct. Remember, displays can be both vertical and horizontal.

Given that children's visual discrimination isn't advanced, it's important that displays are not overwhelming or cluttered. Backgrounds and borders should draw focus to children's contributions; therefore, these should remain neutral. Extremely busy displays can prevent children's engagement.

Informational displays intended for parents, carers and families are generally at adult height and not located within play spaces. Typically, these are located near the nursery entrance or cloakroom.



RESOURCE IDEAS

Post-its, speech bubbles, writing materials, talking pegs and camera to support independent contributions

Resources or objects linked to current interests and learning

Display relevant information and media: books, stories, photographs

Neutral background materials: brown paper or hessian

Well-maintained visual resources

REFLECTION POINTS

- Learning walls are not simply for the documentation of learning, they are an ongoing process intended to promote curiosity, follow interests, spark children's imagination and support children to find and explore answers to their questions. To what extent is this reflected in the setting?
- Displays are more than simply notice boards or learning walls, they are present throughout different curricular areas, such as self-registration, instruction processes, and signs. Are displays reflected throughout the setting?
- Are displays monitored, evaluated and updated on a regular basis? In what way do practitioners promote and model the use of displays effectively and appropriately?