

## **Stokes Wood Display Policy**

All pupils have a valuable contribution to make to a display at Stokes Wood Primary school. Classroom displays are a teaching and learning tool and are referred to during lessons. Corridor displays showcase children's work, achievements or send a meaningful message to peers. Pupils may be involved in planning and decision making at different stages, e.g. finding suitable books that link to the display, choosing some of the artwork, arrangement of material, collecting items for the display table etc. As far as possible, the work on display should be the pupils' own. The teacher's role is stimulating and encouraging ideas and discussion, providing appropriate materials, giving guidance and advice.

It is important, we as teachers show the pupils that we value their work.

Displays should be changed as regularly as possible and include the following elements:

- Work that is the best the pupil can do, written work in pencil or ink as appropriate.
- A plain wall backing, unless it's a mural created by children, to showcase their work effectively without causing distraction or clutter.
- Carefully chosen, tasteful colours for labels and other elements. Avoid using bright colours like luminous yellow, orange or pink, which can distract from the pupils' work.
- Borders made from purchased border rolls. Ensure the work does not overlap the border unless it's an intentional design choice. Children's work should be thoughtfully positioned and spaced.
- Fabric can be used to add interest and enhance the quality of the presentation. Seek help from other staff if needed.

All displays must feature:

- A heading (either computer-generated or created using stencils and coloured paper/card)
- Learning objectives/aims
- Open or closed question/s where possible/appropriate
- A brief explanation of the process (what the children did) for the corridor displays
- Reinforcement of key vocabulary if used
- Quality labelling, including pupils' names

Classroom displays should primarily feature pupils' work, with their contributions outweighing other display resources, which can still be useful for reinforcing or extending learning.

When teaching, refer to the displays to make meaningful connections with past and new learning. Displays should not be purely decorative but should celebrate achievement, provide a wider audience for learning, remind pupils of what they have learned, encourage higher standards through exposure to others' work and enrich learning.

Display should include all aspects of the pupils work where relevant – reading, R.E., writing, computing, maths, science, artwork and photographic evidence of activities etc. Information about children's groupings and class timetable can be displayed. However, using display

boards for personal organisational papers must be avoided. Teachers can keep those in a file nearby to maximize display space for children's work.

Working walls are really important for literacy in particular sentence stems, listening ladders (EYFS and KS1), vocabulary, spellings and understanding technical language when doing cross-curricula writing. Key points for grammar connected to the band the children are working from and from bands below can be on permanent display for reference when teaching. Words from spelling tests may be displayed so children can use the vocabulary learned in their writing.

Class reading logs are used to encourage and celebrate achievements in reading as well as monitor pupils who are not reading enough. Display of the logs is optional.

Thoughtful and exciting displays do take time, energy and patience but they also create a stimulating atmosphere and interest, and of course it gives visitors a good impression of the school. Displays should be fresh, relevant and renewed as appropriate.

How, when and how do we display pupil's work?

1. To develop language, social awareness and enthusiasm.
2. To give information and raise interest.
3. To create a good climate.
4. To enhance learning.
5. To show respect for pupils' work.
6. To raise self-esteem. There should be examples of all pupils' work on display at some time.
7. To give a sense of ownership and inclusion.
8. To share topics, projects and learning objectives covered.
9. To show a school theme.
10. To show examples of good practice.
11. To share achievements with parents and visitors.

Pupils learn through looking, discussing handling and collecting. They learn by listening and reading but will remember more if these activities are accompanied by strong images. A picture says so much more than hundreds of words, it gives the pupil a chance to discuss and consider what is there.

**Very elaborate displays do not mean better practice. Simpler displays avoid cognitive overload and should be changed more frequently.  
LESS IS MORE.**

Avoid:

- Covering windows with displays (blocking natural light).
- Cognitive overload by overcrowding the walls.
- Contrasting and overwhelming colours.
- Displaying generic “Twinkl” style resources throughout the year.
- Spelling mistakes.
- Ragged edges.
- Brass tacks for children’s work.
- Cellotape.
- Faded backing / mounting paper.
- Re-displaying old work.
- Hanging written work too high so it cannot be read by children.
- Displaying out of date current affairs.
- Work which isn’t named.

## Learning Environment Non-negotiables

- ⊙ Learning walls for literacy and maths in each learning area are kept up to date and relate to current learning.
- ⊙ The writing cycle when displayed must support children in seeing how their writing is developing and must be up to date.
- ⊙ Language displayed needs to be accessible to children.
- ⊙ Good models and learning objectives and outcomes should be displayed during lessons when helpful to pupils.
- ⊙ EYFS and KS1 handwriting prompts and checklist displayed ( useful in Y3 also).
- ⊙ Phonics resources; eg: alphabet frieze, sound cards and or tricky words displayed as relevant to pupils.
- ⊙ Evidence of children’s work and achievements in all subjects are on display.
- ⊙ Progressive sentence stems must be displayed and used as relevant to year group.
- ⊙ Listening ladders must be displayed in EYFS and KS1.
- ⊙ All classes to display the reading spine on their classroom door and the name of the book the class are reading indicated at the present time.
- ⊙ Children’s personal best achievements in writing must be on display.
- ⊙ All work on display boards must be backed.
- ⊙ Labels can be a mixture of handwritten and typed.
- ⊙ Displays should include questions and opportunities for pupils to interact.
- ⊙ Walls need to be tidy and welcoming but not over-stimulating.
- ⊙ Equipment and resources need to be accessible to the children so they can show independence in their selections.
- ⊙ Classrooms and learning areas to be kept tidy and organised.
- ⊙ Language displayed to support the learning of French when appropriate.
- ⊙ PSHE displays are interactive and support children’s emotional needs, e.g. emotional check in display .
- ⊙ Each class should have: a British Values display/poster relevant to age group; a 6Rs display; a Good to be Green and Behaviour Policy display.

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