Display Policy

Rationale:

The learning environment is important to enhance the children's experience at school. It motivates and encourages pupils to take pride in their work, classroom and school. It gives visitors a flavour of the learning taking place throughout the school and the school ethos.

Aims:

- ✓ To encourage pupils to have pride and confidence in their work and achievements by demonstrating that the school values their work and learning.
- ✓ To provide an interactive learning environment that supports learning and independence.
- ✓ To create displays that positively impact on learning by consolidating /reminding of previous learning.
- ✓ To consistently display aspects of Literacy, Maths and Health & Wellbeing that show progression through levels
- ✓ To create an aesthetically pleasing and calm environment for all learners
- ✓ To celebrate achievement and raise self-esteem for all

Practical Information - General Guidelines:

- **A balance of pupil work and learning/teaching resources. Aspects of the classroom display should be interactive (where possible) e.g. reading tools, number line etc**
- Neutral/natural colours should be used to cover walls.
- Displays should be relevant and up-to-date, changed appropriately to reflect learning undertaken in the class
- A balance of fixed teacher led displays and space for children's work – pupils should co-construct displays with class teacher where possible
- Displays should include a title, 'I can statements' and labels (language should be pupil friendly using handwriting font)
- Work should be mounted with care and labelled with first names only (A4 & A3 mounts available)
- WALT and WILF teaching boards should be displayed in child friendly language (If using PowerPoint slides for Early, First & Second Levels are available – See AifL Policy)
- 'Marking code' should be displayed in all classrooms for appropriate stages

Literacy Area:

- Examples of children's work (decided in discussion with pupils)
- Written work, wherever possible, should be placed at a height to enable children to read it.
- Reading tools.
- Comprehension strategies.
- Everyday writing toolkit.
- Talk for Writing specific grammar if appropriate.
- Word wall (infant).
- Alphabet / phonemes (upper and lower case).

Maths/Numeracy Area:

- Examples of children's work (decided in discussion with pupils)
- Number line/Hundred square/Tables charts etc
- Terminology/vocabulary/diagrams applicable to level (built up throughout year by pupils/teacher)
- Visual prompts to assist learning as required.

All of the above are suggestions and should be applicable/appropriate to age and stage.

Other Curricular Area Displays:

- Displays should reflect learning undertaken in the range of curricular areas e.g. Art, Science, Social Studies etc (not all at once – decided in discussion with pupils)

Blooms Area:

- Higher order thinking skills should be clearly displayed for reference (See Blooms Taxonomy Policy for Early, First & Second Level Displays).

Achievement Area:

- A space should be set aside for achievements (both in and out of school) and star work to be displayed that children are proud of. This could be from a range of curricular areas.

HWB – SHANARRI Display

- SHANARRI display (See HWB Policy for Early, First & Second Level Displays).

Other Considerations:

- Outside Classroom door display – classes should design a welcoming display to their classrooms e.g. involving photos of children in class; artwork of pupil names etc
- Where possible, samples of children's work e.g. art and design, could be moved from classrooms to be displayed in the open areas.

Classroom Display Audit	Yes	No
General		
Neutral/natural colours used to cover walls		
Appropriate balance of pupil work & learning/teaching resources is displayed		
Displays are relevant and reflect recent learning in the class		
Wall displays have been co-constructed with pupils		
Displays include a title , 'I can statements' and labels (language should be pupil friendly (using handwriting font)		
Work is mounted with care and labelled with first names only (A4 & A3 mounts available)		
WALT and WILF is displayed in child friendly language		
'Marking code' are displayed in all classrooms for appropriate stages		
Literacy Wall		
Examples of children's work (decided in discussion with pupils) are displayed with written work, wherever possible, placed at a height to enable children to read it.		
Examples of 'teaching' displays are evident e.g. • Reading tools • Comprehension strategies • T4W 'everyday toolkit' / relevant grammar (built on throughout the year)		
N&M Wall		
Examples of children's work (decided in discussion with pupils) are displayed with written work, wherever possible, placed at a height to enable children to read it.		
Examples of 'teaching' displays are evident e.g. • Tables charts • Terminology/vocabulary/diagrams applicable to level (built up throughout year by pupils/teacher)		
Other Considerations		
Outside Classroom door display – class has designed a welcoming display to their classrooms e.g. involving photos of children in class; artwork of pupil names etc		
Displays reflect learning undertaken in the range of curricular areas e.g. Art, Science, Social Studies etc (not all at once – decided in discussion with pupils)		
Blooms Display - Higher order thinking skills should be clearly displayed for reference (See Blooms Taxonomy Policy for Early, First & Second Level Displays).		
A space has been set aside for achievements (both in and out of school) and star work to be displayed that children are proud of. This could be from a range of curricular areas.		
SHANARRI display		