



St Luke's School
Display Policy
2023

Rationale

'Aesthetically pleasing surroundings influence both learning and social behaviour. Displays are focal points for learning. They show to a wider audience what the children have achieved while reaffirming the value of their work. Displays help children and teachers to see things in different ways and to make connections between ideas.'

Art, Craft and Design in the Primary School - Editor John Lancaster

'The way in which work and other material is displayed and arranged in a school is more than a matter of convenience: it is a reflection of the atmosphere and attitudes that prevail there.'

The Arts in School Gulbenkian Report

At St Luke we believe the school environment is the silent teacher. It supports us all in giving messages about our ethos, values and celebrates learning of a high quality. The learning environment must be engaging, well organised, clean and tidy. It should entice children to learn and demonstrate our high expectations and standards. At St Luke's every member of staff is accountable for maintaining a learning environment of a very high standard.

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.

The School's expectations of displays

This section sets out the school expectations on standards of display.

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.

Classroom Displays/Learning Walls:

- A learning wall is viewed as an evolving display/resource that supports children with their current learning.
- An effective learning wall should engage children during lessons, allowing them to seek support independently.
- A learning wall is used to indicate the starting point and learning outcome of the lesson being taught.
- A learning wall is there to show everyone what is being learned, why is being learned, what will be achieved, and will track the progress though those aims, making the pupils active participants in that process.
- Learning walls must be considered an integral learning tool to the learning.

What should a Learning Wall include?

A learning wall is a flexible model and as such it is down to the class teacher to present the learning that is most effective to the cohort.

The following are some general guidelines:

- The start and end points of a learning journey must be included. **These displays must show learning progress.**
- Key vocabulary, open questions and mind maps.
- Examples of what quality work looks like.
- Children's work in the different stages of the final desired outcome are to be used to affirm features expected. This work can be first drafts modelling that we all learn from mistakes along the way.
- If a pupil displays understanding verbally then this can be displayed as a speech bubble or on a post it note.

Making displays accessible for SEND pupils and ensuring equality:

- Some children may need special arrangements in order to access displays and it may be necessary to tailor displays to meet the needs of all learners e.g. larger print for visually impaired pupils.
- Any printed label should use *Comic Sans* as a font in line with our 'Dyslexia Friendly School' expectations.
- Throughout the year teachers are to ensure that SEND pupils have had equal opportunity to having their work displayed.

Embedding Technology:

- Embedding children's work digitally is also recommended e.g. QR codes, photographs, voice recording etc.

General Display Information:

Labelling:

- A display should be labelled clearly to express the learning that has been undertaken and showcased.
- Adult produced display items must not exceed 20% of the overall display with the remaining 80% being work produced by the pupils.

Borders and backing:

- Plain wall backing (usually hessian) unless produced by children e.g. a mural. This will show the pupils' work to best effect without detracting from it or appearing cluttered.
- Thoughtfully and tastefully selected colours please no luminous yellow / orange / pink card for labels etc.
- The borders must be made of purchased border rolls.
- Work on display should not overlap the border, unless as an intentional design element, as children's work should be thoughtfully positioned and spaced.

Layout and mounting of work:

- 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 and does not detract from the children's learning.
- Work is to be trimmed and mounted evenly and intended straight edges are straight.
- A display board can be the basis of a display and should not be limited to this space.
- The use of 3d objects, shelves, tables and the area around the display is encouraged.

Timescales:

- Whole school themed display boards should be changed at least termly. The school calendar details themes and dates.
- Classroom displays are changed according to topics and how the class teacher is using them.

Upkeep of display boards:

- 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.
- When removing a display, it is the class teacher's responsibility to remove all staples/blue tack etc in order to leave the board in good condition for the next user.

Quality of work on display:

The work on display is to have been published for display purposes and time in class needs to be planned in for this purpose. No work on displays should be photocopied from books and should not have teachers marking on it.

Each display must contain:

- A title
- Open / closed questions relating to the display content
- Learning Objectives/ Aim - Process (what the children did)
- A relevant Spiritual Moral Social Cultural (SMSC) label listing key areas related to the learning displayed.
- A Rights Respecting Schools label listing the key UN Conventions of the child linked to the learning.
- Reinforcement of key vocabulary.
- Quality labelling from the children where possible.

- A range of work showcasing different learning activities and learning styles. Every effort must be made to ensure all groups of learners are represented equally.
- 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 with high expectations.