

# *St Bernadette's Catholic Primary School*

## **Display Policy**

'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

### **Rationale**

At St. Bernadette's RC Primary School we believe that display plays a very important role in celebrating the achievements of the children and provides essential valuable curriculum teaching and learning. Display is also an important means of conveying to pupils, parents and visitors to our school that St. Bernadette's is a caring, stimulating and interesting environment to work and learn.

### **Aims**

- To show that work is valued, thus providing pleasure and a source of motivation.
- To provide a learning resource which can be used for reference and reinforcement.
- To encourage an attractive and stimulating learning environment.
- To provide a record of a child's work and contribute towards the assessment process.
- To develop awareness of the immediate local environment and the wider world.
- To celebrate and appreciate God's love for us all and the natural beauty of our world.

In order to achieve the above, we must ensure that:

- ❖ all displays carry labels, captions and information which explain and enhance children's work, objects and images
- ❖ all children's work should be named (avoiding where possible obscuring or marking the work itself)
- ❖ work should be single or double mounted to reflect the quality and importance we attach to presentation (unless the work is better without mounting)
- ❖ writing, headings and labels are mounted
- ❖ photos are used to show process as well as celebrating the children at work
- ❖ there is balance between displays that provide prompts or information and the children's own work
- ❖ where possible, 3D objects should be on display as well as images and photographs
- ❖ drapes are used to link artefacts and provide background texture and colour
- ❖ some displays should be interactive, including items for the children to investigate and questions to answer
- ❖ there is a balance of subjects displays around the classroom
- ❖ displays are changed regularly in order to maintain the children's interest, reflect current learning and appear in good order

- ❖ from time to time, children are involved in the display process, making decisions about colour, format and information to support their work
- ❖ work displayed demonstrates a variety of ways of recording (posters, photographs, diagrams, concept mapping, bullet points and lists)
- ❖ staff should ensure that the fabric of the building is not damaged by the fixing of materials to the walls/ceilings.

We do not have rules and restrictions about colour and materials in our display, as we believe that the variety and richness that comes from using an appropriate mix only serves to enhance the display, thus communicating itself to its audience more vividly.

### **Role of Support staff**

Well-presented display is time-consuming and requires thought and effort. The skills and input of support staff are recognised as vital in the process of maintaining good display. Support staff should be given appropriate time, materials and support if they are requested to put up a display. That is not to preclude staff from involvement if they enjoy creating displays which reflect the work of their pupils and themselves.

### **Display**

There is generally a theme or topic that should be promoted around each classroom as early on in the term as possible. Displays should be attractive and should include a combination of high quality materials produced by the teacher, children, published materials, and objects of interest.

Literacy and Numeracy should be a prominent feature in all classrooms.

All classes should provide a 'special place' for display of Religious Education artefacts, pictures/photographs and/or children's work to give a focal point for classroom worship, reflection and prayers.

The Year Group or class should be shown on all displays outside classrooms.

Title of displays should be prominent feature. Labels should also provide information about the work. Labelling should be attractive and neat.

Double mounting is the ultimate effect for displaying children's work, but time and budgets do not always allow this. However, outstanding achievements should gain this extra effort.

Boards should have borders and all work should be stapled with care, or preferably glued before stapling onto boards. Tilting the wall stapler slightly will drive the staple in at an angle, which makes removal easier. Please only use staples on display boards, not on wooden surfaces, plaster walls etc. Use Blu-tac on these surfaces.

The most effective displays are those which use a combination of mounted work, 2D and 3D which includes children's work and published material, artefacts (children made and purchased), drapes, books (fiction and non fiction) and information.

**Interactive Displays**

Whenever possible classrooms should reflect and enhance the teaching and learning, taking place. Such displays can provide 'hands on' practical learning experiences, which are stimulating, inspiring and enjoyable.

**Public area boards**

Each key stage has dedicated boards in the corridors. Foundation stage and Key stage 1 are responsible for displays in the KS1 corridor. Key stage 2 are responsible for displays in the ICT room and KS2 cloakroom.

**Review**

The Art Leader and the Headteacher are responsible for the implementation and review of this policy. The policy will be reviewed annually to take account of new developments and initiatives.

Signed: ..... (Headteacher)

Signed: ..... (For and on behalf of the Governing Body)

Date: ..... Review date: .....