



Whole School Display Guidance

The quality of displays in a school is recognised as a vital element in creating an excellent learning environment for the children. Our audience is varied and includes visitors, parents, children and colleagues, so much so, that the first impressions of the school can be hugely influenced by displays.

Good displays make everyone feel proud of their work and valued for what they have achieved, both as individuals and as a whole school. It is a useful tool to demonstrate the standards of work produced within the school, at all levels and in many varied aspects of school life. Displays can promote curiosity and questioning and forms a part of the learning and teaching experience offered across the school.

What is the purpose?

- ❑ Offer an excellent first impression
- ❑ Give information and communicate with different audiences
- ❑ Build collective ownership of the learning environment
- ❑ Support teaching and exploration
- ❑ Create an impact
- ❑ Ensure the consistency of standards and to illustrate progression
- ❑ Motivate, inspire and present challenges
- ❑ Become an integral part of the classroom and support the topics being studied-e.g. working walls, vocabulary for lessons

- Support the teaching of new skills and offer visual aids to help children complete learning activities
- Build children's confidence
- Support teaching children the value of self and peer assessment

Most importantly – classroom displays are one of the most overlooked tools within teaching.

Key points to consider when “building” a display -

- Make learning or children's work a key aspect of the display.
- Keep all displays simple and uncluttered yet bright and exciting.
- Locate displays where they will have the greatest impact.
- Teach children how to interact with the displays (on different levels).
- Create displays that invite interaction.
- High standards of presentation should be displayed as this work is representations of the class, both staff and students.
- Corridors should be used to celebrate work completed.
- Classrooms should be used to support learning in the class.
- Do your displays promote inclusion and are representative of all pupils.

Non-Negotiables for classroom/corridor displays –

- A learning narrative should be included in all displays. This should explain the learning and processes involved e.g. what knowledge and/or skills have children been learning and developing which had led to the work on display. This is something which adds extra value to a high quality display.

Key features to consider “including” in a display –

- Key Questions – to support learning and promote progress.
- Key Words – to support learning and promote progress.
- Children's work to be identified by name.
- Supporting photos (where appropriate).
- Measured amount of computerised and handwritten work, as they are both equally important.
- Class and corridor displays should reflect the all areas of a broad and balanced curriculum.
- “*Process over product*”- Focus on the learning process (key knowledge and skills) evident on the display, as well as the ‘final product’. E.g. story maps/plans, as well as key words, photos of drama leading up to a ‘final piece’ of work.
- Promoting British Values (where possible) and show this with a short description on the link to the learning.

General display pointers -

- Displays in the classrooms and corridors should be reflective of the topics being taught in each term.
- Where a subject team has a display board, this must be updated termly and the general upkeep overseen by members of the team.
- Hall displays will be changed each term depending on upcoming events and themes across the school.
- Hall displays are updated regularly once each term to reflect the curriculum for each year group's curriculum. These are to be updated by first half of the term as follows:

- ❖ **Autumn Term - by the Friday before October half term**
- ❖ **Spring Term - by the Friday before February half term**
- ❖ **Summer Term - by the Friday before May/June half term**