LVS Ascot

Display
Policy

LVS Ascot Junior School

1.   AIMS

1.1   At LVS Ascot Junior School we work towards providing a lively, stimulating, exciting environment in which our children can learn effectively. To this end, all staff regard the learning environment and displays to be of vital importance. Displays of any kind, in and around the school building, are of the highest standard at all times. Teaching, non-teaching staff and children are involved in the production of displays.

1.2   Displays communicate our work to a range of stakeholders including children, parents, staff, governors and regulators.

1.3   We believe that inspiring excellence is reflected through the quality of our learning environment. We value the importance of displays, pictures, objects and teaching aids that appear in classrooms and throughout the school building.

1.4   We believe that high quality display as part of the learning environment: -

> • Stimulates curiosity and appreciation of the world.
>
> • Celebrates children's effort and achievement.
>
> • Is an effective learning and teaching tool.
>
> • Reflects the rich and varied experiences of current learning.
>
> • Creates an appreciation and awareness of aesthetics which adds to the quality of both children and adults experiences at school.
>
> • Reflects a variety of cultures and promotes equal opportunities to learn and take account of stereotypes, disabilities and gender balance.

2.   EXPECTATIONS

2.1   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 mounted (or printed to appear mounted) to reflect the quality and importance we attach to presentation (unless the work is better without mounting).
>
> • Writing, headings and labels are mounted or printed to appear 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: Generally, a greater proportion of display inside the classroom should promote and support learning and a greater proportion of display in communal areas should celebrate achievement and success.

- Staff should use commercially produced display material with caution. It is important that our school displays reflect our pupils, parents and ethos. Classrooms need to be individual and lively, reflecting the personalities of the teachers and children in them.

- Where possible, 3D objects should be on display as well as images and photographs.

- Drapes are used to link artefacts and provide background texture, colour and interest.

- 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. At least once every four months.

- 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.

2.2   Expected classroom displays: -

- Maths working wall.

- Literacy wall, promoting text types, VCOP, sentence types and key text. Talk for writing washing lines and works in progress.

- LVS Learning Values and Skills.

- Current Curriculum Topic.

2.3   In addition to main displays, other visible items should include: -

- Fire evacuation procedures and class check.

- House points.

- Class behaviour reward system.

- Golden Rules.

3.   THE LEARNING ENVIRONMENT

3.1   We believe that the physical environment we provide for children has a direct impact on learning. It gives children a clear message about how we value them and how we value learning and supporting independence.

3.2   It is important that teachers keep the classroom and shared areas tidy and free of clutter both for health and safety reasons and to ensure an aesthetically pleasing environment and setting a good example for children.

3.3   It is everyone's responsibility to keep displays in good order, e.g. if you see a border hanging off, please fix it straight away, even if the display does not belong to your year group.

4.   LABELLING DISPLAYS

4.1   Displays are a valuable source of information for visitors to the school, especially parents, and as much detail as possible about the learning involved in creating the display is given. This includes: -

- A title (reference is made to the topic that the learning was based upon).

- How and why the learning was undertaken (written explanation incorporated into the display).

- Who produced the learning and their Year Group (to be written at the bottom of the piece of learning).

4.2   Labels should be written in the following formats: -

- Cut-out letters.

- Computer print using a clear font (check the letter a for correct formation) or a font that matches the theme of the display.

- Hand-written in line with the school's handwriting policy.

5.   LEARNING WALLS

5.1   What is a learning wall?

- A learning wall is 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.

- They help children understand the structure of a unit, how it progresses and how lessons in a subject are linked.

- A learning wall is used to indicate on a display board the starting point and learning outcome of the lesson unit being taught.

- A learning wall is there to show everyone what is being learned, why it is being learned, what will be achieved and to track the progress through those aims, making the children active participants in the process.

- They are a functional tool and may not necessarily look beautiful.

5.2   What should a learning wall include? A learning wall is a flexible model, so it is down to the individual teacher to make it work in the way they feel is most effective for their children. However the following are some general guidelines: -

- The start and end points of a unit and the journey between. **Displays should show progress.**
- Key vocabulary, questions and mind maps.
- Examples from teachers and children of what a good one looks like.
- Children's work is used to affirm features of work that are desired. This work can be first drafts modelling that we learn by our mistakes.
- If a child says something that shows they understand something fully, this could be it up in a speech bubble or on post it notes.

6.   MAKING DISPLAYS ACCESSIBLE FOR CHILDREN WITH SEND AND ENSURING EQUALITY

6.1   Some children may need special arrangements in order to access displays i.e a visually impaired child may need larger print. It is therefore important to tailor some areas to the specific needs of the child.

6.2   Throughout the year, teachers will ensure that all children will have had the opportunity to contribute to work on display in the learning environment in the classroom or around the school.

6.3   Be aware that children with sensory needs or attention difficulties may struggle if the classroom is too busy. Avoid surrounding the whiteboards with information which may be distracting or confusing.

7.   EMBEDDING TECHNOLOGY INTO DISPLAY

7.1   Embedding children's work digitally is strongly recommended, via the use of QR Codes and Aurasma.

7.2   When QR codes and Aurasma auras are embedded into display there should be a sign or label encouraging and explaining to viewers how they can 'unlock' the digital content.

8.   BUILDING AND DISMANTLING DISPLAYS

Displays must not be taken down until all materials for a new display are prepared and ready.

8.1   Care should be taken when putting up displays and the policy for Health and Safety should be followed.

- No staples, pins or any other sharp objects should stick out.

- Do not stand on chairs or tables - please use a kik stool or step ladder.

- Displays should be put up ideally in pairs if a step ladder is required.

- Corridors or fire exits should not be blocked at any time.

- Displays should be taken down carefully, so that individual children's learning can be taken home. All staples should be removed from work and the board.

9.   DEADLINES

9.1   By the start of week 3 of each term the majority of the display should be in place, although it can be added to and evolve beyond this time limit. 'Work in Progress' signs are a good idea for evolving displays. Displays can be changed more frequently if desired.

9.2   Staff should be mindful of school events such as open days and displays must be complete in advance of such events.

10.   ROLE OF TEACHERS AND TEACHING ASSISTANTS

10.1   At all times all staff will implement this policy into practice, model high standards and will maintain quality of display and presentation ensuring a clean, safe and purposeful learning environment.

10.2   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 are given appropriate time, materials and support if they are requested to put up a display. That is not to preclude teachers from involvement if they enjoy creating displays which reflect the work of their pupils and themselves.

11.   ROLE OF SMT

11.1   On a termly basis members from SMT will undertake a learning walk. They will use Appendix 1 as part of their learning walk when focusing on the learning environment in classrooms and shared areas around the school.

11.2   The Head of the Infant and Junior School and her Deputy will communicate and monitor policy to practice by support and providing examples of good practice for colleagues and leading by example.

Written and implemented by C Cunniffe/R.Cox   **_01.09.17_**

Reviewed 10.09.18

Review due no later than: 10.09.19

APPENDIX 1: DISPLAY MONITORING

ROOM:

	In Place	Partially in place	Not in place	Notes
Writing, headings and labels are mounted (or printed to appear mounted), unless they look better without mounting.				
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: Generally work inside the classroom should promote and support learning and work in communal areas should celebrate achievement and success.				
Where possible, 3D objects should be on display as well as images and photographs.				
Drapes are used to link artefacts and provide background texture, colour and interest.				
Some displays should be interactive, including items for the children to investigate and questions to answer.				
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.				
The colours used to back displays should be 'low arousal' and should complement each other.				

Consistency and Progression	In Place	Partially in place	Not in place	Notes
Behaviour systems, rules and rewards.				
Key questions/Plenary questions.				
Key vocabulary for current learning.				
English and Maths working walls facing children and accessible.				
Maths basics - number frieze in digits and words, 100 square, calculation policy, reasoning bubbles.				
English basics - alphabet (in R, KS1), grammar, punctuation and spelling, sentence types, key text.				
Evidence of Computing/ICT reflected in a range of curriculum areas.				
Current curriculum topic.				
World map or globe.				
LVS Learning Tools.				
House points.				
Classroom information board - timetable, rotas, groups, planning, homework,monitors, letters etc.				
Good housekeeping - worktops, heaters and windowsills are clutter-free.				
Basic signage - fire evacuation procedures and class check, Golden Rules.				
All displays maintained to a high standard, e.g. no borders or work hanging off or ripped.				

Monitoring feedback:

Next steps: