

## St John's Cathedral Catholic Primary School

### Policy for Display

This policy is the result of observations and discussions at a staff meeting on 5<sup>th</sup> July 2007.

Three purposes for display were identified, these were: Informative, Interactive and Celebratory, these three categories will now be developed and explained further.

#### Informative Displays

Included in this category are the displays that we agreed to use to support learning in Literacy and Numeracy.

A whole board should be devoted to the display of the STEPPING STONES to the next three levels in Reading, Writing and Maths that the three levels of ability of the children in each year group are working towards.

A different board should be used as a WRITING WALL. On this should be displayed examples of the features of the writing style of the current genre. There should also be key words and useful phrases, with sentence starters and examples of "story mountains" as appropriate. As the genre develops there should be working examples of shared and modelled writing.

Further examples of informative displays that need to be in each class are number lines, (appropriate to age); mathematical vocabulary for current topic; examples of current mathematical strategies being taught; science, geography or history "topic words".

As St John's is a Catholic school each class's RE display will be an important focal point in the room. Where possible, (classrooms vary in their layout), the display will form part of the prayer area and therefore colours used will reflect the colour of the Liturgical season.

The display must focus on the current God Matters unit or the Liturgical season.

Key questions to be reflected upon during the current God Matters unit should be displayed.

Care should be taken to make the focal point meaningful to the children, not just a collection of religious artefacts.

The display can be added to and developed as the unit of work progresses

Each class will have a display of LEARNING CONCEPTS, usually in the form of hats, but with explanations appropriate for the age of the children.

All lessons should have the LEARNING OBJECTIVE clearly visible and referred to.

## Interactive displays

These were defined as displays that “draw the child in” and involve them.

Questions posed of the Who? What? When? Where? Why? Which? or How? variety can engage the child in reflection about the current topic, especially if attached to pictures or artefacts.

Further examples of interactive displays in current use in school are Targets for Stepping Stones, adding to word lists, taking words from the Apple tree to use in writing (Reception), Number of the Week activities, Free Play record (Reception), Apple on Tree registration (Nursery), Behaviour Management.

This sort of display is an opportunity to acknowledge different learning styles, especially kinaesthetic.

## Celebratory Displays

Such a display is an opportunity to celebrate a range of children's skills in a variety of areas.

Regular celebration takes place on a Monday with Merit Assembly and Lunchtime Award. The children who receive a certificate at this assembly have it displayed in the Hall for a week; they can be awarded for achievement in any sphere.

Each week Key Stage 2 displays the Best Work from one child in each class, with a certificate to explain why. STAR CHARTS, READING CARDS (Key Stage 1) and READERSHIP AWARDS (Key Stage 2) are displayed as an incentive for all children to achieve.

## Displaying Work

Children's work can be displayed in the classroom as part of ongoing work in a particular subject, or on display boards in the corridors around school.

This is an opportunity to celebrate the work your class has done, with the rest of the school community, and those visiting us.

It was agreed that displays should be changed towards the end of each term when there is sufficient finished work to make a high quality display.

When planning activities in the different subject areas teachers need to consider possible different ways that children can record information.

You are most welcome to consult, or work with, Liz Kern when considering possible 3-D or artistic representations.

The focus of the corridor displays stems from work done in English, Maths, History, Geography, Science or PHSE.

It is unlikely that a class will always have the same board to use; they are of different sizes so some displays will be large and at a different time a smaller one may be necessary. By changing the location of class boards children have the opportunity to see work done by different year groups as they walk by.

### How to display work and artefacts

Before displaying work yourself or asking your teaching assistant to do it for you, the display and its captions should be carefully planned, even drawn to show the position of key pieces of work, artefacts or drapes.

All displays should have a title then a reference to what the children were learning, or finding out; captions on the work should then reflect what was learnt, or found out.

At this point it may also be possible to make the display interactive by asking questions for those looking at it to reflect upon further.

*From this point there were very strong views expressed about how to display work in order to keep up, and raise further, the high standard of display in school. These guidelines are a reflection of those views.*

The colour chosen to cover a display board and therefore the background to the display, together with the borders, should compliment the dominant colour of the work and the colour of its mounting, and any artefacts or drapes.

Again work should be mounted or framed with regard for the colour of text, diagrams, drawings etc. Involve the children in how to make an informed decision on how best to display their work.

Care must be taken to ensure all work is mounted and displayed STRAIGHT. Only use Blotak, on the reverse to mount work. Do not drawing pins as these dominate and detract from, the display.

When writing captions for displays an easily read computer script, large enough to be seen, and in proportion to the work, should be chosen, in an appropriate colour.

When hand- writing captions Kingston Script must be used, this serves as a model, and reinforcement for what the children should be aspiring to, (a chisel tipped pen is very effective).

Adult drawn pictures or "colouring- in" from mass-produced, photocopied activities must never be displayed as this is not quality child- produced work.

Creative use of papers, borders and fabric will only enhance and show how you value the work your children have done.

### Maintenance of displays

Ultimately the quality of the display is the responsibility of the teacher. Please work with your Classroom Assistant and guide them to the result you planned.

It is the teacher responsible for the display who should maintain it whilst it is up, so any bits that fall off, tear, come loose etc. need to be attended to immediately.

All classrooms should have a staple gun and staple remover, large scissors, craft knife and pliers. When each display is taken down ALL staples MUST be removed. It is easier to do this if they are only put in at a 45 angle not flat to the board.

Enjoy this aspect of your work and any problems don't be afraid to ask.

Liz Kern. July 2007