



Classroom Display Guidance (Whole School including EYFS)

Display in its widest sense covers the **WHOLE SCHOOL ENVIRONMENT**, not merely the mounting of pupils' work for display in the classroom.

Aims

1. To celebrate pupils' achievements.
2. To boost pupils' self-confidence.
3. To show examples of attainment in all areas of the curriculum.
4. To enable the pupils, staff and visitors to gain an instant insight into the diversity of the work going on in the school.
5. To show the progress achieved by the pupils as they pass from one stage to another
6. To create a bright, rich and stimulating environment for pupils to be in.
7. To provide a pleasing environment in which pupils' work is shared with the whole School.
8. To encourage pupils and adults to think.
9. To ask questions to encourage learning.
10. To provide information that pupils need on a daily basis.

Introducing displays at the beginning of a school term

In order to provide a stimulating environment, the use of posters, seasonal pictures etc. will be used until the pupils' work is ready for display. The use of posters etc. will also help to provide a welcome at the introduction of a topic. Classes which are set by topic based learning must make sure the environment tells the story and sets the scene. Such displays might include photographs, posters, books, artefacts, collections of shells, conkers etc. A selection of senses may enhance the display, as will the use of plants. Initial displays should be touchable, therefore the use of valuable objects should be avoided.

Working apparatus Some apparatus that the pupils use may form relevant displays e.g. a collection of clocks when focusing on a "Time" Topic or Maths equipment arranged in an inviting way. Creative use of labels may encourage enquiry.

Pupils' work The pupils' work, when displayed, should reflect the breadth of the curriculum, and need not be exclusively art work. Story writing, drawings, mathematical or scientific recording and pieces of historical/geographical writing can be included. 3D displays may include models in clay, junk, Lego etc. The display of pupils' work throughout the school should, wherever possible, give a balanced reflection of the subjects taught within the school. Photographs of the pupils interacting with their learning is also a valuable display tool.



How we display work

Thought should also be given to the backing paper on the display boards. Window mounting gives an outstanding effect to delicate pieces of artwork.

Displays are for the pupils' benefit. As far as possible, they should be at the children's eye level. Where it is necessary to display above the children's eye level, the work should be of sufficient size and quality to be easily viewed by the pupils. All written work (including labels) should wherever possible be placed at a level low enough for the pupils to be able to read it.

Colours should be carefully chosen as the intention is to enhance, not dominate.

Overcrowding of work, or work put up in a haphazard way will detract from the quality of work being displayed.

Surplus work can be displayed in book form.

Displays should be altered or changed half termly in order to maximise their effectiveness.

The school hall, corridors and library provide a wider audience for the pupils' work.

Displays should be clearly labelled within the pupils' language experience to describe what the display is about and how it was achieved.

Questions can be posed to take the pupils' thinking a stage further.

Wherever possible the pupil's work should be labelled with the pupil's name.

Equal Opportunities and Special Needs

In each class there will be pupils with a range of differing abilities and Special Needs. Throughout the year, teachers will ensure that all pupils will have work on display in the classroom or around the school. Teachers will endeavour to ensure displays promote equal opportunities and take account of stereotypes and gender balance.

Reviewed September 2017 AC

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Reviewed July 2019 AC

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