

Name of Policy: Display	Version/Last Review Date: September 2020 (V3)
Statutory documents linked to policy:	Previous review date: May 2017 (V2) May 2013 (V1)
Other Policies linked to this policy:	Next Review Date: December 2023
Governor Committee Responsible	Curriculum/Research

WNA Vision: All children will achieve their full potential, with holistic support, whilst enjoying and driving their own learning, gaining self-respect, self-esteem and self-belief. Our classroom extends to rich, exciting environments within the forest, the beach, the city and the community as a whole.

Introduction

The creation of an exciting and stimulating environment is a high priority at WNA. We aim to provide displays of a high quality showing care and pride in the children's work. The design and layout of displays will involve the children when appropriate. 2D and 3D work will be displayed making full use of the whole school and prominent places in the local community. Displays will be changed half termly.

What are displays?

At WNA displays fall into two main categories:

1. When introducing a topic they are set up by the teacher and include relevant commercial pictures, maps, photographs, natural objects etc.
2. Displays of work completed by the children which are related to project, enquiry or area of interest. This includes art, creative writing, mathematics, science and other curriculum areas, forming an ongoing Learning Journey.

Aims of Displays:

The aims of mounting displays at WNA are to:

- stimulate ideas and inquiry
- impart information
- reinforce learning
- provide opportunities to present materials for an audience
- nurture positive attitudes in children
- praise children's efforts
- present the school as an interesting and welcoming environment
- introduce good design practice and presentation skills to the children.

Principles

Displays aim to be exciting, reflecting and valuing the learning of all the children in the school.

Strategies for mounting displays

The teachers/staff will:

- select books, key texts or artefacts that attract the children and stimulate their thought
- aim to make 1 display in each classroom interactive
- encourage the children to look at the items on display (allow them time)
- encourage the children to bring in relevant items that enhance the displays
- use limited text (typed or handwritten), including labels and diagrams where appropriate
- change the displays regularly to maintain interest.

The children will:

- be able to look at, handle and discuss display material
- be able to bring in relevant material and to help organise the display
- produce the work which is to be displayed
- have the opportunity to produce work across different genres (drawing, painting, collage, 3D, printing, textiles and ICT) which will then be displayed.

The co-ordinator will:

- ensure that the teachers have an opportunity to contribute to the decision on which topic or work will be displayed
- ensure that all class teachers have the opportunity to display work around the school.

Displays should:

- reflect the Learning Journey, work will be moved and added through your topic to show the children's learning is progressive
- 'catch' the children's attention; position artefacts, natural materials, flowers or plants on surfaces and near the display board
- have a title and key words
- begin with learning from school or home which shows what the children already know or have found out through research
- encourage children to present home learning as creatively as they wish (models, powerpoint presentation, poetry, writing etc)
- document learning; ensure there are captions with photographs and single pieces of learning.