



Display Policy



At Holy Family R.C. Primary we believe that displays should:

- celebrate the achievements of the children
- promote a sense of ownership, pride and delight in learning
- create an exciting and stimulating learning environment which inspires children
- be curriculum relevant

Our checklist is designed to ensure that displays are of a high standard that allow all children's work to be displayed throughout the year.

Do ensure that the displays in classrooms reflect the current learning and are changed as learning progresses.

Imagination – be creative and use a range of resources to make your displays stand out and look exciting. This will create more impact and interaction.

Selection – insist upon the child's best work for display but be sure to display work from children of all abilities. Make sure children's names are clearly visible.

Please ensure that displays in classrooms and corridors are to a high quality and are interactive. An over use of commercially produced displays can lose impact over time.

Lettering, backgrounds and borders should be striking. Vary the style and fonts of lettering. Try to think of a catchy title. Word play is often fun to use. The background does not have to be conventional display paper. Consider using fabric, wall paper etc. Borders can also be imaginatively used.

All corridor displays that celebrate the children's writing should be changed regularly

(Every half term. Generic best writing displays- every 3 weeks).

You must have the following displays in all classrooms:

- English (Working Wall and children's work)
- Maths
- RE
- Topic
- Science
- Sacred Space

English Displays

All classrooms to have a working wall of recently modelled writing, phonics or SPaG and success criteria for current writing genre. These should be refreshed and added to constantly throughout a unit of work

EYFS

Children's writing or mark-making displayed.
Picture stimuli to fire writing imagination. Consider a 'picture-a-day'?
Accurate letter formation displayed in the writing area and elsewhere.
A range of fonts on classroom displays.
The alphabet displayed in Sassoon Primary Infant font.

KS1

Children's best written work displayed.
Success Criteria shared with the children in an age appropriate way – ideally, written.
Writing prompts/ reminders displayed around the classroom and at work stations. (E.g. reminders to use CLs, FSs etc.)
A range of different fonts on classroom displays.
Correct letter formation, to include capital letters, displayed on wall in Sassoon Primary Infant font.
High-frequency/'tricky' and year group specific common exception words displayed.
Year group appropriate grammar and vocabulary displayed.

KS2

Children's best written work displayed, in an interactive display where possible.
Success Criteria displayed in each lesson.
The school's Nelson handwriting style displayed.
Year group appropriate grammar definitions displayed and examples given where possible.
Technical vocabulary displayed for topic work or other cross-curricular writing opportunities.
Evidence of children having opportunities for modelling, rehearsing, consolidating and editing learned skills.

Maths Displays

EYFS

Next to displays, have resources readily available for children to use to promote independent learning.
Have a designated Maths area in the classroom.
Display numbers form 0-9, including the way numbers are formed.
Include an interactive 100 square that children can manipulate.
Display a range of shapes and shape names.
Include examples of children's calculations or drawings.

KS1 and KS2

The following features should be displayed on a Maths display/wall or around the classroom:

Number line- Display a large number line either horizontally or vertically. This could be either numbered (all numbers displayed) or partly numbered (e.g. intervals of 10, intervals of 0.1). There should be a progression in the lines used throughout the school. The line should be at a level that can be accessed by the children.

100 square- Display a large number square (e.g. 1 to 100 counting in ones, 0.01 to 1.0 counting in hundredths). Again it is useful if the children can reach the square.

Vocabulary- Display appropriate vocabulary as maths strands are taught. **Always display key vocabulary for the 4 operations.**

Prompt posters- These should support children with the current learning. They could include 'points to remember', helpful diagrams, and a problem solving flow chart or advice on what to do if you are stuck on a problem.

Example calculation- Each classroom should display a year group specific method of calculating for each of the 4 operations. They should be examples of calculations currently being used in class (e.g. vertical method)

Flipchart paper used in teaching- Any notes made onto flipchart paper that can be useful to children (for example methods of calculation) should be displayed on or near Maths wall. This should not cover other important information displayed.

Children's work- Good examples of children's work could be included on a display which reflects the learning.

Resources- any resources which would be useful for the children to use during lessons should be easily accessible by the children, not stored away in cupboards. They can be placed next to displays.

Challenge area- display a challenge focused on current topic for children to access, this could be used for indoor break times/lunchtimes.

RE Displays

Display should be changed regularly to match each topic.

Key words for each topic should be large and visible

The 'Big Question' related to the topic should be on display

Colour of backing paper and cloth should reflect the Liturgical season.

Topic Displays

Have the topic title displayed (matching the one given in long term overviews)

Change as the topic is taught across the half term/term.

Contain key words related to the topic

Display a range of children's work (from home or school) on the topic

Science Displays

Have the science title displayed

Contain key words related to current learning.

Finally stand back and evaluate the display – has it worked? Are the children using it or talking about it? Is it a useful tool to support learning. Is it used for teaching? Has it made a child feel proud?

Document Management

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