



Inspire Excellence

Display Policy

Date of last review:	November 2014	Review period:	1 year
Date of next review:	November 2015	Owner:	Headteacher
Type of policy:	School	LGB or Board approval:	LGB

Aims of Policy:

At ARK Conway Primary Academy, we believe that our vision to **INSPIRE 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.

We believe that 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 children and adults experiences at school
- * reflects a variety of cultures and promotes inclusion

Expectations:

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 single or double mounted to reflect the quality and importance we attach to presentation (unless the work is better without mounting)
- writing, headings and labels are double 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 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 and colour
- some displays should be interactive, including items for the children to investigate and questions to answer

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- 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
- 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. Whilst we have no stipulation about the choice of colours that teachers can use it is expected that these do not distract children during lessons nor detract the focus from the display itself.

Role of Support Staff

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 staff from involvement if they enjoy creating displays which reflect the work of their pupils and themselves.

Role of the Governing body

From time to time the governor responsible for art will liaise with the subject leader and monitor display throughout the school (appendix 1)

Appendix I: Display Monitoring

	In place	Partially in place	Not in place	Notes
writing, headings and labels are double mounted				
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