

Duncombe School Display Policy

“ If you would create something,
you must be something.”

Johann Wolfgang von Goethe

Rationale

Display is of crucial importance because children receive so much information visually. Display can act as a starting point for questioning and further investigation as well as being a way to celebrate children's work and achievements. Displays can also reflect other aspects of the school's ethos, such as its cultural diversity or learning policy.

Good quality display creates a visually interesting and aesthetically pleasing environment: everyone works and learns better in attractive and stimulating surroundings.

Aims

- Teachers should aim to create a balance of display in the classroom, and in communal areas, which reflects the whole range of curriculum subjects.
- Over the course of the school year all children should have some work selected for display. This conveys that the teacher values the work, no matter the level of achievement or neatness, if the child has made their best effort.
- Consideration should be given to displaying work in progress or several stages of work e.g. planning, correction and finished product.
- Ideally, there should be a balance between display that is for 'output' (celebrating the completion of work), and that which is for input (provoking thought about an upcoming/on-going topic) – this display may 'grow' as the subject area is developed. The majority of displays within a classroom should be for reference: class targets, subject vocabulary etc.
- Children should have the opportunity to contribute to display through discussion, decision-making and practical tasks (mounting, organising, writing and designing headings and captions). They should be taught the skills to do this.
- Teachers should teach children how to appreciate and constructively criticise their own and others' work.
- Efforts should be made to ensure displays incorporate 2D and 3D items as well as varied techniques for mounting and labelling.

Practical Considerations

- Display in communal areas should be changed at least once a term. (The boards on each floor to be divided equally among the classes on that floor and support staff.)
- Work (art or written work), photos, titles, labels, explanations etc should ALWAYS be mounted (black or a dark colour for colourful art work, bright colours for A4 written work etc)

- Boards should be backed and have a border. (See the 'Display' document produced in 2005 for alternative ideas for backing and borders). Both backing and borders should be put up on the board using the minimum staples necessary.
- Consideration should be given to putting up work in displays in the most attractive way possible: - Blutac ensures that there are no unsightly staples through children's work.
- Displays should have an obvious (large) title. The name of the Class and children involved should be clearly labelled. An explanation of the display (the learning objective and/or the processes undergone to produce the work on view) is essential.
- Wherever possible, displays should be interactive – including questions inviting discussion, problems to solve, challenges made, 'hands on' objects etc
- Every Year Group is to produce a display for the entranceway boards once a year. Wherever possible this should be linked to the religious festival or cultural celebration going on at that time of year.
- Curriculum co-ordinators will work with the Display co-ordinator to produce a subject specific board once a year.
- Materials for display (backing paper, borders etc) are stored in the Art Room. Equipment to help with mounting (staple gun, pins, Velcro, tape, letter stencils etc) can be obtained from the Display Co-ordinator.

Equal Opportunities

Standard school policy.

Health and Safety

Standard school policy.

Alison Taylor reviewed September 2007 To be reviewed September 2008