

Brighter Futures Academy Trust
Display Policy



| Name of Policy Writer/Amendments | Date Written/Amended | Next Review Date |
|---|-----------------------------|-------------------------|
| R Denham | Nov 2014 | Nov 2017 |
| H Wilkinson | April 2018 | April 2021 |
| | | |
| | | |
| | | |

DISPLAY POLICY

Rationale:

We regard the display and presentation of children's work and visual stimuli as an important element of learning and teaching. We aim to provide visually stimulating environments and endeavour to carefully present processes of the children's work to enhance and bestow value. The learning environment is important as a means of adding greater depth and breadth to children's learning. It also raises self-esteem and encourages pride in the classroom and school.

Aims:

The following aims are three-fold; to serve educational purposes, to create a visually interesting and aesthetically pleasing environment and to show a thematic approach within the classroom to embed all aspects of the current topic being covered.

- 1) To give information visually
- 2) To be a stimulus and starting point for questioning and further investigation
- 3) To be a celebration of children's work showing progression through all the process, the struggles and the achievement
- 4) To ensure a balance of curriculum areas within which representation and progression from all age groups is shown
- 5) To ensure equal access, opportunity and sensitivity in providing positive images for all sections of our multi-cultural community
- 6) To stimulate further learning, share ideas and good practise
- 7) To provide interactive learning experiences for children's independent investigations
- 8) To create a thematic approach within the classroom to ensure all units are of similar theme and link together to embed the topic within all areas of the curriculum.

Guidelines:

- 1) Visual information includes the use of photographs, illustrations, prints, graphs, maps, diagrams, written language, mathematical symbols, artefacts and natural forms. Captions as headlines to explain, to ask key questions and to invite involvement. Class expectations - general and group working rules, marking codes and a planning board should be integral to all class displays.
- 2) Various stimuli to be looked at and handled, with questions to answer, books to read are a starting point for initial investigation. Display needs to be interactive to engage the viewer, drawing attention to various aspects of the display, leading to further investigation.
- 3) Progression in the individual's work can be shown in display, the nature of which can change over time; the display may begin in the classroom, showing the stimulus to the work with source and reference material. Gradually the display may incorporate work in progress, showing problems encountered and suggested modifications. The display would ultimately show the child's final achievement and at this point would be a full documentation of the learning process for exhibition in a public area. Literacy and Numeracy with links to other subjects will be displayed in this way in individual classrooms.
- 4) Display for enquiry and other themed weeks to be designated around the school in appropriate areas. Sizes of display boards, tables etc. may dictate some areas, however areas may change on a termly basis to ensure an equal balance throughout. Work displayed will be from Foundation stage through to year 6.
- 5) All children over time should have some work displayed; effort must be made to celebrate each child's work at some time during the school year. All children need access to view the displays. Classes or groups of children may visit specified displays or the display itself could be re-located after a period of time to offer equal access. We must constantly be aware of the multi-cultural community which we serve when selecting display materials, making sure that the ethnic make-up of the community is reflected in a positive way.
- 6) Displays should promote oracy and questioning using a variety of resources (including written language, images and objects) and utilise ICT (such as talking tins and recordable devices) to support children's independent access to the display (where the display is interactive)
- 7) Involve children where possible in the display process, choosing and preparing work to celebrate. If possible, children could have a designated area for their own work to be displayed that they are responsible for (with the adult facilitating).

Conclusion:

A consistent approach to a high quality learning environment will help to foster a caring and positive attitude towards the wider environment in life outside the school. Involving children in the display process, making decisions and preparing resources will help to create a feeling of ownership and pride and give children responsibility for taking care of the school and the environment. All classes are to create an exciting immersion into the current class creative curriculum theme.

PRACTICAL CONSIDERATIONS

Work can be mounted in a variety of ways to provide a range of displays, such as raising work away from the backing board at different depths, pleating, fanning and draping.

3D work can be enhanced by using drapes of fabric, white painted boxes, blocks of wood used as plinths. Make sure that every object can be seen, raising some pieces and isolating others. Choose colours which blend or contrast so that every contour is shown to full effect. Rare or valuable objects should be given their own space and may be emphasised by standing on an outline of coloured card or paper.

The use of spotlights will complete 3D display.

Adhesives:

PVA glue spread very thinly is the best adhesive for mounting work. Spread too thickly and the paper will be too wet, causing it to buckle.

Glue-sticks are suitable for small/medium scale work only.

Copydex can turn brown and stain through paper over time. Best used on thicker paper or card. Copydex can be useful for adhering fabric.

Changing Displays:

Old displays become invisible with familiarity, therefore display must be seen as a continuing process and changed at least termly.

The type of papers used in display may gradually fade and this needs to be considered when planning a display for a given period of time.

Lettering:

Lettering must be clearly written and of an appropriate size and style for easy reading. Hand lettering needs pencil guidelines which can be erased later. Commercial templates of wood or plastic are ideal for larger headlines. Paper can be prepared before hand, to create special effects. Computer generated banners can be used effectively and photocopiers can be used to enlarge lettering where necessary.