

Displays Policy



Written by	Adopted by staff	Ratified by governors	Review date
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Intent

At Shefford Lower we want children to 'FLOURISH' throughout the 'Connected Curriculum', and display is a crucial part of Shefford Lower School's FLOURISH intent.

Display takes many forms and when implemented appropriately, serves to support children's learning in an impactful way. The whole school is a potential visual aid for learning. Display of resource material and children's work offers opportunities to build up the skills of learning and understanding and to enrich through visual means. It is not only a powerful tool to stimulate interest and thinking, but also a basis for creative and aesthetic awareness.

Display also provides a valuable message around how our school is respected and cared for. Presentations that are displayed with care and are looked after to ensure they remain visually attractive embody and promote our school values and leadership ethics.

Displays also support staff to be aware of children's needs, and these always pay heed to GDPR guidance and matters of dignity. This includes third party management of children's needs (IE lunchtime support).

Implementation

Staff will display children's work effectively and sensitively, giving credence and respect for their decisions.

2. Encourage positive evaluation and mutual respect of art, craft and design work by both children and adults.
3. Provide a variety of display types (e.g.; celebratory, informative, interactive) and to encourage children to display their own work and display work to represent the whole range of curriculum areas.
4. Develop a consistent approach to the display of 2-d and 3-d artefacts throughout the school to ensure a high quality teaching and learning environment.

House points and values

The importance of values, including British Values, and the celebration of achievement using housepoints should be displayed prominently in each class. Children should be able to access these displays and articulate how they are used to support the school community. The notion of these displays should be part of daily discussions in class and filter through lesson time language also.

Equal Opportunites

All pupils should have their work displayed on a regular basis. Due to restrictions of space this may mean that pupils do not always have a piece of work on each display. Teachers should ensure that pupils have their work displayed regardless of their individual ability, recognising the individual's personal achievements. Displays of this kind should celebrate the high quality of work achieved and be rewarded by high quality displaying. When using resource materials, staff should ensure that the range of materials displayed show a positive representation of genders, races, cultures, faiths and people with special needs. Pupils with special educational needs should be given the necessary support to display their own work when appropriate.

Health And Safety

Staff should ensure that resources are used correctly for their own safety. Staple guns and removers should not be used by children. Staff should use stepladders when changing displays as they are not protected by insurance if falling from a chair or table. This policy operates under the school's Health and Safety policy.

Display Guidelines

1. All wall-displayed pieces will have a mount. Work will generally be single mounted unless there is a specific purpose for double mounting. Always use the minimum amount of adhesive.
2. Care should be taken to ensure lines and angles are neat and accurate – staff should use guillotine where possible. Laminations should otherwise be avoided to prevent barriers to visibility in difficult lighting and aligned to SEND friendly principles – copies can be made onto card, and will last throughout the year. Lamination can be used where displays will last longer than a school year.
3. Work should be mounted using blue-tac or staples (in areas of higher footfall or where the wind is likely to blow work off the wall).
4. All work will be mounted on a clean, well-prepared surface, taking out previous staples. Work in corridors should not be mounted directly on wall space unless this is double mounted onto stiff card and higher than the general movement of children. This is to avoid curling of work where children queue or lean on/touch walls. Teachers will ensure their displays remain in good condition.
5. All work will be labelled using a consistent size and style of type/letter form on each display. Handwritten labels may be evident on some displays, teachers shouldn't *always* make electronic labels. An explanation should give the viewer the 'story' around the display. Labels must show the subject, learning intention and the vocabulary within that learning.
6. Children's work should be named using a label underneath if necessary. Photographs should not appear with surnames of children.
7. Sensitive colour choices are essential to enhance the work and allow the work to be the dominant aspect of the display, and should also reflect the sensory needs of pupils to ensure stimulation is balanced with the need to attract visually.
8. Displays on corridors need updating every term. A theme is chosen for whole school unity in Autumn 2 (Winter) Spring 2 and Summer 2. Classroom displays should be changed more often with working walls reflecting current learning.
9. Staff will ensure that all text on displays, including titles are grammatically correct.eg. that capital /lower case letters are accurate. If titles are downloaded in bold, the middles of letters should be cut out as well as around the outside.
10. Staff will return any excess supplies in good condition to the Art cupboard for others to easily locate and use.
11. If new supplies are needed, ensure the office are able to order at least 3 weeks ahead.
12. Displays that show information for staff and pupils, such as 'Who can help us' or 'Fire Drill Procedures' should always be current.

Specialist Areas

Where there are examples of additional displays in class, these are looked after by specific subject leaders. These are as follows

The Arts – This is created with support of all teachers and managed by the leaders for Music, Art, Drama & Design, which make up the Creative Arts Team.

House Art – House art is created by all classes in September ahead of Captaincy voting. TAs from each Key Stage support the head teacher to create this display within the first two weeks.

House Leader Board – The head teacher ensures this display is renewed annually.

Values Leaves – The senior teacher for FLOURISH celebrates the values leaves earned by pupils in a weekly assembly, and these are then put on the trees by the pupil leaders (Captains/Vice Captains/Prefects) with support from staff where needed.

PE – The leader for PE is supported by the sports coach to ensure recent achievements (Certificates) are displayed, alongside house scores for pupil challenges after each assembly, and individual pupil achievements (photos and certificates from home).

Notices – The office manager will ensure that notices around the school remain current, and that they remain displayed with sufficient blue tack. A4 sheets pinned to boards will be pinned straight, using 4 pins. Items in corridors for pupil awareness will be displayed at height of pupils and refreshed if they grow tatty, or copied to card to prevent this. Where notices are permanent, these should be laminated. Laminations should otherwise be avoided to prevent barriers to visibility in difficult lighting.

PSA – committee members of the PSA will ensure that the external noticeboard is maintained, attractive and communicates current information.

GDPR

Where it is necessary for children's names to be displayed in class, these should be for first names only. Visible displays of children that attend interventions, have needs (IE allergies) and similar, should not be evident. All care should be taken to ensure privacy aligned to the school's privacy statement and the rights of the child. This includes wearing displays related to additional circumstances (IE wristbands, high vis vests, sticks).

Teaching Assistants/Supply/Students & Trainees

1. Teaching Assistants should be provided with, and supported by their teachers and leaders to know and follow the display policy.
2. Where supply teachers have covered for a long period they should be instructed how to provide items for display presentation.
3. Where a student teacher is working with a class, they should follow the display policy.

Impact

Pupils are asked about display during pupil voice sessions. Pupils are also asked about how they are made aware of values and celebrations, including what they are proud of.

The school parliament includes the use of display in their discussions to support the school's accessibility plans.

Leadership team members view and monitor the standards of displays in their areas of management, and encourage the upskilling of staff to shore up standards of display.