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Display Policy

We recognise displays as a means of stimulating and demonstrating learning and celebrating attainment and success. Displaying children’s work is important to acknowledge their achievements and should be included regularly from all areas of the curriculum.

**Aims**

At Gartconner the aims of displays are to:

* celebrate pupil attainment
* demonstrate children’s learning
* support and stimulate children’s learning through consolidation of previous learning
* provide new information & knowledge
* encourage understanding of a subject
* encourage children to have pride and confidence in their work and achievements by demonstrating that we value their work and learning

**Types of Display**

* **Display as stimulus** - Designed to interest and provoke questions about a particular topic.
* **Display as information** - Designed to introduce knowledge and skills or reinforcement of an area of learning
* **Display as celebration** - Designed to present children's work and photographs to a wider audience and demonstrate the value placed on achievement.

**Each display must:**

* be **neutral colours** or pastel colours and borders that compliment them
* include a brief description of the work
* include pupil voice
* have individual pieces of work clearly labelled with the child’s **first name only**
* reflect **current learning** and show **breadth** across the curriculum
* be meaningful and relevant to the children
* be **co-constructed with the children** and not the work of the teacher
* not be overloaded - there must be a balance between children’s work and printed/laminated materials
* be displayed at the appropriate height for the children and **usable/interactive**

**Classroom displays:**

* **Literacy wall** – to include the alphabet/current sounds/spellings and key vocabulary for reference
* **Numeracy wall** – to include key numeracy vocabulary and a number line or 100 square for reference
* **Learning journey wall in infants** – should reflect enquiry based learning and include photographs of the children demonstrating their learning where possible. Speech bubbles can be used to record what the children were saying/doing.

**Teachers should:**

* make displays as interactive as possible, taking account of different learning styles.
* recognise and use opportunities to involve children in planning/making displays and selecting work.
* maintain the quality of displays by carrying out running repairs.