



Sutton St James Community Primary School



DISPLAY AND PRESENTATION POLICY

Implementation Date: March 2021

Review Date: March 2023

Headteacher: Claire Willows	
Chair of Governors: Vicki Newton	
Date implemented:	
Date for review:	



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Display presentation is an integral part of teaching at Sutton St James Primary School. It is a form of communication and a means of enhancing the school environment. It is our aim to include in the children's displays a wide range of work from all areas of the curriculum and at all levels of ability.

The purpose of displays in school:

- To celebrate, value and share work produced by children and classes within the school.
- To highlight achievements of the school in subject areas, events, competitions and extra curricular activities in which the school community takes part.
- To showcase the high quality of work and activities of the children and staff to the parents and visitors to the school.
- To provide a stimulating visual and tactile environment which will enhance the quality of the learning experience.
- To use as a teaching aid.
- To introduce objects and materials to stimulate and provide starting points for learning.

Guideline for displays

- Teachers should make sure that displays are regularly changed and updated with children's current work. Display boards should be checked when displays are changed and if in a state of disintegration be replaced.
- Any display boards in poor condition should be replaced.
- A range and variety of children's work should be shown – this will include small and large scale pieces of work, individual and group projects and there should be a balance of 2D and 3D work.

Displays will include a variety of written and computer generated text and images and work using different media and techniques.

Where ever possible displays should be interactive – including questions, inviting discussion, problems to solve, challenges' made, 'hands on' objects etc.

Displays should comprise mainly of children's own work and this should be shown to its best advantage.

Displays should be representative of all children including reflecting the multi-cultural society in which we live.

Progression throughout the school should be reflected in the displays.

Working walls should show children's work/work in progress.

Good display is brought about by many factors, so teachers need to consider all these points to achieve effective displays:

- The planning of the layout and the consideration of the overall effect before the display is started.
- Simplicity and no overcrowding, as too much lessens the effectiveness and the impact of the display.
- All display boards need to be covered with backing paper to enhance the look, giving a warm and colourful work place. Display boards need borders to define the area and to draw the eye into the display. These can be in the form of the readymade borders (found in the stock cupboards), children making the borders through printing, or making your own with strips of paper/crepe.
- There needs to be scripts and labeling. These should be neat and if handwritten reflect the schools handwriting policy. If need be lines can be drawn to keep the writing straight and an even size then the lines can be erased afterwards. Labels can also be produced on the computer to enhance the displays. All children's work that is displayed needs to be clearly and neatly named.
- The use of colours, textures, drapes, plants, artifacts to enhance the children's work.
- All work must be mounted - well-mounted work attracts attention and is pleasing to the eye. There are different ways of mounting the children's work e.g. single mount – contrast between, work and back paper. Double mount – this is the most effective way of mounting work.
- Not all work needs to be on standard A4 or A3 paper. Work can be cut into various shapes and then mounted as appropriate.
- Work in the main should be stapled or blue tacked to display boards; however, in the hall for example, for health and safety reasons it may be advisable to use staples.
- Displays need to be changed at least once a term. If the children are actively engaged on purposeful, relevant tasks, there should be no shortage of display material in each classroom. Some displays may however, remain constant, for example alphabet/number displays, musical instrument and birthday displays, which are used for teaching points and reference throughout the year.
- Displays need not always be 2D, again for variety and to attract the eye it is possible to display 3D work, such as fairground rides, models, shoebox theatres etc.

- Displays need not always be on the display boards. It is possible to work beyond them, for example, bare walls above, at the side or even hanging down in front of the main display board providing that they do not interfere with the alarm sensors.
- Children should be involved in the planning and ordering of the displays. The teacher who employs good strategies is leading by example.
- All our displays need to show quality and breadth.

Conclusion

The preparation of good displays and exhibition does take time and effort but the educational pay-off is enormous. Good displays give a great deal of satisfaction and promote a livelier, more exciting learning environment.

Different boards and areas around the school outside classrooms, in the hall and down the corridors are designated display areas. A display timetable is updated yearly to spread the display responsibility around the teaching staff.

Display is not an optional extra. It is fundamental and an essential part of our work as good effective teachers.