



Sutton St James Community Primary School



DISPLAY AND PRESENTATION POLICY

Implementation Date: October 2024

Review Date: October 2026

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.
- TAs can be used to prepare and put up displays.
- All displays should include topic based higher level vocabulary.

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 create a warm and colourful work place. Display boards need borders to define the area and to draw the eye into the display.
- Labels should be neat and if handwritten reflect the schools handwriting policy
- The use of colours, textures, drapes, plants, artifacts to enhance the children's work.
- Work can be mounted - well-mounted work attracts attention and is pleasing to the eye.
- Work should be stapled or blue tacked to display boards; however, in the hall for example, for health and safety reasons drawing pins should not be used.
- Displays need to be changed in line with the topic. Some displays may however, remain constant, for example alphabet/number displays, rights and responsibilities and birthday displays, which are used for teaching points and referenced throughout the year.
- Displays need not always be 2D, again for variety and to attract the eye it is possible to display 3D work.
- 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.
- 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, helpful, more exciting learning environment and help children achieve a sense of pride.

Different boards and areas around the school outside classrooms, down the corridors are designated display areas. Cloakroom areas belong with the classroom they are used by.

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

Non-negotiables for display are:

- Rights and Responsibilities
- Date

Maths

- Clock display (KS1 upwards)
- Number line – age appropriate
- Maths working wall
- Calculation vocabulary
- Days and months (KS1 upwards, as necessary)
- Numbers as words

English

- Handwriting formation
- Read Write Inc sound charts
- Common exception words

Science

- Symbols showing the 5 different enquiry types
- Vocabulary – working scientifically should progress through the year
 - Topic – relevant topic vocabulary to include pictures to support
- Science topic information – This should be added to as the topic progresses and should be relevant to current topic. It should be large enough for children to be able to use to support their learning eg diagram of parts of a plant, diagram of mouth showing different teeth types
- Relevant scientists – information re historical and current scientists to help link science to real world application
- An interactive element

Presentation in Books

- **All books must have a name and subject sticker on the front** – there should be no other writing or drawing on book covers.
- Most pieces of work should have a sticker which includes level of support indicator, date, Learning Objective (Enquiry Question in Science) and success criteria with self-assessment opportunity. This will usually be stuck in the top left corner of the page.

- When sticking work into books, work should be trimmed or folded so that it does not protrude outside of the book.
- Colouring crayons should be used in books, not felt tip pens to avoid ink spoiling work on the back of the page.

English Books

- L.O top left which is dated and a clear child-friendly L.O achievable for all children to reach.
- Minimum of 3 success criteria points which help children achieve L.O.
- All written work to be in pencil or blue handwriting pen (depending on licence).
- All writing to begin at the margin, and the whole line is to be used.
- All words which are spelt incorrectly should have a single horizontal line through it – never crossed.
- All writing to be of the age-appropriate size and legible.
- Children to use a continuous cursive style as soon as they are ready (end of KS1, beginning of KS2).
- Any drawings must be in pencil.
- All self and peer-assessment should be completed in purple pen.
- Any answers which are correct should be ticked, answers which are incorrect should have a dot placed to them.
- If children are completing a grammar activity from a worksheet (KS2), every effort should be made to complete straight into books so that children are given the opportunity to work on their handwriting and writing stamina – minimal worksheet sticking in.
- Handwriting should be as neat as possible to show the children take pride in their learning, except for when children are drafting an extended piece of writing – getting ideas onto the page takes priority.
- Individual pupil targets must prioritise handwriting and grammar rules before moving on to complex English terminology.
- Ultimately, children need to take pride in how their English book is presented, no doodles/graffiti or ripped/turned up pages.

Maths Books

- The size of squares in maths books becomes smaller (3 different sizes) as the children progress through the school. When writing, children should aim to write one number in each square and keep any written sentences on the lines of the book.
- All work should have a Success Criteria sticker at the top, left of the page including the short date, Learning Objective and Success Criteria with a minimum of 2 and maximum of 4 objectives.
- Maths books do not contain a margin. Most work does NOT need a margin added, with the exception of 'calculation work' where no worksheet

is present and all work is written in the book. This work should have a margin, 3 squares wide, to allow for the clear numbering of questions.

- Children should show the majority of their working/calculations in the squares of their book, rather than trying to fit it all on a sheet where possible.
- All sheets/questions to be trimmed to avoid overhang from books and work should be stuck in neatly. Where possible, leave a 1-2 line gap between stuck in question sheets to allow space for corrections when needed.