

ISB Display Policy

Aim

To provide a framework for the whole school
To inform the school community about the importance of display.

Objectives

It is essential that display is of a high standard and consistent throughout the school:
To create a stimulating and attractive learning environment
To visually convey the ethos of the school – to children, parent/carers, governors, staff and visitors
To celebrate achievement
To model excellence
To give purpose and value to student's/children's work
To encourage a positive attitude towards the environment
To reflect our international student body
To show progression through the key stages
To give children support and guidance with their learning

General Principles

Ensure that the variety and balance of the curriculum is well reflected in the learning environment. Displays must be changed as appropriate to reflect the teaching, learning and current interest of the class.
Displays should reflect the ability and aspiration of the class and class teacher.
Posters, information about topics etc. should be used as well as children's work, to promote teaching points and extend learning and interests.
Work surfaces should be clutter free
Include interactive displays which evoke discussion, contribution or action
Keep it straight! – always use a paper cutter, checking that the ruler is straight and in position first. (*unless purposely creating a specific artistic effect*)
Displays should include a brief description of the work and when possible should have the child's/student's name written clearly at the bottom of the work or underneath the work

Changing displays

Displays must be changed to reflect the particular topics being covered in each class throughout the year. They should show work in a variety of subject areas.
Teachers have a responsibility to reflect their class' individual diversity in their displays.

Primary Specific

It is important that there is a consistent approach to display across the whole school and each classroom has the necessary information displayed to support and aid our children's learning.

The 'Essentials' section at the end of this policy has a detailed list of what each primary classroom is required to have displayed.

Information and resources such as graphemes and keywords must be displayed to aid the children's learning.

Questions could be displayed to extend the children's thinking.

Children's writing and small detailed drawings should where possible be displayed at children's level where possible.

Captions must be large, clear and mounted and should include the class name if work is being displayed in a communal area –

Ensure a balanced use of printed and handwritten captions and labels across all learning environments.

All writing by adults should follow the school's handwriting policy –if need be rule lines and use light pencil guidelines to ensure it is straight.

Encourage children to look at/ read/ discuss work on display around the school regularly.

All work displayed should be of a high standard and be representative of the age and stage of the child.

Real resources (e.g. photographs rather than cartoon-style pictures, real fruit rather than plastic) should be used wherever possible to support learning and display

Reading Areas

It is vital that children in every class have a reading area which celebrates and nurtures a love of reading, including interests of that particular class.

The reading area needs to be attractive and welcoming with a carefully selected range of books which:

- relate to the current learning
- nurture the class's interest in reading
- support reading development
- enable children to talk about their likes and dislikes in reading

Questions to think about

- What is the best use of the space available?
- How can you lay out the work to give the best effect?
- Which colours will enhance the work?
- What sort of labelling will you use?
- What artefacts can be used to 'hook' in learners?
- Is the display at child's level?
- Does the display inspire?
- Does it convey information to children/parents/visitors?
- Does it encourage children to interact?

Art Displays

The most important element is the work itself – the mount/ choice of colours etc. should not detract from the content.

The children should produce all artwork.

Work in a variety of appropriate media should be evident – colouring pencils and felt tips are not an appropriate medium for artwork on their own. They can, however be used in mixed media work or to illustrate work in another curriculum area. (Not sure if this is possible for ISB)

The work on display in each class throughout the year should show examples of the six main areas of Art – drawing, painting, sculpture, printing, textiles and mixed media work.

Subject Displays

It is recommended that displays should include a visual element to make them more interesting – some artwork, an interesting poster, photograph or book, some 3D objects linked to the subject area, some interesting questions or comments to encourage onlookers to interact with the display etc. Classroom displays should celebrate our international community.

Children's written work should be displayed at children's level, as far as possible.

Class teachers should ensure their classroom reflects and celebrates the diversity of learners within the class.

Essentials:

- Phonics International Alphabet charts - (Year 1-6)
- Vocabulary – Subject related and English extension
- Behaviour chart/ Learning Rainbow - (Year 1-6)
- House Point collection area
- Visual timetable or written timetable
- Coloured backing paper + borders on display boards
- Subject title /Topic title
- Display work that reflects the best efforts of the children

Review Date: November 2016