



White Ash School
Display and Presentation Policy

Displays are focal points for learning and should:

- Arouse the children's curiosity
- Pose questions and stimulate enquiry
- Foster participation/further exploration
- Set examples of care, high standards and professionalism
- Be used as resources for learning across the curriculum
- Be a means of imparting information
- Help to create a visually stimulating learning environment
- In the case of VI pupils be landmarks/ recognisable/ useful

Displays should aim to:

- Make the environment attractive
- Communicate ideas and information clearly: consider symbols, font, photographs etc.
- Stimulate interest and questioning.
- Show appreciation of children's work
- Respond to the interests of children
- Reflect the general ethos and diversity of the school

What type of display?

When considering what type of display to produce, it is useful to consider these three functional categories:

- Display as stimulus- designed to arouse interest in a particular concept or theme
- Display as information- designed to inform, to introduce knowledge as skills, or provide summaries and reinforcement
- Display as celebration- designed to present children's work to a wider audience

These categories should not be seen as mutually exclusive.

Displays should encourage children individually or collaboratively to:

- Observe their environment
 - outside school (the natural and the man-made environment and people)
 - inside the school grounds (school garden, pond, play areas)
 - in the shared school space (foyer, corridor, curriculum and resource areas)
 - in the classroom (objects, pictures and photographs selected to stimulate curiosity and related to the intended learning)

Question

- What?
- Why?
- How?
- Where?
- When?

Investigate

- In different artistic media
- In quizzes and games
- In research
- Through data collection in surveys, questionnaires
- Through physical manipulation of objects (how was it made, used, how does it work?)
- Through their senses (how does it feel, smell, taste, sound?)
- Through social interaction (making and using role play areas, creating display, making collaborative images and model).

Six different categories

1. **Stimulus display**- created by the teacher, at the beginning of a new term or topic
2. **Collections**- along a theme as a collaborative effort.
3. **Investigations**- investigations can be extended over time as children experiment and discuss and share them, both individually and more formally as a class, for example weaving or making objects

4. **Collaborative painting, environments, models-** children working collaboratively, in response to a shared stimulus, to create an environment leading to further enquiry
5. **Presentation-** developing the classroom environment in order to present investigations to an audience of other pupils, parents and visitors
6. **Role play areas-** sometimes used as free play, in which the teacher can extend learning in a variety of curriculum areas such as a post office, kitchen, space rocket, cave.

The learning environment checklist

- Are fonts easily read? Fonts can be: comic sans, Sassoon primary infant or FS Me (type used in imprint program when used with symbols)
- Do classrooms support pupil's learning?
- Do displays cover most aspects of the curriculum?
- Are learning objectives displayed and discussed?
- Are literacy and numeracy targets displayed and discussed?
- Are there practical examples of how targets can be achieved?
- Are key questions and prompts available?
- Are there interactive displays with provision for participation?
- Are work and info displayed in appropriate positions?
- Is there celebration of successful work?
- Is there evidence of cross curricular work?
- Do they celebrate gender/ race/ religion and beliefs?
- Do displays stimulate children and give a feeling of ownership?
- Does the layout of the classroom encourage interactive teaching and collaborative learning?
- Is display environmentally friendly? Hessian should be used to back boards.
- Are positive affirmations displayed and regularly re-referred to?
- Are school rules, thinking hats, procedures in classroom displayed?
- Do you want to develop a working wall? (long term learning objectives, short term intentions, re-drafting pupil's examples, evolving as each day progresses)?

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