



Three Bridges Primary School

Display & Presentation

Policy

Approval Date: December 2019

Review Date: October 2021

Headteacher: *Temerson*

The purpose of this policy is:

- To celebrate children's work of all levels and abilities.
- To provide a visually stimulating learning environment for all pupils.
- To establish expectations for teachers and support staff.
- To promote continuity and coherence across the school.
- To give children positive affirmation and parents feedback that the work has been appreciated and celebrated.
- To develop children's aesthetic awareness.

Displays should be seen as a teaching aid, offering support for current learning, and used for stimulating intellectual curiosity as well as celebrating children's achievements. At the start of each term, a display should be in place to greet the children and act as a stimulus for the new theme.

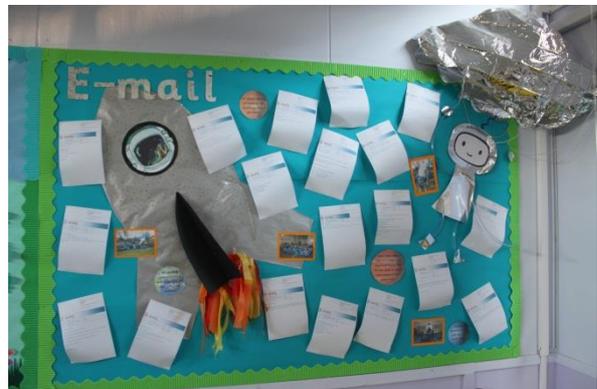
Expectations

- Displays in classrooms should reflect the pupil's current and most recent work.
- Displays in communal areas should be celebrations of children's work. These can be changed less frequently than classroom displays.
- Hall (see directive below) and corridor displays should always be on dedicated display boards. Children's work should not be blue tacked to corridor walls. Displays in classrooms should be a mixture of teaching and learning aids and celebrations of children's work.
- Hall and corridor displays should have a year group sign on them.
- Display backgrounds to be attractive and reflective of the theme using backing paper or texture. Backgrounds should have a fresh, previously unused edging or a border to ensure a finished look.
- Vocabulary relating to the current learning needs to be displayed. This can be printed or handwritten using a neat, joined style.
- Textiles can be used to add depth and softness, artefacts to add another dimension and interest.
- 'Washing line' displays are an acceptable alternative in rooms where board space is limited.
- Working walls which build over time can also add ownership to the class and their environment.
- Displays should have a short engaging explanation, context or a description of the work process and an appropriate heading.
- Lettering should be clear, easy to read and may include hand written, computer generated or stencilled labels.
- Children's work should be named where applicable.

- There should be an interactive element to some of the classroom displays, where children have a chance to interact with the display as part of the lesson or informally to extend their learning beyond the lesson. This could take the form of a maths table or literacy area.
- Methods of securing the work to boards should be limited to staples only.
- Blue Tack can be used in classrooms to display work.
- Damaged or tatty displays should be repaired or replaced as soon as possible. We need to demonstrate to the children that we value their work and our school.
- When taking down a display ensure that staples are also removed so as to preserve neatness of future displays.
- Every child's work should be celebrated somewhere in the classroom or wider school environment.

Every class should have the following displays:

- A literacy display,
- A maths display,
- A phonics display (EYFS and KS1),
- VIPERS Display,
- A topic display if this is not part of the literacy/maths display,
- Vocabulary for the current literacy and maths focus (Communicate In Print) on a small board,
- A numberline relevant to the children's age/ability,
- The handwriting display slips need to be on display in KS1 and KS2,
- An alphabet (EYFS and KS1).



Presentation of Work

- All work to be dated and have a title which may well be the learning objective for that lesson. This may be written / typed on the stickers provided depending on the individual child's ability.
- Underline title and date with ruler. (Using same tool as writing i.e. pencil or pen as appropriate). Equipment to be readily available at desks.
- Where mistakes are made - children should draw one neat line (with a ruler) through their mistake.
- Teachers may use erasers. Pupils may use rubbers with teachers' guidance.
- Teachers are to model the school's chosen handwriting style when scribing on flipcharts or IWB or marking pupil work.
- **Zero tolerance on graffiti, inside or on cover of exercise books – must be erased or covered up.** High expectations of presentation to be reinforced by all staff including cover teachers.
- Pupils should be encouraged to use the school handwriting style (see Handwriting Policy)
- All children should be writing in pen when appropriate. **No felt tips in books.**
- Celebrate good presentation in line with the Formative Assessment Policy.
- KS2 pupils should draw the assessment mountain at the end of the piece of work (in pencil).
- In maths books pupils should record one digit per square. Work should be lined up accurately.
- Diagrams to be drawn in pencil.
- Handwriting progress display. The handwriting display slips need to be on display in KS1 and KS2.
- Peer and self-assessment should be recorded in purple polishing pen.