

DISPLAY AND ENVIRONMENT GUIDELINES

Overview

Children and staff at Heaton should take pride in the quality of their work and respect the school environment. Work on display should promote learning and communicate to children that we value them and their work. There should be a consistent standard of display across our school, however high quality is not the same as uniformity and we value teachers being creative in the way they display children's work and communicate concepts visually.

KEY PRINCIPLES

Purpose

Anything displayed in the environment should meet the question: **Does this help children learn?**

Staff should consider, if they were to sit on the floor or at a table would a child be able to see the display or use it in their learning?

Over 50% of the wall space should be devoted to children's work.

Displays should be planned during medium term planning.

Display should not waste resources. Eg. Does everything need to be laminated? Can the elements of the display be used again?

Work displayed should be at the standard of the year group but children working below the standard of the year group need their work to be displayed and valued too.

Information that is for staff rather than children should be kept to a minimum.

Appearance

Labels, borders, backgrounds and colours should not distract from the children's work or the quality of the environment.

Generic mass produced resources (eg Twinkl or Sparklebox) should be used sparingly.

Displays should incorporate 2D and 3D work. The size of paper should not always be A4. The colour of paper should vary.

Mounting is to enhance the appearance of work but is not always required. Artwork is usually mounted.

Good quality, legible colour photocopies can be used on displays.

Filling every space should be avoided. Teachers should leave space on the walls to emphasise displays. Information on the walls should be reviewed regularly so that it is always appropriate.

Borders often waste board space and are only necessary if the edge of the board is damaged.

New hessian boards do not need to be backed.

Once a display becomes worn or damaged, it should be repaired or replaced.

Order

Trays to be accessed by the children should be clearly labelled and contain exactly what is written on the tray label.

Surfaces should be clutter free at the end of every day.

Text on displays

All work should have the children's names clearly and neatly written.

Descriptive text should model handwriting either by using the handwriting font or teachers' handwriting. Titles can use a variety of fonts as long as these are legible and descenders/ascenders are correct.

Text written by staff should use standard English, be spelt accurately and be grammatically correct.

Displays should incorporate key words, questions and labels.

Children's writing may have mistakes that have been marked. Writing that is published should be written neatly and correct following editing.

Teachers should try and display language that reflects the diversity of the school.

COMMUNAL DISPLAYS

Communal displays should display the year group and explain the context of the learning displayed.

Rota of corridor and hall displays

Corridor and hall display boards should be shared equally between the year groups in each base and should be changed following this rota. In September, boards should show work from previous years or photographs from weeks 1 and 2. Communal displays should display children's work as a gallery or to display a process

Red base	Yellow base	Blue base	Green base
YN, first half of each term	Y1, first half of each term	Y3, first half of each term	Y5, first half of each term
YR, second half of each term (includes EY hall)	Y2, second half of each term (includes Rainbow Rooms)	Y4, second half of each term (includes main hall)	Y6, second half of each term (includes Green base hall)

Classroom displays can be recycled as communal displays.

CLASSROOM DISPLAYS

There are three displays that must be in every classroom: English, maths and science. Boards should be updated regularly to reflect the weekly planning in English and maths and the medium term planning science and other topic areas.

English	Maths	Science	Other display boards
The English display is a working wall following the process of the English weekly plan. It should keep a record of the teaching towards the WAGOLL, draw out the learning from the reading phase and provide support to help children in their writing phases.	Usually the maths display is a collection of support materials to remind children of number facts and maths concepts. Sometimes it might show the progression of a particular area of maths, eg. fractions.	Science displays are a series of stages from the medium term plan. Each week evidence of the week's learning is added to the display: Photographs of practical work, speech bubbles, children's questions, children's comments, written work, drawings, charts and tables, artefacts, support information. If possible there should be an interactive table beneath the science display.	The remaining boards are not expected to be working walls. It is more appropriate that they celebrate children's work or show the elements of learning from topic work.

Once displays have been on the walls they can be recycled as communal displays or elements of the displays should form a class book. The purpose of this book is for children to read and remind children of their learning. As displays are made, the elements should be prepared in a form that can be easily stored in a book. Teachers should use A3 pocket portfolios to create these books. Class books should be made quickly after the display has been taken down.

CLASSROOM INGREDIENTS

Classroom door with class name and class staff names and photos (this will be prepared for staff).

Heaton values poster (this will be prepared for staff).

Behaviour 'traffic lights' and explanatory text (this will be prepared for staff).

Visual timetables help children know the structure of the day. These should be displayed at the front of the room, talked through every morning and changed daily (resources will be prepared for staff to laminate).

Red safeguarding and protocol boards (including protocol booklets, fire procedures, class snapshot)

RWI phonics frieze in early years and key stage 1. An A2 sized phonics grids in key stage 2 classrooms. These should be referred to when children are spelling phonetically spelt words during writing.

Upper and lower case alphabets should be on display from Nursery to Year 3

Accelerated Reader record charts should be displayed in key stage 2

Marking code in key stage 2

Presentation of work WAGOLLS

Each table should have a table tidy (pens, pencils, erasers, pencil sharpeners, rulers, felt tips, coloured pencils, whiteboard pens). Pencils should be sharp and long enough to hold the pencil correctly. Felt tips should always have their lids replaced after use.

High quality books displayed on white shelving. These should be changed regularly to promote reading and link to focus authors, texts and topics.

A standardised set of maths resources that will effectively teach the school maths framework. Maths trays should be kept in the same place and accessible to children (labels will be prepared for staff).

Place value columns (H T U in key stage 1, Th H T U . t in lower key stage 2, TTh Th H T U . t h th in upper key stage 2) should be on the maths display wall.

Tables should be arranged so that staff can provide support and feedback to children. They should be organised to ensure good classroom management and the needs of the subject. Groups of 6 should be avoided unless group discussion is expected during the lesson.

HEALTH AND SAFETY

Staff should use step ladders provided if the work is displayed above shoulder height. Staff using step ladders should wear suitable footwear.

To prevent displays from interfering with fire and alarm sensors, items hanging from the ceiling should not be within two tiles of the sensor.