



Display Policy

Believe, Achieve, Celebrate

Reviewed November 2023 – M Woodhouse

Review November 2025

Review June 2025 – B. Lovell

Next Review: June 2027

Aims of Display & Classroom Organisation

At Thurnby Mead we aim to:

- Encourage pupils to have pride and confidence in their work and achievements by demonstrating that **we value their work and learning**
- **Create a learning environment that stimulates interest and discussion** to challenge children's knowledge and understanding of the world
- **Encourage respect for the Academy environment** and actively work to ensure it is an enriched place to work and learn
- Influence children in best presentation, personal organisation and general tidiness
- **Celebrate achievement** and raise self-esteem for all
- Use display and resources to **positively impact on learning**; through consolidation / reminder of previous learning and introducing new information & knowledge.

Expectations of Classroom and corridor displays

- A high quality learning environment has a direct impact on the standards and attitudes of the pupils in our Academy.
- Initial working wall displays should be in place before the children return to Academy in the new academic year.
- These include:
 - Key vocabulary related to topics / specific subject areas
 - Book corners set up / labelled and books attractively displayed
 - As work is generated from the children this should be used to add to the working walls
- Corridor displays will be changed once a year and should be of an exceptional standard
- Displays should be maintained to ensure that they do not become tatty or ragged.
- Work should be attached with staples or blu tak.
- Blue tac should never be used on painted or tiled walls in the corridors as they damage the surface and look messy when work is removed. Please do not staple into wood (doors and furniture).

Displays should contain:

- A high percentage of display in corridors should be pupils' **named** work. Pupils' work should significantly outweigh other display resources .
- Borders made of purchased border rolls or designed by staff. Work on display should not overlap the border, unless as an intentional design element, as children's work should be thoughtfully positioned and spaced.
- Use fabric to add interest to displays and to ensure quality presentation (use expertise of other staff to support, where necessary).
- At a practical level, refer to displays when teaching to make meaningful links with previous learning / new learning. Display is not intended as decoration – it celebrates achievement, gives a wider audience to learning, reminds pupils of what they have learned / achieved, encourages higher standards through accessing the work of others and can enrich learning.

• All displays must have:

- A title
- Process (what the children have completed)
- Reinforcement of key vocabulary
- Quality labelling
- QR codes where applicable

- Larger displays should have word processed lettering cut out and backed. The use of metallic foil / wrapping paper can make a display look very effective and high quality.

- All work must be mounted.

- Please ensure that work is trimmed and mounted **evenly** and intended straight edges are **straight**. Please use paper cutters provided. A border of 1cm is advised.

• Classrooms must have:

- Quad box for years 2-6
- Writeable paper can be used to enhance displays
- Support resources e.g. A maths 100 square, number lines, place value charts, speaking & listening prompts, high frequency words
- Timeline and world map
- Fire evacuation procedures (Health & Safety requirement)

- Book areas that are tidied daily and regularly sorted, either by your TA or pupils.

- Teachers are encouraged to delegate some responsibility to named pupils for the upkeep and maintenance of the classroom and general learning environment. Good routines for tidying away are crucial and labour saving. Classes should not be dismissed to lunch / home until the classroom is tidy.

- Daily visual timetable should be displayed on a board each day.

Expectations on classroom organisation

- The overall effect of the classroom environment should be one of space and organisation. This sets a high standard of organisation and display which will support the further raising of educational standards and create a working environment which is attractive and stimulating. Please keep your classrooms neat and tidy. Use cupboard space to store teacher resources. Try to keep surfaces clear, other than for interactive displays for children.
- This means:
 - Piles of junk / books / teaching resources / pupils' work should not be left scattered in disorganised piles.
 - Do not hoard resources. When you have finished using them they should be promptly returned to the Resources Room so other staff can access them easily (please support colleagues by putting resources away properly in the correct place. If you are unsure, ask).
 - Be selective in what you keep. Do not hoard junk and clutter.
 - Cupboards and paper chests should be sorted out each term to maintain high levels of organisation and effectiveness.
 - Teachers' desks should not be piled high with resources / paper or folders. Develop organisation systems within your room maintain them. Desks should be tidied and cleared at the end of each day to allow for cleaning.
 - Storage mechanisms (files / plastic boxes etc) need to be in good condition and attractive.
 - Chairs and tables should be kept straight and tidy and chairs tucked under.
 - Labelling on trays, cupboards and equipment should be consistent in terms of the font used and quality of mounting

What you need to include in your classroom:

	Number line 0-20	100 square	Alphabet	Days of the week	Months/ Seasons	Phonics/ letters & sounds	Age appropriate words	Key Vocab
FS1	✓		✓	✓		✓	✓	
FS2	✓	✓	✓	✓	✓	✓	✓	✓
YR1	✓	✓	✓	✓	✓	✓	✓	✓
YR2	✓	✓	✓	✓	✓	✓	✓	✓
YR3	✓	✓	✓	✓	✓	✓	✓	✓
YR4	✓	✓	✓	✓	✓	✓	✓	✓
YR5		✓		✓		Small GTC chart	✓	✓
YR6		✓				Small GTC chart	✓	✓
DSP	✓	✓	✓	✓	✓	✓	✓	✓

Example of a display



Displays at Thurnby Mead

<u>Subject</u>	<u>Border</u>	<u>Year groups</u>
Literacy Working Wall Quad box 2-6 Level of formality 4-6	Red	1-6
Maths Working Wall	Light Blue	1-6
Science examples of work, process ect.	Dark Blue	1-6
History examples of work, process ect.	Purple	1-6
Geography examples of work, process ect.	Green	1-6
British Values & Protected Characteristics Ks2 only display them all	Your choice	1-6
Character Muscles display the focus of the week	Your choice	1-6
Reading the key skills you are teaching and oracy strategies, sentence stems	Your choice	2-6
Admin your timetable of the week, PE days, other year group information, Makaton sign	Your choice	1-6