

Abbey Academies Trust



Every Child Matters

POLICY

For

Display and Presentation

Amended

June 2016	September 2021	
September 2019		
September 2020		

Every Child Matters within a loving and caring Christian environment

UNICEF

As a RRS (Rights Respecting School - UNICEF) this upholds the following articles from the UNCRC (United Nations Convention on the Rights of the Child):

Article 29: Every child has the right to be the best they can be

The ethos that exists within our academy is based upon our 3Rs (Respect and take care of ourselves, Respect and take care of others, Respect and take care of our environment and the world in which we live), British Values, Christian Values and UNICEF articles. These are reflected through the quality and content of displays, pictures, objects and teaching aids which appear within the whole school environment.

Principles for Display:

At every stage of primary education, stimulating and relevant displays are an essential learning resource. Discovery tables, two and three-dimensional displays of children's work and models, in all curriculum areas, extend children's learning and celebrate their work.

Key Principles:

- *Stimulate curiosity and appreciation of the world
- *Celebrates children's effort and achievement
- *An effective learning and teaching tool
- *Reflects the rich and varied experiences of current and ongoing learning
- *Reflects a variety of cultures and religious beliefs and promotes inclusion
- * Share work with other pupils, parents and the wider community

Presentation of Displays

All displays should include the following:

- *Take care background e.g printing, glitter, 3D, texture, material, wash
- *Heading with a hook e.g Who built the Ark? Would you invite a Viking for tea? It's all Greek to us. Where's the Mummy? Magical Maths
- *Current and ongoing learning
- *Age appropriate vocabulary that is relevant to the learning in all subjects
- * An interactive element in all displays e.g Questions, challenges, investigations, problem solving, artefacts
- * Text large enough for pupils to be able to read and access
- *A range of clearly readable fonts can be used, including teacher's writing
- *Labels, captions, key questions and information which explain and enhance children's learning, objects and images

- *Writing, headings and labels are double mounted in public areas and at least single mounted within classrooms
- *Children's learning must be of a high standard of presentation including writing, drawing and artwork
- *All display work should be in line with the school's marking policy and handwriting and presentation policy

Classroom Displays

All classrooms should include:

- English and Mathematics Working Wall
 - ❖ Learning displayed demonstrates a variety of ways of recording (posters, photographs, diagrams, concept mapping, bullet points and lists).
 - ❖ Teachers and pupils may write captions and posters by hand as part of the lesson, which are then put on the wall for reference.
 - ❖ R/KS1 - RWI sounds frieze, simple/complex speed sounds poster prominently displayed near the interactive whiteboard.
 - ❖ KS2 - Spelling as part of the English working wall
- Curriculum and topic displays
 - This should include: high quality writing, learning objectives, photographs, ICT (Talking tins/pegs) and artwork
- Class Charter linked to UNICEF Rights and Responsibilities and signed by pupils and adults
- Lunchtime charter signed by pupils and midday supervisors
- Playtime charter to be displayed
- Learning targets displayed in an age appropriate manner
- Marking Policy e.g Green signs and symbols for T/TA
- Relevant UNICEF articles to be visible on classroom displays, including on charters
- E-Safety, Carbon Ambassador posters and healthy living posters
- High Five and Safe hands
- Feelings pegs, used by the children
- Speaking and listening charter
- Lunchtime prayer and Lord's Prayer
- How are you Smart displays in KS1/KS2
- Birthdays to be displayed in EYFS/KS1
- Exciting and engaging reading corners and role play areas in every classroom
- Visual timetables
- An RE display
- A reflection area, linked to the current Christian Value, should be included in each classroom

Shared Area Displays

All Shared areas must include the following:

- A cross curricular display in every year group which displays the learning journey, entitled 'Our Journey to Take Care Writing'. However if the learning journey is evident a different heading could be used. This should include: high quality writing, learning objectives, photographs, ICT (Talking tins/pegs) and artwork
- A Christian Values display in KS1/KS2 halls, the main school entrance and Key Stage corridors which will be changed Termly by the Art and RE Curriculum teams
- A Reflection Area for children to access throughout the school day (additional to classroom Reflection Areas). This will reflect the current Christian Value and include an interactive element. To be updated and maintained by RE Team
- A Healthy Eating/Food for Life display
- An age appropriate British Values display
- A PSHE display (Does not need to be SEAL)

Monitoring and evaluation

Displays in classrooms and throughout the school will be monitored on an ongoing basis by members of the Leadership Team (including Trustees and Governors) and Art Curriculum Team.

Monitoring and evaluation will be done as part of classroom observation of teaching and learning as well as learning walks.

Health and Safety

Colleagues are responsible for ensuring work is attached securely and correctly to the walls. Any three dimensional work should be displayed at an appropriate height. When mounting work above shoulder height, teachers will use the step ladders provided within each key stage. For further guidance refer to the health and safety policy.