



All Saints CE (VC) First School, Busy Bees Nursery & Kingfisher Club

Curriculum Policy on Display

Date adopted: February 2017

By: Full GB

To be reviewed: February 2019

Rationale

At All Saints First School we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

Aims

Good displays assist children in developing their visual ideas, and aid self-confidence. Displays need to do more than show the range of media used across a Key Stage. An effective display should make it clear how the children are developing skills through each subject.

Displays should aim to:

- Make the environment interesting and interactive.
- Communicate ideas and information clearly and simply.
- Show the process of work undertaken as well as the product.
- Stimulate interest and curiosity.
- Show appreciation of children's work.
- Respond to, enrich and extend the interests of the children.
- Reflect the general ethos of the school itself.
- To benefit the children.
- To help the children learn.

Different Types of Display

These categories should not be seen or focused in isolation. The most successful displays often contain elements of them all.

Question

Some displays should aim to encourage children to question; Why? What? How? Where? When? Who? The children should make comparisons and to look for similarities and differences.

Investigate

Some displays should aim to encourage children to investigate; through their senses, through questions and instructions, through manipulation and social interaction.

Stimulus Displays

This display is designed to arouse interest in a particular concept or theme. Usually created at the start of a new topic and is initially set up by the class teacher with subsequent additions contributed by the children once the topic is underway.

Informative Displays

This type of display is designed to introduce knowledge, provide summaries of work or to reinforce learning.

Celebratory Displays

This type of display is designed to celebrate and share children's work with the wider audience and to encourage further achievements.

Role Play Areas

These are display areas in themselves often created by the children whilst they play and in which the teacher can later intervene to extend learning in different areas of the curriculum.

Interactive Displays

This type of display should encourage the children to read, touch and move the display to encourage specific learning objectives.

Planning (Planning and preparation for displays can be found in the weekly planning.)

- Every child has work on display at some time - it is vital to build children's confidence and to show each child that their contribution is necessary and valued.
- Display a variety of work so that displays have cross curricular links between different subject areas.
- Don't put unconnected random work/ items together- link the materials on display in a sequence or a group.
- When possible, co-ordinate and carefully consider the choice of colours to be used.
- Use strong colours.
- Avoid frieze background pale and 'wishy washy', strong colours make more impact.
- If you are using pale colours, use a strong colour with it. (Pale blue with dark blue.)
- Reflect colours that are in the children's work.
- Aim for continuity of colour throughout the display.
- Lettering and Labelling

- A variety of fonts can be used on display. Make sure the lettering and labelling is clear and of a high standard and appropriately placed.
- Use appropriate vocabulary- this will reinforce and share new vocabulary that has been introduced whilst the work is on display
- Have recognisable theme/title- work on untitled displays is not readily understood or appreciated.
- Have a focal point and an apt focus- this will grab attention and invite the onlooker to investigate further.

Work for display

Work produced for display purposes can be shown unmarked (as this should be a replica from the exercise book which will already have been marked). Work could be drafted first so that any spelling mistakes/grammatical errors etc. can be rectified.

However, it may be appropriate to display work with marking shown, celebrating the fact that it is a 'work in progress', and is an on-going document. In this situation, teacher comments should indicate areas of high achievement, with a following comment on future objectives and good use of success criteria.

Monitoring

Learning walks with School Council representatives will consider the child's voice of the school display.

Governors will also consider the use of displays during learning walks (Possibly cross - curricular)

Photographs of displays will be taken termly so that a display portfolio can be developed each year.

Resources

The Art Subject leader will liaise with class teachers during the summer term to order resources for display.

Safety

When creating a display always ensure that no risks are taken when working by ensuring the appropriate steps are used. Please refer to schools Health and Safety document

