Cockfield Community Primary & Nursery School

Cockfield Primary School
Policy for Display

"The preparation of good displays and exhibitions takes time and effort, but the educational pay-off can be enormous. Not only do they give a great deal of satisfaction – making the time spent in producing them worthwhile – but they promote livelier and more exciting learning environments, in which the teacher and the pupils can give of their best".

Art, Craft and Design in the Primary School.

This policy covers all key stages and all wrap around and after school activities.

The Aims and Purposes of Display Are:

- To celebrate and show appreciation of children's work, and instil a sense of pride and value in each contribution;
- To enhance teaching and learning- particularly through numeracy, literacy and target displays within classes.
- To make the school environment more stimulating, interesting, attractive and welcoming to children and visitors;
- To communicate ideas and information clearly and simply;
- To foster creativity, imagination and personal responses and thoughts;
- To stimulate interest and curiosity in a given topic;
- To show the different stages of work undertaken as well as the finished product;
- To respond to, enrich and extend the interests of the children;
- To reflect the general ethos of Cockfield Primary School;
- To foster an active participation in, and critical appraisal of, their own environment and learning.

Displays should aim to encourage children individually and collaboratively to observe, consider and interact with:

- The environment outside of school, i.e. the natural and manmade environment around them;
- The environment within the school grounds, i.e. the playground areas;
- The environment within the classroom, i.e. objects, pictures, books and photographs selected to stimulate curiosity and interest related to current learning;

- The environmental spaces within school that are shared, i.e. foyers, corridors, the hall – first impressions are important.

Displays should aim to encourage children individually and collaboratively to question:

- Why?
- What?
- How?
- Where?
- When?
- Who?
- To make comparisons and look for similarities and differences;
- To express opinions;
- To evaluate and discuss their own work and that of others (including setting and working towards targets);
- To gain ideas and to share ideas;
- To see, enjoy and appreciate the work of other year groups.

Displays should aim to encourage children individually and collaboratively to investigate, participate and engage with their learning:

- Through quizzes and games;
- Through questions and instructions;
- Through research, enquiry and contributions to displays;
- Through the senses, e.g. touching, listening etc;
- Through manipulation: How was it made? How does it work? How is it used? Etc;
- Through social interaction, e.g. in role play areas and when collaborating in the production of images and models for display etc;
- Through exploring the tools and materials that have been used by others to produce the work on display.

Displays should aim to foster the development of children's imagination, creativity and expressiveness and their self-esteem regarding these in both an individual and group context. As such a selection of all children's work should be displayed, regardless of ability, with teachers aiming to display a fair selection of children's work throughout the year with each pupils' work being displayed at some point and without favouritism towards others.

The Learning Environment

The school environment should be clean, tidy, as well as aesthetically pleasing and stimulating. This influences both learning and social behaviour.

Displays should relate to the activities that the children are currently undertaking. Through display, children's self-esteem can be raised. By displaying children's work with posters, artefacts, photographs or pictures, they are able to form their own ideas and forge links between areas of learning.

Each class should have Maths, English and Rights and Responsibilities displays as well as topic display boards that are linked to the creative curriculum and are regularly updated. Displays within the wider school environment should share and celebrate children's work, share school information and/or foster a stimulating engagement with learning as in-line with the aims and purposes of display as outlined in this document.

Different Types of Display:

The following categories should be considered to ensure that there is a variety of the types of display that the children see, use and contribute to throughout the school year. The emphasis will however vary at times more towards one category than the other, e.g. at the start of a new project or topic.

Stimulus Displays:
This type of display is designed to arouse interest in a particular concept or theme. It is usually created at the beginning of a new term or topic, and is initially designed 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. This category can also include notice boards for parents and visitors to inform them about 'out of hours' activities and forthcoming events etc. Class English, Maths and target displays are informative in nature and are valuable teaching and learning aids.

Celebratory Displays:
This type of display is designed to celebrate and share children's work with a wider audience, and to encourage further achievements.

Role-play/ Topic areas:
These are displays in themselves, often reshaped and moulded by the children whilst they play and in which the teacher can intervene to extend learning in different areas of the curriculum. They may include books, objects, CD players (the audible element of displays is too often overlooked) and/or activities and games to name but a few. Topic areas are not just for Key Stage 1 and Foundation Stage!

Children's display areas:
These are areas where the work on display has been trimmed, mounted, put up and labelled by the children. They take complete ownership for the creation, development and upkeep of these areas. Demand high expectations from the children from the very beginning and pupils will produce their best and take pride in their work.

Whilst these categories are guidelines for effective display, the most successful displays will often contain elements of them all.

Guidelines

The following offers guidelines on the preparation of displays within our school. All displays are to be created and maintained to the highest standard; displays reflect the standards and values we set within the school and thus reflect the standards we expect of pupils, both to pupils themselves and to outside visitors. Having said this it is to be remembered that as in many creative processes there is no particular right or wrong answer and whilst the following offer guidelines to help staff with the creation of a successful display, it is noted that there will be exceptions to these rules and it is hoped that staff will continue to approach displays creatively. Indeed creative and imaginative displays that stray from the norm can often be extremely effective and stimulating.

Responsibility for Displays and Duration of Displays

At Cockfield Primary School, teachers are responsible for displays within their class. In all Key Stages they share responsibility for shared areas of display, to ensure that there is a good breadth and balance of displays with equally shared responsibility between year groups. Displays are designed by teachers and may be prepared, set up and taken down by a support assistant, in-line with teacher workload regulations.

Displays are most effective when they are new. Some displays, such as core subject displays, have impact over a long period of time as children are constantly subconsciously exposed to them whilst they are looking at the board. Similarly children may refer to some displays, such as displays containing spellings of days and months, regularly within lessons to promote independent learning. However, with other displays precious few people will be taking any notice once the display has been up for any significant length of time unless it is constantly evolving and is interactive in some way.

With the exception of long-term displays used as teaching and learning aids in classrooms and continually evolving topic displays and children's boards in classrooms, displays are to be changed or replaced regularly so as to remain relevant to current teaching and learning.

The Nature and Manifestation of Classroom and Corridor Displays

As stated previously, displays serve different purposes throughout the school environment and their construction and duration reflects this. Work within classes may consist of long-term displays, such as VCOP displays, which are created to high standards by staff. However, other displays within the class can be much more temporary and immediate such as those linked to topic work. Due to the temporal and organic nature of topic related displays, which may be designed and managed by the children themselves, they may look more 'rugged' and 'hands on', this is not necessarily a bad thing; especially if it shows the children engaging and taking responsibility for their learning.

Corridor displays though gives visitors a first impression of what is going on in our school and act as a stimulus for learning to all within school. These displays will usually be staff-made and maintained to the highest of standards.

Display and the Foundation Stage

Foundation stage displays will relate to all areas of the EYFS. They may consist of a selection of large photographs, individual paintings, drawings or group work. They may also contain the language used by the children and make reference to the area of learning or adult observations. Displays will be constructed at as low a level as possible to make them more accessible to the children.

Backing and Borders

The school provides a selection of backing paper colours, any of which may be used. Backing paper is expensive to buy and should be returned neatly and carefully to the paper holder so as to avoid damaging the entire roll. Used backing paper should only be returned to the store cupboard to be used again if it is in pristine condition and of long enough length to justify that anybody would use it again.

The selection of backing paper should be sensitive to the theme and work that is being displayed. Therefore, the brighter colours may not necessarily be the most effective ones in all situations. In fact, they can often detract from the main focus of the display. The same applies to selecting borders.

As standard, double borders are used within the school and, on larger boards, sometimes triple borders. Whilst the school does have a selection of scalloped borders their use is discouraged as they fray and curl quickly and so spoil the effectiveness of the display.

Mounting of Work

Any work on display should be shown clearly and simply, too much information can affect the composition of the display making it look cluttered and create an 'information overload'.

The most effective displays are achieved through the sensitive use of the colour and tone used to mount work and the effective use of space. Careful attention when mounting can raise the profile of the work significantly.

Work on displays at Cockfield Primary School is to be mounted. Double mounting is encouraged but may not always be most effective in the overall composition of the display or suite the nature of the work. Double mounting is when two mounts – an inner and an outer one are used, one on top of the other. The inner and the outer mounts can be of contrasting colours, two tones of the same colour, or a neutral (black or grey) with a colour. However, as stated, it is recognised that exceptions will be made in reflection of the nature of the creative curriculum and that some displays will be more permanent that others. In light of this, some work may be un-mounted, single mounted or triple mounted. Some examples of work that may be un-mounted are posters, larger artworks, laminated work, photographs, evolving pupil work or topic displays and work which is maintained by the pupils.

Window mounting consists of placing windows or frames cut from card or strong paper over the work. Frames can then be used several times. Frames work well in focusing the attention on the achievement in a piece of work, whilst disguising the mechanics, e.g. untidy edges in a piece of textile work.

Lettering and Labelling

The labelling for any display should be clear and concise – the form of lettering will depend on the nature of the display. Lettering and labelling should reflect a range of different styles including handwritten cursive and print, various computer fonts and template letters. Wooden stencils and templates are available for the use by older children or adults within school. Alternatively lettering can be achieved through the use of computer programs such as Microsoft Word (and WordArt) and Microsoft Publisher, which again can be made by pupils or staff. This gives the designer a wider range of fonts and variations upon the font to work with. It also allows backgrounds and illustrations to be added and banners to be made.

Lettering for displays should take into consideration:

- **Readability** – Displays must consider the position of the lettering, in order that it can be read easily in relation to age and ability.
- **Simple Captions** – Link titles and captions closely to the subject matter and keep writing to a minimum for maximum impact.
- **Labels in proportion** – Ensure that the labels on display are smaller in size than the title, so that they do not fight for attention. Ensure that lettering is also correspondingly thinner. If objects are part of the display, make sure that their labels are firmly attached.

Planning and Arranging the Layout: (See appendix for diagrams)

The organisation of the layout of a display is important. The essence of a good display is the control and effective use of space. The aim of display is to catch the eye and invite it to investigate further and absorb and appreciate the information presented. This will work well if we create a sense of direction and balance within a display. In order to help make decisions about the amount of space to allow between pieces of work, work can be arranged and attached temporarily by using pins or blu-tac, before you fasten it down with a staple. If work is following the shape of the board, it will need to run in straight lines although in other circumstances work laid-out in other ways will be more desirable, e.g. work that is set on angles or randomly.

Work for display purposes must be carefully cut in order to have straight edges, using a trimmer before it is mounted. There are times when it is appropriate to cut round children's work as, for example, when we are combining lots of individual and independent units for a class collage which has been made collaboratively with the whole class. However, children's work must never be trimmed or altered so as to only select the 'best bit' to go on the wall.

Children's Involvement in Display

Mounting and displaying children's work is one way of showing them that it is valued. Children though also take great pride in actively creating and maintaining the displays within their classroom. They can contribute by doing jobs such as printing the titles or mounting their own work, adding items to display tables and boards or being responsible for maintaining the neatness of the display. Indeed, children could also be responsible for their own board where they post their own writing, art etc. Health and safety guidelines should be followed at all times and children should not be standing on chairs, tables or other objects to reach high places. Also, neither should children be allowed to use staple guns.

Health and Safety

The health and safety of staff and pupils is paramount above all over considerations at all times. All staff are required to read and understand the contents of the latest Health and Safety booklet produced by Durham County Council and adhere to its advice at all times. Failure to do so could place yourself and others in danger and possibly lead to disciplinary procedures against staff.