



Introduction

At St. Stephen's School we pride ourselves on the quality of display work which plays a significant role in setting out our shared expectations. We believe that display is fundamentally important for the following reasons:

- It celebrates pupils' work and learning achievements
- Presenting pupils' work well is a reward in itself for pupils
- It communicates the schools' shared high expectations for learning
- Displays can inspire, create interest and generate discussion around learning
- Quality work which is carefully displayed, values children's efforts and is aspirational for all members of the St. Stephen school community.

Provided below are some practical guidelines for displaying children's work. These guidelines are intended to support all staff in achieving the best quality displayed work at the school.

1. Aim for quality

All pupils are capable of producing quality work regardless of age, ability or need. Having high expectations and timetabling quality time for pupils to publish work for display is the key for achieving good results. If a pupil finds it difficult to sustain longer pieces of work for publication, publish extracts or even just a small section of work.

2. Keep it simple

A good quality display is not about the brightness of the backing paper or the size of the title but more about quality of work. It should speak for itself and should stimulate interest. The example shown below is a cluttered display where the eye is drawn to the colours and the added materials rather than the quality of work. Do not over clutter the display board but do not leave big gaps either

3. Mounting work

When mounting work on to larger pieces of backing paper always work with the angles of the backing paper. Avoid placing work to be trimmed in the middle of the backing paper at odd angles. At least single mount work using complementary colours using the first colour to match the colour of the

backing paper. Pin or Blu-tack the work first to ensure everything is in place. When stapling, always staple at an angle so that staples can be easily removed.

4. Aim for Symmetry

When planning a display, plan the display from the centre point of the board and have a fixed horizontal 'top line' for the display. Work outwards from the centre keeping your top lines level. This creates a symmetrical effect which is easy for the eye to orientate.

4. Use Drapes and Props Sympathetically

Drapes and fabrics can really enhance a classroom display, generating interest in the display and creating textures for pupils. The same is true of the use of 3-D objects and materials. Aim for objects, fabrics and drapes which complement the display.

5. Use Photographs in Display to Help Show the Learning Process

Photographs in display are really great for those "you had to be there" moments. Especially when the learning takes place over a period of time, photographs are great for capturing the learning processes. This display uses photographs to show children sampling different types of fruit. It would be hard to convey the quality of learning experience without the use of photography to enhance the display.

6. Quotes, Context and Key Vocabulary

Always ensure displays contain quotes from children which emphasise what they have learnt or peer assessment review slips.

7. Insert Key Questions or Challenges

The text in this display contains a range of questions and tasks encouraging pupils to learn. It sets readers the challenge of finding the key information contained in the display in the same way as a good information book would. Interactive maths displays are a great way of introducing learning opportunities such as problem solving. Pupils will spend time solving the problems and will apply skills taught in lessons. Print context labels larger than expected so that they can easily be read

8. Get creative with the borders and let the work speak for itself.

To add your own personal touch and emphasise creativity, try using different style borders to make your display stand out.



Agreed by Governors

(Chair Signature):

A handwritten signature in black ink, appearing to be 'RPF', written over a horizontal line.

Policy Due for Review:

September 2018