

CONTENTS

1. The importance of display
2. Good display
3. What should be displayed
4. Our expectations
5. Ownership of display

1. The importance of display

The quality of display in the School is recognised as a vital element in creating an excellent learning environment for the children. Our audience is varied and includes visitors, parents, children and colleagues. The first impressions of the School are often influenced by the displays on view. It is therefore imperative that the quality of display is of the highest standard.

The school believes that good display makes everyone feel proud of their work and valued for what they have achieved, both as individuals and as a whole school. It is a useful tool to demonstrate the standards of work produced within the school, at all levels and in many varied aspects of school life.

Display can promote curiosity and questioning and forms a part of the learning and teaching experience offered across the school.

The purpose of display in the School, therefore, is to:

- Offer an excellent first impression
- Give information and communicate with different audiences
- Offer opportunities for PR and Marketing
- Build collective ownership of the learning environment
- Support teaching and exploration
- Create an impact
- Ensure the consistency of standards and to illustrate progression
- Motivate, inspire and present challenges
- Become an integral part of the classroom and support the topics being studied
- Support the teaching of new skills and offer visual aids to help children complete learning activities
- Build children's confidence
- Support teaching children the value of self and peer assessment.

2. Good Display

- A good display needs a focus area and the whole creates a balanced composition. The composition will include pieces of work which are properly mounted.
- Each display should use colour which tones appropriately with the subject of the work. The colour should enhance the work.
- The lettering can add great deal to the way a display can catch the eye and communicate its relevance to the audience.
- Where appropriate there should be a mixture of 2D and 3D displays
- For younger year groups, interactive displays are also very much appreciated by the children and can stimulate learning.



ROEDEAN
MOIRA HOUSE

ROEDEAN MOIRA HOUSE

DISPLAY POLICY 2018-2019

- Hanging displays can be effective but should be used sparingly.

3. What should be displayed?

- Our displays aim to be current, personalised and aspirational.
- All areas of the curriculum should be displayed. Our displays should reflect the full breadth of the curriculum, with topics rotated regularly.
- Some displays need to be changed daily, weekly and even half-termly. At no point should a subject display remain up for longer than a term.

The following should be displayed throughout the year:

- The School's Mission and Aims
- Attainment descriptors
- Examples of students' work with attainment and comments
- Recent subject examination results
- Recent individual exam results with girls' pictures
- Career paths
- Inspirational female role-models including old girls
- Pictures and write-ups of trips / activities / events linked to the subject
- Advertisement of subject-related activities
- Fire evacuation procedures
- ChildLine posters, anti-bullying and other pastoral posters

Daily information and general information should also be displayed for girls in the form, e.g.:

- Girls' names and pictures for posts of responsibility
- List of birthdays for girls
- Pyramid Points

4. Our Expectations

- Labels - labels should be clear and precise. Old labels should be removed completely or covered with a new one.
- No blu-Tack or drawing pins should be used on any walls or on the ceiling.
- All classes must have their notices clearly displayed at a height accessible to the children.
- Clutter should be avoided as it makes the room and the teacher's desk look untidy and takes the focus away from the more positive aspects of the classroom.
- Consideration should be given to the storage of resources so that they look good, tidy, organised and are easy for the children to access. A classroom which is successfully set up in this way can encourage the children to be more independent.
- Artefacts can make an effective contribution to displays.
- All work should be mounted - double mounting is not necessary.
- Extra furniture should be removed from the classroom by the Operations Team if not needed.
- Impact can be given through areas of focus i.e. book corners, topic areas, writing areas, role play areas etc.
- In the Junior School, if there is to be a seating area for reading it should also fit the excellent standards of display in the room. Cushions should be clean and in keeping with the environment. They should be stored effectively when not in use.
- The use of material can be extremely effective in a display, however it should be noted that the use of patterned material is much more difficult to use to enhance a display.

5. Ownership of Display

- The boards in the classrooms are the responsibility of the class teachers and they should ensure that displays fulfil our expectations.
- Year groups and specialists have been allocated boards in the corridor and the computer room.
- Each Head of Faculty will ensure that there are the appropriate resources available to each department to ensure good displays.
- Subject teachers are responsible for displaying events on the boards for special events, e.g. Open Morning, Sixth Form Open Evening, GCSE Options Evening. Any labels will need to be in Trebuchet MS bold- pt 90. Any additional text (which should be kept to a minimum) needs to be in pt 40. Only white tack can be used on the display boards provided. The Head of Faculty is responsible for the quality of the displays and the Marketing Department will monitor those before the events.
- The school Photographer is available to assist in taking new photos, printing and laminating them but should be given sufficient notice.
- The school administration staff are responsible for the displays of information in the staff common room. All members of staff are responsible for keeping the staff room environment well organised and tidy.

Related policies and documents

This policy should be read in conjunction with the following policies and documents:

Employee Handbook
Staff Handbook
Code of Conduct for Employees
Health Safety Handbook
Boarding Staff Handbook
National Minimum Standards for Boarding Schools
ISI Handbook for the Inspection of Schools, Regulatory Requirements
Teachers' Standards
Departmental Handbook
Learning and Teaching
Complaints Policy (Parents)
Complaints Policy (Pupils)

POLICY REVIEWED BY SCHOOL: June 2018

POLICY REVIEWED BY SCHOOL COUNCIL: June 2017

NEXT REVIEW: May 2019