



**MELLERS PRIMARY SCHOOL  
DISPLAY POLICY  
December 2017**

At Mellers Primary School we are committed to creating a physical environment which is stimulating, tidy, ordered, attractive and purposeful, reflecting the high standard of work and presentation that we expect from all our pupils. As a staff team, we are dedicated to displaying pupils' work to promote the excellent practice that is evident in our school, and we acknowledge that a well-ordered, tidy environment with displays of the highest calibre is a strong indication of our commitment to high standards, and of high expectations of all our pupils.

In this respect, therefore, the way in which we display pupils' work is of critical importance.

This policy sets out our philosophy of display, and the agreement that we have reached, as a staff team, about the quality, presentation and format of displays in classrooms and in shared areas.

As a staff team, we agree that where displays are successful, the following are evident:

- They showcase pupils' work
- Backing complements the work
- They are pleasing to the eye
- They might be 3 dimensional
- Lettering is clear and appropriately sized, linked to the theme of the display without distracting from it
- There is a mixture of different media in the display e.g. writing, photos, artwork
- Different papers and fabrics are used to create interest e.g. fabric, metallic paper
- The whole of the board is used and space is maximised
- Displays use a range of symmetrical and non-symmetrical techniques – not always straight
- All work is mounted – some photos may be displayed in other ways
- When labels are used, they explain the focus and inspiration for the work displayed
- They are interactive, using open-ended questions to draw people in
- The border is neat and might have been printed by pupils or be linked to the display's theme
- Good quality writing for that child is displayed
- Well placed artefacts, plants, photo frames, etc. are placed on shelves or the windowsill

We agreed that the above principles will guide our work on creating high quality displays and that we will avoid: tatty displays in a poor state of repair; poor quality photos; ripped borders and defaced work; displays that are out of date; displays with no titles, as these factors all create a negative impression of our aspirations as a team.

The Mellers staff team has agreed the following outcomes about our classroom displays:

- Each classroom will have work displayed by the children for maths, English, science / topic theme. These displays will be changed at least twice a year, autumn and spring terms and will contain predominantly pupils' work

- Each classroom will have an 'Our Class' display, with photographs of the pupils kept up throughout the year
- All display borders will be of good quality
- Pupils' work will be double mounted, unless it is art work that wouldn't benefit from double mounting
- Each display will have a title which is clear to read and labels that explain that inspiration and theme for the work
- Throughout the year, every pupil will have their work displayed
- A range of different fonts will be used on displays
- Lettering will be clear and legible

The following outcomes have been agreed by the Mellors staff team about displays in corridors and shared areas:

- The display boards outside classrooms will be of equally excellent quality as classroom displays, adhering to the above principles. They will be changed annually, but will be maintained to a high standard throughout the year. The pupils' work for these displays will be prepared during transition time, when class teachers will be working throughout the second half of the summer term with the class they will have in September.
- In the key stage one and early years central areas, each class will be responsible for a subject themed interactive display on the work top space under the board. These will embellished and refreshed throughout the year and include stimuli materials, artefacts, books and children's work from all the key stage one and foundation two classes.
- Alcoves in the central areas are used for group work with key resources discreetly stored and soft furnishings thoughtfully used to discreetly enhance the space.

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Approved by:

To be reviewed: