



# AVANTI COURT

## PRIMARY SCHOOL

### **Presentation and Display Policy**

**2017-2019**

*Agreed & Ratified as a working document: September 2017 by SLT and MMT*

*Review date: September 2019*

# Policy for Presentation and Display

## Displays

**Displays are a celebration of children's learning and are used to inform, celebrate, enhance pupil learning. A well thought-out learning environment makes children more likely to want to learn - a stimulating environment makes for a stimulated child.**

### **Purpose:**

1. To create a stimulating environment reflecting the school's ethos
2. To raise pupils' self esteem
3. To enhance understanding, appreciation and enjoyment of children's work
4. To celebrate children's work across the curriculum throughout the school
5. To inform and create a focus for learning

### **General Guidelines**

- The main focus for all displays is the children's work and the school community – classroom displays will be pre-dominantly displays to aid/model learning whereas corridor displays will be predominantly celebratory.
- Displays can include group or individual work from a range of achievement
- All work displayed will be of the **highest quality** and reflect the school community
- Display areas will be backed and edged with a border
- Work for display in corridors/communal areas will be double mounted, titled and named neatly, using IT, neat handwriting or templates- **please do not use photocopied work for displays.**
- Work for display in the classroom will be at least single mounted, titled and named neatly, using IT, neat handwriting or templates.
- Displays should include 2-d and 3-d work and should include pupil voice.
- Displays will be in a range of medium e.g. different materials, paper, fabric
- Displays will be thematic, cross curricular or subject based in nature
- As children progress through the school they can become more involved in the displaying of their own work
- All displays should be of the highest quality
- Labeling should set the context and provide thought provoking questions when appropriate
- Corridor displays will be changed on a termly basis – a Display Leader will co-ordinate timetable
- Throughout the year each class will produce displays focusing on core and foundation subjects

### **Creating Inspiring Learning Spaces**

In order to ensure that there is consistency within year groups, and across the school and that all children have equal access to all resources and equipment, it is essential for all teachers to create spaces, which provide the following:

- Maths, English, Science, PRE Boards showing high quality pieces of learning (aspirational with **no** spelling errors)
- An inviting, attractive book area clearly labelled and sourced with high quality texts including fiction and non-fiction. Levels of texts should match pupils reading ages and should include texts that will be engaging for both boys and girls.
- Role play areas (Reception) in/out of classroom to encourage speaking and listening (this could be combined with the book area in classroom). Year 1 particularly needs a role play area for the Autumn Term to support transition.

- A celebration of cultural diversity (dual language texts, bilingual signs, information about where children come from, home languages etc)
- An interactive table/area with key questions and relevant items/artefacts e.g. science
- The school agreed behaviour system “Stay On Green” and relevant material
- A space dedicated to spiritual/quiet/reflective thinking with the value of the term
- Children’s name labels in the corridor must be mounted on black and laminated
- Information area: timetables, groupings, guided reading, prompts for learning, targets, Planning displayed on board (Eng/Maths and Topic)-**please ensure your own classroom ‘office area’ is not positioned right next to the interactive wipe board as it distracts learning**
- Appropriate resources that are accessible to children especially maths equipment, all labelled.
- Challenge boxes and questions to extend all pupils and a “Go to area” if child has completed an activity/task successfully.
- Word walls changed frequently and appropriate to the learning in class ie topic words, maths vocab etc. **Specific vocab related to all lessons must be on display during all learning sessions.**
- Class books clearly labelled and stored in storage file
- Fire strategy display
- Sound of the Week, Number of the Week (In reception and Year 1)
- Rotas for children to take on responsibilities eg watering plants, handing out books
- All learning in class to be mounted, all learning outside class to be double mounted
- Uniform Class Sign on the outside of class door. A welcome in the languages spoken by pupils in class on the front door: Photo of pupil with a speech bubble saying “ I speak ..... Welcome” (In the home language)
- Perfect Presentation Poster, DUMTUMS and marking codes must be on display and copied onto A3
- Photographs demonstrating learning must be displayed in all classes with a title explain the learning
- Please laminate the class timetable in red which should be mounted and placed on the outside of your classroom door together with class photos of a sample of pupils from your class and speech bubbles showing what languages are spoken backed in red.
- There should be 1 hessian backed board in each reception/nursery classroom.

Please note: Reception classrooms will have the above, which is relevant to them as well as a separate list of resource/equipment/areas.

### Presentation

**All teachers should aim for the best that individual pupils can achieve. Effective presentation results in a finished product which is pleasing to look at, can be attractively displayed, and which reflects the child’s interest in what they are learning.**

#### **Purpose:**

1. A consistency in the presentation of work
2. Children understand and value the need for high quality presentation and handwriting

#### **Guidelines:**

##### **Key Stage 1**

*All subjects (excluding mathematics) – see appendix 1A*

- The date is written in full and underlined using a ruler

- The title refers to the learning intended and underlined using a pencil and a ruler
- A line is left in-between the date and title and again between the title and the start of work – see appendix 1B – **DUMTUMS**
- All children use a sharp pencil
- If a mistake is made, children put one line through the error – see appendix 1A
- Any work for display is completed on plain paper, using line guides

*Mathematics* – see appendix 1C

- All work is recorded in pencil
- The date is written in **short form** and underlined using a ruler
- Where appropriate each digit should have its own square
- The title is written as learning objective and underlined using a ruler
- A line is left in-between the date and title and again between the title and the start of work – see appendix 1B – **DUMTUMS**
- All children use a sharp pencil
- Year 2 – by the end of the summer term pages are folded and pupils work down each column when appropriate
- There should be a 1 cm margin in maths books

## **Key Stage 2**

*All subjects (excluding mathematics)* – see appendix 2A

- The date is written in full and underlined using a ruler
- The title is written as a learning objective and underlined using a pencil and a ruler
- A line is left in-between the date and title and again between the title and the start of work – see appendix 1B – **DUMTUMS**
- All children use a sharp pencil
- When children are ready to use a pen-they write in black ink
- If a mistake is made, children put one line through the error – see appendix 2A
- Any work for display is completed on plain paper, using line guides

*Mathematics* – see appendix 2C

- All work is done in pencil
- A line is left between each ‘sum’/part of work
- The date is written in **short form** and underlined using a ruler
- Pages are folded in half and pupils work down both columns when appropriate
- Where appropriate each digit should have its own square
- The title is written as learning objective and underlined using a ruler
- A line is left in-between the date and title and again between the title and the start of work – see appendix 1B – **DUMTUMS**
- All children use a sharp pencil

## **Monitoring**

This is undertaken by the subject leaders and School Leadership Team.

## **Review**

The Head Teacher and staff will review this policy during the summer term 2017. Any suggested amendments will be presented to the Governing Body.

## **Conclusion:**

This policy for Display and Presentation reflects the consensus of the whole teaching staff, and has the full agreement of the Governing Body. The implementation of the policy is the responsibility of all teaching staff, the Subject Leader and the Headteacher. Teachers are to make all support staff, supply teachers and parent volunteers

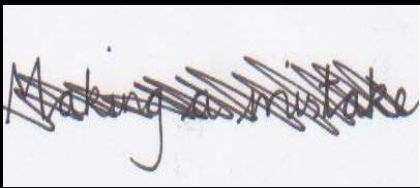

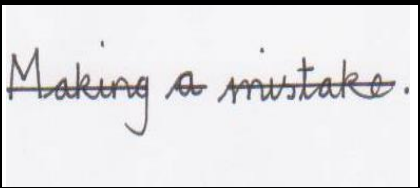

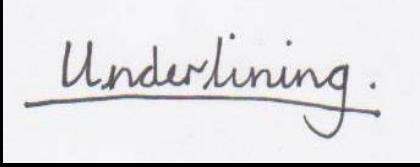

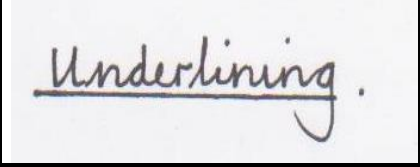

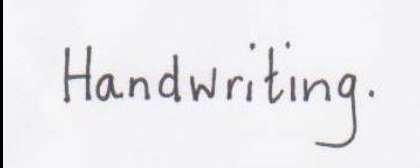

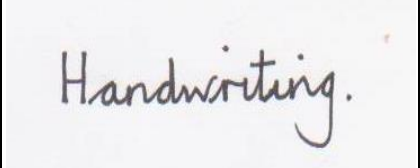

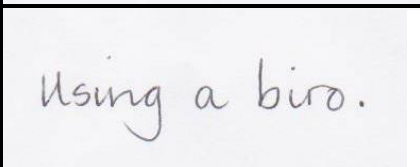

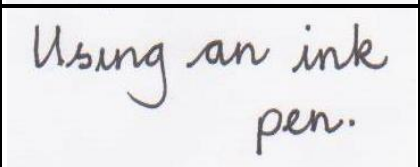

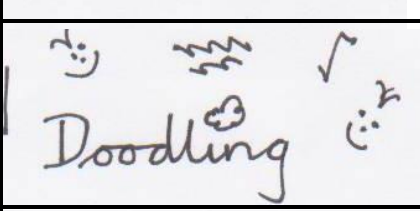

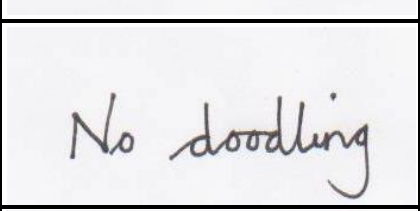

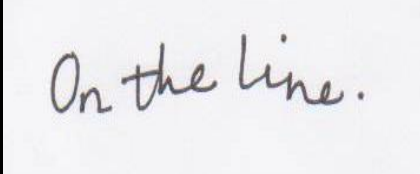

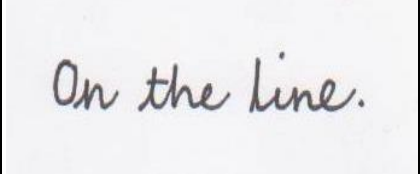

aware of this policy. This policy will be reviewed on a two yearly cycle and should be read in conjunction with the Safeguarding Policies and Procedures.

Agreed by the Headteacher: \_\_\_\_\_ Date: \_\_\_\_\_

Agreed by the Governing Body: \_\_\_\_\_ Date: \_\_\_\_\_

Date of adoption \_\_\_\_\_ Date of review: \_\_\_\_\_

# Perfect Presentation!

*This is how we show just how much we enjoy our learning...*

# DUMTUMS

<b>D</b>	<b>DATE</b>
<b>U</b>	<b>UNDERLINE</b>
<b>M</b>	<b>MISS A LINE</b>
<b>T</b>	<b>TITLE</b>
<b>U</b>	<b>UNDERLINE</b>
<b>M</b>	<b>MISS A LINE</b>
<b>S</b>	<b>START</b>

**Name plates for all pupils displayed in communal areas- an electronic copy of this document can be found in Teacher Resources- Policies**

**Please use Times Roman- size 26 in bold**

**Sarah  
Rowbury  
Harit Class**

**Richard  
Brown  
Harit Class**

**Harjinder  
Kaur  
Harit Class**