



Newall Green Primary School Display Policy

Document Control	
Title	Display Policy
Date	Version 3 April 2025
Supersedes	Version 2 March 2023
Amendments	Adapted list of the requirements for each classroom
Related Policies/Guidance	<ul style="list-style-type: none"> • Health and safety • Equality Policy • SEND Policy • Subject specific policies
Review	April 2026

We use displays as a visual aid for learning, to enhance the learning environment and to celebrate children's work.

To do this we:

1. Display children's work effectively and sensitively, giving credence and respect for their decisions.
2. Encourage positive evaluation and mutual respect of art, craft and design work by both children and adults.
3. Provide a variety of display types (e.g.; celebratory, informative, interactive) and to encourage children to display their own work and display work to represent the whole range of curriculum areas.
4. Develop a consistent approach to the display of 2-d and 3-d artefacts throughout the school to ensure a high-quality teaching and learning environment.

5. Use displays to develop and promote children's handwriting by displaying hand written labels that reflect the schools handwriting policy.
6. Promoting the children's understanding of writing for a purpose through children creating their own labels, name cards and producing a published piece of writing for display.

Environmentally Friendly.

Display work in such a way that it minimises harm to the planet, is environmentally friendly and reduces waste.

1. Display elements should only be laminated when completely necessary such as when editing the display daily
2. Bio degradable products such as glitter should be used where possible.
3. Staff should reuse school materials and unwanted household items such as cardboard boxes, fabric sheets and plastic bottle caps to create displays.

EQUAL OPPORTUNITES

All pupils should have their work displayed on a regular basis. Due to restrictions of space this may mean that pupils do not always have a piece of work on each display. Teachers should ensure that;

1. Pupils have their work displayed regardless of their individual ability, recognising the individual's personal achievements.
2. Displays of this kind should celebrate the high quality of work achieved and be rewarded by high quality displaying.
3. When using resource materials, staff should ensure that the range of materials displayed should be inclusive the community in which we live. Displays should actively promote and foster positive attitudes, good relations and mutual respect between all groups of individuals who are different from each other.
4. Pupils with special educational needs should be given the necessary support to display their own work when appropriate.

HEALTH AND SAFETY

1. Displays must not cause a fire hazard or tripping hazard.
2. Displays must not block travel around the classroom.
3. Staff should ensure that resources are used correctly for their own safety.
4. Paper slicers, laminators, staple guns and removers should not be used by children.
5. Staff should not use ladders to put up displays. Work to be put up at height must be given to the Site Manager to put up.

EXPECTED DISPLAYS IN CLASSROOMS

Please consider the impact of the display within the classroom ensuring that the display does not distract from the learning area such as the white board or working wall.

In addition to;

1. Visual timetables for children
2. Class timetables
3. Zones of Regulation display
4. Miss Kay's list
5. Mission Statement
6. Rights Respecting Charter
7. Attendance displays
8. Reading Area promoting the spot light author
9. Fire evacuation information
10. First Aid information (back of stockroom door)

There should also be;

1. Working walls for Writing & Maths
2. Science display with current vocab
3. Music display with vocab, musical notes etc displayed.
4. RE display
5. Topic

Corridor displays

1. Celebration of the end point – Art, DT etc.
2. Published writing pieces need displaying either in the classroom or on the corridor.

DISPLAY GUIDELINES

1. All wall-mounted pieces will have a mount of at least half a centimetre in width.
2. Work will generally be single mounted unless there is a specific purpose for double mounting.
3. Care should be taken to ensure lines and angles are neat and accurate – staff should use guillotine where possible.
4. Work should be mounted using blue-tac or staples (in areas of higher footfall or where the wind is likely to blow work off the wall).
5. All work will be mounted on a clean, well-prepared surface.
6. All work will be labelled using a consistent size and style of type/letter form on each display. Handwritten labels should be evident on some displays, teachers

shouldn't always make electronic labels. An explanation should give the viewer the 'story' around the display

7. Children's work should be named using a label underneath if necessary. Photographs should not appear with surnames of children.
8. Sensitive colour choices are essential to enhance the work and allow the work to be the dominant aspect of the display.
9. Working walls for Non-core subjects should include Key topic vocab/ Ongoing investigations / Key reference info like diagrams/ photos/pictures of key people events/ KWL post it displays.
10. Staff will ensure that all text on displays, including titles are grammatically correct. eg. that capital /lower case letters are accurate. If titles are downloaded in bold, the middles of letters should be cut out as well as around the outside.
11. Handwriting promoted through displays and labels / captions should be handwritten or printed (but a balance of both.)

ACCESSIBILITY

At Newall Green Primary School, we strongly believe in fulfilling our statutory requirement to be an inclusive school. We follow the National Curriculum and think very carefully about how we can adapt this and our learning environments appropriately for pupils with special educational needs. Every classroom is inclusive and supports a wide range of needs. Every classroom adopts dyslexia friendly strategies to support all children with literacy difficulties, using a wide range of visuals (including visual timetables) and working displays to support children's learning.

Displays

- Displays of information/examples of exemplar work are readable for all pupils (e.g., if viewed from a wheelchair).

Signage

- Any classroom signs are printed in lowercase lettering in order to conform with the Equality Act 2010. This is due to block capitals (BLOCK CAPITALS)

being harder to read for the majority, especially many people with dyslexia or visual impairments as there is no shape to the word.

- Classrooms are uniformly signed. It is important to uniformly sign classrooms with a simple and consistent layout as it can help to reduce anxiety in children with learning difficulties such as autism and dyslexia. As well as assisting in locating classrooms easily it also increases familiarity with their surroundings.