



Padiham Green CE Primary School

Jesus said, "Come, Follow Me." Matthew 4:19

Display Policy 2025 – 26

Review of this Policy: This policy will be reviewed annually by the Governing Board

Revised: Autumn 2025

Introduction

Displays enrich the learning environment, providing stimulating visual and sensory experiences for all for children, enabling them to gain a sense of pride in their learning environment. Displays represent the learning of the topics and values of our school. They enable children to communicate what they see, feel and think through the use of colour, texture, form, pattern and different materials and processes. Children will explore artists and use various media to explore ideas and meanings. Displays will create enjoyment and appreciation of visual arts creating a sense of joy in others.

Intent

- To provide a high-quality learning environment has a direct impact on the standards and attitudes of the pupils in our school.
- Encourage pupils to have pride and confidence in their work and achievements by demonstrating that we value their work and learning.
- Create a learning environment that stimulates interest and discussion to challenge children's knowledge and understanding of the world.
- Encourage respect for the school environment and actively work to ensure it is an enriched place to work and learn.
- Influence children in best presentation, personal organisation and general tidiness.
- Celebrate achievement and raise self-esteem for all.
- Use display and resources to positively impact on learning; through consolidation/reminder of previous learning and introducing new information and knowledge.
- A high percentage of display in classroom should be pupils' work. Pupils' work should significantly outweigh other display resources.
- Display is not intended as decoration – it celebrates achievement, gives a wider audience to learning, reminds pupils of what they have learnt/achieved, encourages higher standards through accessing the work of others and can enrich learning.

Implementation

- Key questions and key vocabulary related to topics/specific subject areas to be displayed.
- Table-top displays of artefacts/books/resources linked to the topic area (underneath the topic display board) where possible.
- Reading Areas set up/labelled and books attractively displayed (preferably with canopied area to demarcate the area from the rest of the classroom).
- Display boards outside of classrooms must be completed and displayed.
- Topic displays in classrooms should demonstrate the learning journey of the class for the topic being covered. They should never be blank and should gradually evolve within the topic to reflect the progression of skills. They should involve a mix of children's work, teacher guidance, whole class collaborations (i.e. shared writing opportunities).
- Display should be carefully planned for and time built in for children to take forward work of the highest possible quality into display.
- Classroom & corridor curriculum displays should be changed as stated in the display timetable.

- When displays are changed, worn or faded backing should be replaced and recycled.
- Displays should be maintained to ensure that they do not become tatty or ragged.
- Work should be attached securely with staples. Drawing pins must not be used to display work as they are a health & safety hazard and detract from pupils' work.
- Display boards should be backed and a border to be put around the board.
- All work on display should be mounted with at least a 1cm edging.
- Displays in the hall should be covered by a protective film, pulled tight, covering the whole board and secured in place by staples.

Displays should contain:

- A Title
- Class name
- Children's first names
- A description of what skills the children have been learning and links to the NC
- Writing/reading opportunities
- Art/DT
- Photos of the children creating the artwork
- ICT
- All work to be mounted with a minimum of a **1cm edge** with equal distance around the work.
- Backing paper to be used unless produced by children e.g. a mural. This will show the pupils' work to best effect without detracting from it or appearing cluttered.
- Thoughtfully and tastefully selected colours.
- Borders made of purchased border rolls or specially created display borders.
- Work on display should not overlap the border, unless as an intentional design element, as children's work should be thoughtfully positioned and spaced.
- Consider using fabric to add interest to displays and to ensure quality presentation.

Classroom displays should include a minimum of:

- Topic
- Reading area
- RE/Collective Worship
- Maths working wall
- English working wall
- Recognition

All displays must have:

- A title (computer generated or created using stencils and coloured paper / card).
- Open/closed questions.

- Learning Objectives/Aim.
- Process/success criteria (what the children did).
- Reinforcement of key vocabulary.
- Written work on displays (final draft work) should be marked and the learning intention should be clear to the audience reading it. Emergent writing of younger pupils and those with SEN should be annotated.
- Larger displays should have word processed banners or lettering cut out using stencils and be edged.
- All art work must be mounted using appropriate colours which complement the end result.
- Written work should also be mounted.
- Please ensure that work is trimmed and mounted evenly and intended straight edges are straight.
- Please use paper cutters provided. A border of 1cm is advised. Equal distance around the work.
- Photos of children completing the work.
- Stages of the process should be documented and displayed.

Impact

Displays should be useful for pupils to reflect on their learning and recall knowledge and skills taught. The displays should be of interest to pupils and others who visit school. The displays should showcase the learning which is happening in subjects across school. SLT will monitor the impact of the displays over the course of the year.

Review

This policy document will be regularly reviewed to assess its value as a working document. Any amendments will be presented to the Governing Body.

Date of last review: September 2025

Date of next review: Summer 2026