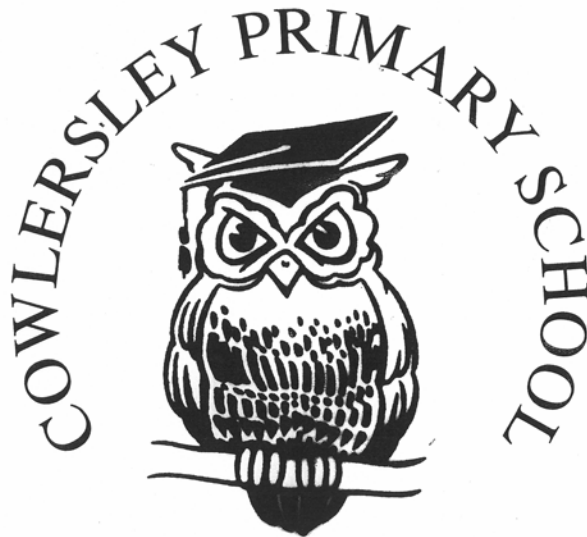


# Cowlersley Primary School

## Display Policy



**Date reviewed:** *Autumn Term 2009*

**Date to review:** *Autumn Term 2010*

# Cowlersley Primary School

## Display Policy

*This policy is intended to ensure consistency across the school.*

### **Display should enhance learning through:**

- encouraging pupils to interact
- celebrate the achievements of all pupils
- support teaching and learning in the classroom, giving guidance to children
- show the learning journey, inform what work is being done
- raise key questions

### **Agreed procedure:**

Literacy and Numeracy boards colour coded to encourage an inclusive approach and support our visual learners.

Literacy: Yellow border and yellow lettering (any colour background)

Numeracy: Blue border and blue lettering (any colour background)

Class name displayed on corridor and hall displays.

An explanation of the learning that has taken place on all displays.

A range of ability of work celebrated.

Key questions to engage pupils and adults.

Photographs to be used to record work in progress.

3D displays relating to themes.

Books displayed and creative week books demonstrate 'work in progress'.

Interactive – supporting the teaching and learning.

Self-service areas: Numeracy resources to be displayed by the numeracy wall display.

Key vocabulary for Literacy, Numeracy and themes displayed in a visual manner:

Foundation Stage – Highlight the initial letter in a different colour

Key Stage 1 – Highlight the initial letter and then move onto showing syllables in different colours

Key Stage 2 – show syllables in different colours

Visual timetables used in all classrooms.

Class rules displayed.

Ensure displays are at an appropriate eye level.

Hall and corridor displays are altered according to the rota.

Classroom displays will reflect current learning and also celebrate previous learning.

**Is this working?**

This policy will be reviewed annually with both staff and children, and will take in to account any parental . visitor comments.

- Are the children able to refer to display boards and ways in which they have interacted with them?
- Is there consistency across the school?
- Have displays had an impact on parents or visitors to the school?