

DIGGLE SCHOOL

Sam Road, Diggle, Saddleworth OL3 5PU
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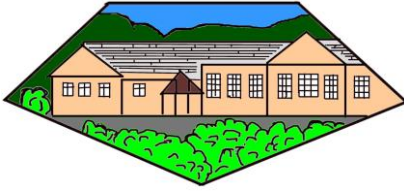
'A stimulating environment makes for a stimulated child. Educational psychologists have found that environment can have a large impact on children's learning... research shows that children who feel engaged in their classroom are more receptive.' (TeacherNet report 31.7.07)

As a School, we believe displays play an important part in encouraging enthusiasm for learning. Therefore, in order to maintain a stimulating, visually exciting and aesthetically pleasing environment, displays need to reflect our ethos and aims contained in this policy. All staff, within a team, are responsible for display.

Aims of Display

1. To create a bright, rich and stimulating environment for children to be in.
2. To encourage children to take an interest in other children's work across the school.
3. To provoke children and adults to think.
4. To ask questions to provoke learning
5. To celebrate children's achievements.
6. To boost children's self-confidence.
7. To show examples of attainment in all areas of the curriculum.





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8. To enable the children, staff and visitors to gain an instant insight into the diversity of the work going on in the school.
9. To show the progress achieved by the children as they pass through Key Stage 1 and Key Stage 2.
10. To scaffold children's learning and enable them to be independent.
11. To visually represent our aims and values.

Content

Displays in the classroom should provide a balance between working walls where work is very current and not expected to be backed; to displays showcasing children's work. Please see appendix 1 for our tips on display.

Backing and frequency

All display boards in classrooms and shared areas should be covered with backing paper and edged with a boarder. Items such as number lines, alphabet friezes, posters, curriculum labels, etc. should also be put up and will normally form semi - permanent displays in classrooms. These should be kept in good condition where possible, and trimmed and mounted. See appendix 2 for a list of what every class room should have up.

Core subjects (Numeracy, Literacy, Science and ICT) should be represented at all times, whilst other classroom displays should be regularly updated when new learning or topics occur, and reflect a variety of work done (both 2D and 3D).

Display boards should change once every half term if possible.



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Titles and headings

Lettering must be clear and easy to read. Ideally, the lettering style should match the subject matter: i.e. computer printed, cut-out letters or individually hand produced. Remember wrapping paper can provide an interesting alternative to display paper.

All pieces of pupils' work should have their names clearly printed, along with high quality headings and labels giving explanations and (where appropriate) asking questions. These must be grammatically correct and accurately spelt- it is important to provide a good role model.

Work for shared areas must be labeled with the class.

Safety Guidelines

Teachers should refer to the school's Health and Safety Policy.

Teachers must ensure:

- a) That there are no dangers in the classroom or communal areas caused by negligence e.g. used staples sticking out of a wall, anything which could fall because it has not been secured properly, hanging displays too close to lights or not securing displays in areas which have alarm sensors.
- b) Anyone putting up displays must safely use the available step ladder.

Policy Updated November 2017

