



**BROADWATER**  
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# Environment and Display Policy 2020-2025

Approved by Governors Spring 2020

## **Turn your ear to wisdom and apply your heart to understanding (Proverbs 2:2)**

Broadwater is a Christian School. We will enable children to become wise, confident, successful learners with the motivation, skills and responsibility to make a positive difference in God's world. Our vision is underpinned by the values we live by.

*The Holy Spirit produces this kind of fruit in our lives: love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control. There is no law against these things! Galatians 5:22*

It is this fruit that, in partnership with parents, we will instil in the children of our school.

# Environment and Display 2020-2025

## Aims

Displays should be used to celebrate the learning achievement and effort of the pupils within the school and play a big part in creating and stimulating the learning environment in which children feel comfortable

## The value of display

- Effective display helps children to feel a sense of belonging, creates an atmosphere for learning and makes the classroom an attractive place to work in.
- Display is a teaching technique.
- It can stimulate and provide starting points to learning. It can be used to introduce and encourage new ideas and discussions.
- Display is a valuable way to reinforce learning; a way of promoting high quality work and expectations as well as reflecting the classroom activities at the time.

## Organisation

Each class must have;

- A worship/prayer display.
- An English and Mathematics display. This does not have to be on a display board.
- An interactive spelling/grammar display. If possible, this should be adapted for each new spelling pattern looked at and children should be able to add to it with post-it notes or white board pens.
- An impact board which is a topic display with space for artefacts. The children should be encouraged to contribute to this during the topic.
- Displays linking to a range of curriculum areas over the year.
- A class council area where the notes can be kept and suggestions gathered.
- Years R-2 should have a writing area, reading and role play areas. Role play can often be included in the adjoining room or in the outside area.
- Vocabulary written on large paper- added to as the learning progresses.

Please note;

- All work must be double mounted in central/circulation areas and at least single mounted in classrooms.
- All general area displays will have a Bible verse on them.
- There is a rota for general area displays and they are changed termly.
- Teachers to keep a record of children's work displayed ensuring that all children have the opportunity of having had their work seen and valued.
- Teachers to photograph displays as a record- throughout the year.
- Work should be attached using pins/blu tac or staples. Drawing pins should be avoided.
- The display should be maintained throughout its lifetime, so there are no curly corners, bits hanging off, etc.
- Where feasible, sides should be kept for displays and not for the storage of books. **Use trays to store books.**

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- There should be a balance between handwritten and computerised labels.
- Avoid putting signs and labels up which will simply act as wall paper.
- Logos should not be seen on signs or resources. (e.g. Twinkle)
- Where possible are your displays as interactive as possible– asking questions, involving physical contact, extending vocabulary and challenging children’s thinking.
- Have you got a range of displays i.e. to show end products; to show processes; to teach/challenge; to celebrate; to act as starting point; to support the current learning; and to be interactive?
- Have you both a 2D and 3D element to your displays?
- Do your displays make clear the Learning Intention behind the activity?
- Have you put up lists of subject specific vocabulary; commonly used/function words; the range of words that mean the same (add, plus, sum, total)
- Put alphabet and number friezes up in different places (high, at eye level, on wall, on desk top). Use as appropriate for your year group. Ensure there are questions attached to these lines.
- Are there good examples of accurate letter formation and where to use punctuation?
- Do children know what to do;  
E.g. stuck with a spelling? Try these five things first (and then the sixth bullet point is Go and ask an adult)  
E.g. Finished and don’t know what to do next? Why not...
- Ensure the teacher’s desk/stations/trays/cupboards do not become a dumping ground and set a double standard, but reflect the expectations made of the children.
- All outside areas must be kept tidy at all times.
- Cups must not be left around the school.

### Suggestions

- Continuous display. (Always have work up on at least one board)
- Change boards in turn so that one board is not up too long.
- Use of growing displays which involve the children. This gives ownership of the work, draws in the children’s interest, and reinforces learning. Use a range of cross curricular work rather than several identical pieces of work.
- Plants could be added in the classroom to enhance the surroundings. Use of artefacts and natural objects and books (published and children’s) in displays. There are some small clear plastic shelves available to display artefacts, books etc.
- Cover boxes with cloth, paper, corrugated card etc., to display artefacts, models, books, etc. to create different levels.
- Use of artists work displayed alongside children’s work.
- Interactive displays- include open ended questions and opportunities for children to contribute.
- Use of labels, questions, statements and references to key objectives to reinforce leaning. These could be written on the computer or handwritten. Handwritten labels reflecting the handwriting policy can be a good role model.
- Use of photographs of the children linked to the work displayed.
- Consider extending the value of work by moving it from classrooms to central/circulation areas (mounting may need attention).
- Select a range of complementary colours for mounting, limit the number of colours used to about two or three.

## **Environment and Display 2020-2025**

- As a guide white paper generally looks better on black paper than a colour. Work on coloured paper can look better mounted on white (or black) and then a colour.

### **I Resources**

Resources for display, including backing paper and borders, can be found in the cupboard outside the PPA room. Additional display resources are ordered and maintained by the Office.

#### **Other policies linking**

Links to all curriculum areas as well as Equal Opportunities, Racial Equality, Health and Safety, Teaching and Learning policies.

#### **Responsibility for subject**

All staff are responsible for display areas within their own classroom as well as designated central displays around the school. These central displays are on a rota and this is organised by the Deputy Headteacher.