Whole School Displays Policy

Last update: December 2024
Last Updated by: Helen Houghton (Senior Leader)
Next review date: January 2026

Rationale

At St. George Madrid, we recognise displays as a powerful tool for stimulating learning, showcasing and celebrating student attainment, and fostering a culture of lifelong learning. By highlighting student's work across all areas of the curriculum, we not only acknowledge their achievements but also create an environment where learning is valued and nurtured. Our displays serve as a dynamic expression of the diverse learning journeys students embark on, encouraging curiosity and an appreciation for multilingualism as an essential part of global education. Through this, we aim to inspire a love for learning that transcends the classroom, celebrating the richness of language, culture, and academic growth.

Aims and objectives

• Utilise the ISP language of learning
• Enhance and consolidate the ethos of the school through careful and sensitive selection of material for display which gives due consideration to other key policies such as equal opportunities
• Raise achievement by celebrating success at all levels, areas of the curriculum and in every year group
• Underpin an ethos of high expectations by drawing attention to and celebrating examples of students' work and pride in successful activities
• Celebrate whole class achievements
• Celebrate individual achievement both in school and in the wider and global community
• Reflect and interact with class topics being studied and provide a clear link with work going on in the classroom
• Reflect the termly "topic" allowing the sharing of work with peers and the wider community
• Raise attainment by displaying the learning journey of a piece of work, annotated examples of good learning, key assessments and level/grade descriptors
• Inform and motivate by using display as a teaching and learning resource

Purpose of displays

• To create a stimulating environment which reflects the school ethos
• To raise the self - esteem of pupils
• To enhance understanding and appreciation and enjoyment of children's work
• To celebrate learner's work across the curriculum and the school
• To support with learning and provide information
• To inform and create a learning focus

Implementation

designated faculty or key stage areas. HOFs, Phase leaders and teachers should oversee the displays in their areas. Displays should be changed regularly and reflect current learning and recent achievement as well as the cultural diversity of our community within the wider local, national and global community. Display should be kept in good order and will need to be checked and repaired where necessary.

Guidelines on creating a good display are to be found in appendix A.

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Key roles and responsibilities include:
 • The Headteacher in framing the school policy and, with other members of the Senior Leadership Team, organising support for the implementation of the policy and the monitoring of the school environment
• Teachers in observing the Display Standards (separate document) and ensuring they are fulfilling their professional roles and responsibilities
 • All staff in ensuring consistent application of the policy
• Learners respect their learning environment and produce work of a high standard to showcase their learning.

Monitoring and evaluation
The Senior Leadership Team will regularly review the learning environment and classroom/school displays throughout the school, via the whole school calendar, by observing lessons/classrooms; completing learning walks; analysing visitor feedback; speaking to learners and analysing student and parent feedback. After any of these take place, an analysis will be made and feedback will be given to staff.

Appendix A
Creating a good display
Plan and prepare well by:
• Completely stripping the board of the previous material
• Using colours that complement the display
• Taking a creative and adventurous approach to display – use photocopies where the examples of learning might be folded or cut, etc.
• Back resources – double-mount for impact
• Ensuring that titles and key words are written in a large font size
• Focusing on one topic
• Using large, bold images
• Providing an explanation that puts the learning in context
• Ensuring that student learning is correctly spelt or demonstrates appropriate assessment of spelling
• Laminate heading and titles

The following suggestions may further help to develop the practice of display for learning:
• Combine students' work with reproductions from texts or posters
• Display a whole class project
• Enlarge photographs of classroom work and extracurricular activities
• Keep it simple – do not over crowd the boards
• Aid display for learning by using arrows or indicators to link or follow the steps in a topic
• Change key words regularly