



Display Policy

Display Policy (Including EYFS)

Policy Review Date: August 2025

Reviewed By: A Evans, SLT & Board of Governors

Next Review: August 2026 (or following incident, legislation or interim guidance)

September 2025 Reviewed & ratified by:

Headteacher: Mrs J Callaway

Chair of Governors: Dr Catherine Kidd :

This policy is available on the school website and up on request.

Updates and Amendments to Policy

Date	Section Heading	Update Details	Page N°
Aug 2025		Reviewed	

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Section 1

Policy Rational

As staff, it is important that we play our part in helping to maintain an attractive and vibrant environment. Colourful and bright displays are essential for the classroom and the school, making a more pleasant environment for all and the display of learning materials can also aid learning. Clean and tidy classrooms contribute to that good climate. We should all take responsibility for our physical environment, including areas of the school such as corridors, sinks and cloakrooms.

We should all aim for a high standard of display both in the classroom and out of it. Display should:

- have a clear content and purpose.
- engage the audience.
- ensure reflection of a wide curriculum.
- maintain balance between celebration and information.
- use various styles, strategies and subjects.
- be current.
- be used actively and not always be merely decorative.
- ensure that all children are represented somewhere either in the classroom or around school.

Section 2

Presentation

The above can be achieved by:

- Selecting materials and presenting them carefully.
- Thinking about the colour of the backing paper and the subject matter.
- Using paper of good quality.
- Cutting the paper carefully to fit the board.
- Smoothing out the paper over the board.
- Using good tools to ensure a quality job.
- Paper and material being fixed to the board with staples, not blutack (neither walls nor the wooden frame borders should be stapled).
- ensuring a clear title is displayed and include the learning objective.
- using lettering which is clear and neat and word processed wherever possible.
- checking grammar and spelling.
- encouraging interaction by using questions and statements.
- including information about what this display is about and who's work it is.
- Naming all work.
- Keeping all work on display is up to date and representing pupils currently in the class (or on the school roll).
- Not using worksheets and poor photocopies as display.
- Children's writing and small detailed drawings should be displayed at children's level where possible.
- Each child must have at least one piece of work displayed in the classroom, this includes work hung from class washing lines.
- Real resources (e.g. photographs rather than cartoon-style pictures, real fruit rather than plastic) should be used wherever possible to support learning and display.

Section 3

Balance and Inclusion

- Ensure that the variety and balance of the curriculum is well reflected in the learning environment.
- Classroom displays must be changed as appropriate to reflect the teaching and learning (see above for communal displays).

- Posters, information about topics etc. could be used as well as children's work, to promote teaching points and extend learning and interests.
- Work surfaces must be clutter free and used for interactive display where possible.
- Information, resources and key words must be displayed to aid the children's learning.
- Examples of children's great work must be displayed to reflect high expectations.
- Resources must be labelled and easily accessible for learners in order to promote independence.
- Captions must be large, clear and mounted and should include the class name if work is being displayed in a communal area.
- Displays must include a brief description of the work and questions where possible and have the child's name.
- Encourage children to look at/ read/ discuss work on display around the school regularly.
- All work displayed should be of a high standard and be representative of the age and stage of the child.

Section 4

Questions to Ask

- What is the best use of the space available?
- How can you lay out the work to give the best effect?
- Which colours will enhance the work?
- What sort of labelling will you use?
- What artefacts can be used to 'hook' in learners?
- Is the display at child's level?
- Does the display inspire?
- Does it convey information to children/parents/visitors?
- Does it encourage children to interact?

Section 5

Changing Displays

Displays must be changed regularly to reflect the particular topics being covered in each class throughout the year. They should show work in a variety of subject areas.

- Staff have a commitment to reflect their class' individual diversity in their displays.
- Topics or theme displays should be changed every half term.
- English and maths working walls should remain in place with some content changed at least weekly to reflect the objectives that children are currently working on.

Section 6

What Each Classroom Needs

The surroundings in which children learn can greatly influence their academic performance and well-being. Therefore your classroom environment is extremely important. The layout, displays and resources within your classroom all play a vital role in shaping our children's learning so please ensure you have:

- Appropriate resources clearly labelled and accessible.
- A box of resources on each table to aid the children's learning such as alphabet charts, handwriting samples, and numbers etc.
- Good work boards.
- English and Maths working walls containing work supporting current learning.

Section 7
General Organisation – Tick Sheet

Items in Place	√ or X
Classroom is neat and tidy. (and needs to be at the end of the school day, too!)	
Resources are well organised and labelled.	
Appropriate resources are accessible to the children and children know where to find things!	
Display materials have only been fixed to appropriate parts of the classroom.	
Each worktable has a box of resources to aid the children's learning such as alphabet charts, word lists, handwriting samples, numbers etc. (as appropriate).	
Clearly labelled children's trays.	
Children's books well organised and clearly labelled with child's first + surname and subject.	
Appropriate book storage which is easy to access and kept neat and tidy.	
Behaviour chart visible.	
Golden rules displayed.	
Book area which promotes reading. Ensure that there is a diversity of genre as well as dictionaries, thesaurus, EAL books.	
Working walls in literacy and numeracy.	
Numeracy working wall including 100 square +blank square, maths vocab, props to support current learning and children's work.	

Section 8
Review

This policy is reviewed as and when required in accordance with the needs of the school.