



Grange Academy

Belong • Believe • Achieve

Article 4: The government has a responsibility to make sure your rights are protected. They must help your family to protect your rights and create an environment where you can grow and reach your potential.

Article 13: You have the right to find out things and share what you think with others, by talking, drawing, and writing or in any other way unless it harms or offends other people.

Article 17: You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 42: You have the right to know your rights! Adults should know about these rights and help you learn about them, too.

Display Policy

Policy Status: Statutory

Review Cycle: 2 Years

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We have a collective responsibility for developing our school environment. Our environment can shape our behavioural responses. It shows us how others value our efforts and teaches us about pride, presentation, how to reflect on our beliefs and how we can celebrate our learning.

Displays at Grange

We have displays at Grange to: arouse curiosity, stimulate enquiry, foster participation, raise self-esteem, enhance understanding, appreciation and enjoyment of other pupils' work, to celebrate work across the curriculum and inform and create a learning focus.

We believe that a neutral and focussed approach to displays ensures clarity of learning for both pupils and staff. We do not want to over stimulate pupils and take their focus away from what is important. If it is worth displaying, it should be valuable to learning. As with resources and belongings, there should be no clutter on the walls.

Types of Display

Overall, the whole school should be open and welcoming. When setting up a display it is important that we are clear what it is about the display we want the pupil to notice, discuss, or work on.

The following categories contribute to quality whole school display:

- Displays which celebrate pupils' work - we respect and value this work
- Displays which act as a stimulus for learning
- Displays which are interactive - one which invites the pupil to touch/handle e.g. magnet table/electricity table/feely box sorting - shape/texture/colour. Pupil may add to or amend this type of display
- Displays that involve use of overhead space - but think carefully about the use of windows and doors in order not to obscure the openness between rooms and corridors. Use of high level displays is optional but please have regard for your own and others' safety.
- Classroom display boards should contain pupils' writing as well as work related to their curriculum
- Displays need to convey pupil progress.
- We understand that displays might look different in certain classes such as some ASC classes. Although these class displays may vary there will be evidence of pupils' work and progress in other parts of the school such as corridors, communal areas where pupils' work is displayed.

Expectations

All displays should contain evidence of the following:

- Pupils' work (most importantly). It is the pupils' school. It is the pupils' learning environment. It should be their work and achievements in learning that are deemed worthy of being displayed.
- Clear reasons for the work being displayed. How has this piece of work earned its place? What is significant about it? What can others learn from it?
- The learning journey as well as the end product should always be displayed and made clear. This could include second and third drafts as well as photographs of the learning experience and quotes from the learners.
- Pupil progress is clearly evident.
- Working walls, when used, need to support learning.
- Differentiation of work tasks

- Evidence of the variety of learning ability within the class.
- Pupil voice: comments from pupils about their learning is clearly evident.

Opportunities to scaffold learning

All displays offer the opportunity to learn new vocabulary, cement key words, reflect on questions, offer praise and encouragement to others. It is important that our Grange Values are reflected throughout. With this in mind, we expect displays to evidence this. Opportunities might include:

- Pupils' work that is backed and neatly mounted
- Headings – with an explanation of what the board is about
- Subheadings with student explanation – possibly showing their learning journey
- Keywords, phonemes and handwriting support for literacy
- Highlighted connectives, grammar, punctuation prompts etc.
- Key vocabulary relevant to the theme of the display to support language requisition and refinement
- Communicate in Print symbols to support understanding of language
- Book or books on a shelf where needed
- Maths in use
- Cross curricular links
- Images that are annotated by pupils to show learning

Displaying work

Our learning displays are consistent throughout school and should follow these core principles:

- Display backing is beige backing or hessian (unless in exceptional circumstances)
- All items displayed are backed (at least once, sometimes twice) with a 1cm border with the colour of the backing chosen to complement and enhance the colours contained within the pupils' work or general theme of the display.
- Borders on displays are black unless relevant to specific theme or topic.
- All text is in the Century gothic font (alternative font types are suitable if chosen for a very good reason)
- Writing is clear, readable and an appropriate size.
- Every display is personalised by the adult and pupil in that class.
- Widgit symbols are encouraged to support accessibility for all pupils with the displays.

Methods of Mounting

- Single mounting - well trimmed work, mounted on a contrasting background ... dark on light/light on dark. A thin line ruled around the work helps to frame the work. This method is probably most appropriate for mounting written work or graphs
- Double mounting - this method of mounting will add considerably to the overall effect of the pupils' work. The initial piece of work is mounted first onto a contrasting background which in turn is mounted onto a second background of a different colour. It is usually better to make the inner frame thinner with a broader outer frame (in ratio of 1:3). Variations to this are possible and depend very much on the work which is being mounted. Strip mounting can help to keep cost down as can re-usable outer mounts

Generic display templates (i.e. Twinkl) are discouraged at Grange Academy as we believe that our pupil deserve personalised learning resources and displays at all times.

Form Display

Every form class should display the following:

- All about me - Photo display of student – linked to identity and interest
- Class charter or rules and Grange Values
- UNICEF Rights Respecting articles (hopefully on a working wall to reflect the changes each week and show how the content has been discussed and embedded.)
- Attitude and learning display that is used to reflect how students have displayed the Grange values in every lesson.
- Learning prompts – numbers, maths symbols, English learning promotes like punctuations, connectives, sentence starters etc.
- Weekly challenge board
- Key words with illustrations (where possible) linked to subject areas
- Labelled resources that contain both word and picture illustrations
- Visual prompts to remind student of the rules (no mobile phones, class routines and expectations etc.)
- Safeguarding information
- A working wall
- Emotions board – visual board for pupils to use to express how they are feeling.
- Changes board

Working Walls

AFL: Work in Progress: The 'Working Wall' Approach

A Working Wall is the public display of the learning process and evolves as each day progresses. It is not static. It can increase effective learning and teaching. The purpose of the working wall is to support pupils' independent writing. It evolves as a unit of work unfolds and is not intended to be a tidy display of finished work.

Well planned working walls can:

Support independent working and learning: think of the Working Wall as an extra adult in the classroom. It can help support pupil who become stuck and direct pupil to new tasks when they have self-assessed that they have successfully finished an activity.

Support whole class and guided group teaching: models and images, key vocabulary and useful prompts are displayed and referred to by the teacher to support pupil in their understanding.

Celebrate success in Mathematics/Literacy: examples of successful work and photographs of pupils working successfully should be displayed to show that work in Mathematics/Literacy is valued, and to support learning. It is also a good idea to allow pupils to make contributions to the wall; post-it notes are an ideal resource for this.

What could a Working Wall include?

- Objectives of the current unit (i.e.: 'This week we are learning.....'). This will change as the unit of work move on;
- Targets;
- Models and images linked to an objective or target;
- Key vocabulary/Mind maps;
- Practical mathematical resources linked to an objective or target;

- Examples of pupils' work linked to an objective or target (building up to eventual completion) – guided/independent;
- Photographs of pupil working;
- Child selected activities that they can borrow from the working wall to support or extend learning;
- An opportunity for pupil to interact with the display e.g. through responding to a 'Problem of the week' by attaching sticky notes to the display, or exploring relevant practical resources
- Pupil voice – quotes from pupils on what they are learning and how their learning has improved
- Parent voice – quotes from parents

Checklist: Learning walk – focussing on environment:

- The area is neat and tidy and fosters a culture for learning.
- Displays meet the expectations set out in the policy.
- It is clear how displays support learning.
- Displays should be presented on a display board and not on the walls of the classroom.
- The top 10 expectations are met
 - All about me
 - Class charter or rules and Grange Values
 - UNICEF Rights Respecting articles
 - Attitude and learning display
 - Learning prompts
 - Challenge board
 - Key words
 - Labelled resources (word and picture illustrations)
 - Visual prompts to remind student of the rules
 - Safeguarding information
 - A working wall
- There is evidence of pupil interaction with the displays.
- There is a working wall in use.
- Resources are neat tidy and clearly labelled.

This list is not exhaustive and staff are encouraged to come up with innovative ways to display learning opportunities for all pupils at Grange Academy.