

Policy for Presentation & Display

Rationale:

- To make clear to all governors, staff, and parents, the school's approach to the display and presentation of pupils' work and ensure a consistent and agreed approach
- To assist in raising standards of display and presentation in all year groups

Our aims are:

- To acknowledge effort, celebrate achievement and value the work of all pupils
- To set standards and raise expectations - all pupils should display work that is their 'best possible' standard
- To create a positive and welcoming environment for pupils, staff and visitors
- To support teaching and learning
- To create a consistent approach and standard of presentation and display across the school
- To ensure that there is consistency and high standards in the presentation of work
- To encourage pupils to value and be proud of their work and their achievements
- To use an agreed approach to using pen and pencil in exercise books – by the end of Y4 the majority of pupils should be writing in pen

We will implement the policy by:

- Ensuring that all staff are aware of this policy and the principles laid out below

Monitoring and evaluation:

- Displays in class and throughout the school will be monitored on an ongoing basis by members of the Senior Management Team (SMT), Achievement Leaders and all Subject Leaders
- Presentation will be monitored both through normal sampling and scrutiny of pupil work by the SMT, Achievement Leaders and Subject leaders, which includes a presentation focus

Monitoring and evaluation will be done by:

- Regular scrutiny of samples of work from each class to look specifically at standards of presentation
- Regular inspection of display boards in classrooms and corridors
- Noting of standards of presentation during sampling of subject standards
- Noting of approach to presentation as part of classroom observation of teaching and learning

Roles and Responsibilities:

SMT and ALs

- Monitoring samples of work
- Inspecting display boards
- Developing and updating guidance on presentation & display for staff and pupils
- Overall implementation of the policy

Teachers

- Organisation of all relevant materials
- Implementation of policy in practice
- Ensure correct use of pen and pencil
- Encourage high standards in presentation through quality of class and corridor displays

Principles for presentation

Pupils should be led towards an understanding that the way they present their work is important. Consequently, we have agreed the following principles about presentation of work across the curriculum:

- Teachers should make clear to pupils the standards of presentation we expect and use examples of work which model good presentation (including their own writing in books and in other places around the classroom)
- Skills of presentation should be taught explicitly to pupils. Much of this should take place during the first weeks of the academic year. We will use visualiser to model presentation expectations and share good examples.
- All pupils will use pencil for their work until they have achieved their pen licence
- All pupils will use pencil in their maths books throughout the school and for illustrations and diagrams in all books
- All work should be dated. For maths the short date will be used (6 digits) on the left hand side of the page, pupils will usually work across the page or have a middle margin where appropriate
- Use of rubbers should be discouraged. Pupils should cross through incorrect work with a line
- The DUMTUMS method will be used to help pupils set out their work correctly. DUMTUMS = Date underlined, miss a line, title (or Learning intention) underlined, miss a line, start work
- In the One Book the subject will be written in the margin
- When worksheets are used they should be trimmed so where possible they fit onto the page without being folded. Please ensure that pupils try to stick their worksheets in so they are straight! Use the squares in maths books or lines in all other books
- In general pupils should draw a line under their last piece of work when starting the next piece. A line will be left before work is started
- Displays should reflect pupils' work as much as possible
- Work which is not in exercise books should be mounted or filed as soon as possible to avoid cluttered drawers
- Work is sent home after displaying/celebrating according to need. A photographic record can be kept (i.e. large D.T. models)

Principles for display

At every stage of primary education, stimulating and relevant displays are an essential learning resource. Interest tables, discovery tables, two and three-dimensional displays of pupils' work, models etc., in all curriculum areas extend pupils' learning and celebrate their work.

In order to create an atmosphere of care and concern for quality in the classroom environment, teachers need to have access to and use effectively, plants, drapes, artefacts, display boxes, corrugated card, etc. Good quality frieze paper, careful lettering and presentation are very important in creating the impression of purpose and order, and in indicating a concern for quality and excellence.

Displays in class should include – Class noticeboard, English and Maths working walls, English display, science displays which include the PSQM principles, class name display (Autumn Term) and other subjects where possible, which include essential key words/vocabulary, questions, information and targets to support pupil learning. Working walls are less formal and could include post it notes, drafts, key vocabulary, number lines and other aids to learning

- Other subjects/topic work can be displayed on a rota basis
- Displays should be changed a minimum of every half term
- Plan in advance for display work – consider forthcoming pieces of work that are most appropriate to use for display and allow time for the work to be completed
- Plan out the display beforehand thinking carefully about the layout and the colours you use for the work, borders and backgrounds. Final written work should be displayed straight so it can be read easily.

- Where a member of staff is unsure about such matters they should seek advice from other staff such as the Art Subject Leader, refer to the display handbook and/or other display reference book
- All displays should clearly show the title for which the work was produced. Highly effective displays are kept up to date, are interactive and used as an integral part of the learning process. They will stimulate curiosity and new learning, and reflect learners' interests. Questions, prompts and vocabulary will support learners' talking and thinking. Achievements are displayed and successes celebrated
- Displays do not necessarily have to be confined to the display board. Depending on where the display is, you can use the wall around them, have things hanging from the ceiling etc. (please check that the security alarm is not affected and that you follow Health and Safety advice when putting up displays)
- Displays should follow a variety of formats including teacher generated stimuli (probably at the beginning of an academic year), pupil work displayed by the teacher and pupil generated and displayed work
- Teachers should try to ensure there should be at least one piece of work on display for every child
- Good quality materials and backing paper should be used
- At times it may be possible to 'double up' display schemes in class and in corridors. (If for instance you have 30 pieces of work you should have enough – do two lots of lettering, titles, vocabulary etc. and you have saved time!)
- Back to back window displays in ground floor classroom can look attractive from inside and outside
- Staples should be put in at an angle to allow ease of removal
- As part of workforce remodelling teachers are encouraged to delegate display work to support staff if they wish and this may be done in place of in class support, but not during SEND intervention sessions.
- Where appropriate dual language signs/labels should be used
- Displays are diverse and demonstrating representation where appropriate
- Support staff should be made aware of this policy

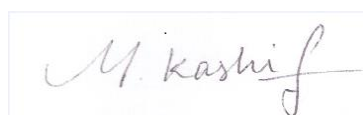
This policy will be monitored and reviewed by SMT on an annual basis.

Policy updated: September 2022

Staff responsible: Jo Adams

This policy was ratified by the Governing Body on: 14th September 2022

Signed on behalf of the Governing Body:



(signature)

M. Kashif - Chair of Governors

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