

Display Policy

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Mulberry Academy Shoreditch (MAS) recognises the importance of display in supporting learning and teaching and in celebrating the wonderful cultural diversity of our school as a hub within the community as well as the achievements of all our students. We believe that the physical environment should have a positive impact on achievement and provide a stimulating and exciting learning environment for all.

Aims

Through our displays we aim to:

- inspire and raise the expectations of our students by celebrating their success at all levels; in all areas of the curriculum; and in every year group;
- 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 learning and teaching resource, including student friendly level/grade descriptors;
- Enhance and consolidate the ethos of our school through careful and sensitive selection of material for display which gives due consideration to other key policies, such as equal opportunities.

Expectations

- All staff are responsible for coordinating displays in their teaching rooms, tutor rooms or designated faculty (zone).
- DOLs are responsible for the monitoring and quality assurance of displays within their faculty area.
- HOYs and AHOYs are responsible for the monitoring and quality assurance of displays within their year team area(s).
- The MAS Multi-Media Designer is responsible for arranging and managing displays across the school, keeping displays up-to-date and removing dated material.
- 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.

Guidelines on creating a good display are to be found in [appendix A](#).

Controlled assessment

- Where controlled assessment is issued with a high level of control display materials which might provide assistance must be covered or removed
- This is the responsibility of the class teacher administrating and the DOL

Classroom Teacher

Each classroom should aim to have a variety of different types of display in order to:

- promote learning (displays which teachers can refer to in the lesson e.g. literacy skills, glossaries, maps, diagrams, key words etc);

- encourage further enquiry;
- consolidate learning (e.g. model answers, examples);
- help students assess their own learning;
- clarify and outline course structure (e.g. syllabi summaries, NC levels, level or grade descriptors etc);
- demonstrate how levels or marks are achieved by displaying a range of marked or levelled examples of students' learning which clearly shows how the students reached the levels;
- Celebrate achievement
- promote inclusivity by reflecting the achievements of different groups of students.
- **Inform students about key policies (e.g. emergency evacuation procedures, child protection etc).**

Tutor

Each classroom housing a tutor group should have the following types of display in order to:

- support the school calendar through displaying the newsletter, theme of the week and extra-curricular activities and other date related notices;
- support tutor group cohesion (e.g. tutee of the week);
- support whole school focus on learning (e.g. timetables for activities such as planner check, reading activities etc);
- increase levels of attendance through displaying weekly class and year group percentages;
- promote literacy;
- support Student Voice through Student Council notices.

DOLs/HOYs

All display areas outside the classrooms are designated to a faculty.

It is the responsibility of the DOLs to coordinate examples of student learning and achievement to be displayed. In particular, DOLs must monitor the quality of displays in terms of:

- reinforcing the school ethos;
- consolidate classroom displays;
- reinforce topics taught in the curriculum;
- orientate visitors by clearly defining the subject area within the school building;
- provide information for students in subject areas (e.g. events, extracurricular, high achievers, subject deadlines, homework etc).

APPENDIX A

Good Practice

Plan and prepare well by:

- completely removing outdated work and stripping the board of previous material;
- using colours that complement the display;
- taking a creative and adventurous approach to displays;
- 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 models good standards of literacy;
- laminate heading and titles.

The following suggestions may further help to improve the practice of displays for learning:

- combine students' work with reproductions from texts or posters;
- display a whole class project;
- enlarge photographs of classroom work and extra-curricular activities;
- keep it simple – do not over crowd the boards;
- promote learning by using arrows or indicators to link or follow the steps in a topic;
- change key words regularly.