

'A Learning Community'

**Woodfield Academy
PRESENTATION AND DISPLAY POLICY**

Ratified by the Resources Committee

This policy was ratified and approved by the governing body (Achievement & Quality of Teaching committee)

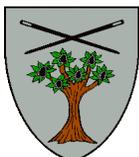
On _____ 2014

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 give purpose and value to pupils work
- To assist in raising standards of display and presentation in all year groups
- To establish expectations for teachers and support staff

Our aims are

- To acknowledge effort, celebrate achievement and value the work of all pupils
- To set standards and raise expectations - all children 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 high standard of presentation and display across the school
- To ensure that there is consistency and high standards in the presentation of work
- To encourage children to value and be proud of their work and their achievements
- Introduce an agreed approach to using pen and pencil in exercise books
- To develop displays that also create relevant opportunities for pupils to interact with the display to further their learning



We will implement the policy by

- Ensuring that all staff are aware of this policy and the principles laid out in Appendices 1 & 2 below

Monitoring and evaluation

- Displays in class and throughout the school will be monitored on an ongoing basis by members of the Senior Leadership Team (SLT) via regular R & E walks
- Presentation will be monitored both through normal sampling of pupil work by the SLT and Subject leaders and
- through specific sampling with a presentation focus by the SLT

Monitoring and evaluation will be done by

- Regular review of samples of work from each class to look specifically at standards of presentation
- Noting of standards of presentation during sampling of subject standards
- Noting of approach to presentation as part of classroom observation/learning walks/R&E of teaching and learning

Roles and Responsibilities

A –SLT/HOD

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

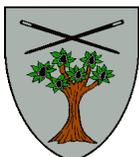
B – Teachers

- 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

C – Governors

- Will monitor/sample presentation and displays on governor visits
- Will be given feedback in meetings on standards and findings of monitoring taking place in school

This policy was adopted by the governing body.



Appendix 1 – Principles for presentation

Children 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 children the standards of presentation we expect and use examples of work which model good presentation (including their own writing in books and on IWB).
- Skills of presentation should be taught explicitly to pupils. Much of this should take place during the first weeks of the academic year ('Learning to Learn' lessons).
- Set up a display area in class to focus on best examples of presentation.
- Work for display should be of a uniform colour (blue ink).
- All year groups use pencil for all line drawing.
- For Maths the short date will be used on the right hand side of the page.
- All year groups use pencil only for illustrations and diagrams in all books.
- Pupils should cross through incorrect work with a line.
- The learning objective should be written at the top of the piece of work.
- All work should be dated.
- Dates, titles and learning objectives should be underlined.
- 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.
- Work which is not in exercise books should be mounted or filed as soon as possible to avoid cluttered drawers.
- For Art, large pieces of completed work should be kept until the end of the year, kept as evidence, or sent home after displaying/ celebrating according to need. A photographic card can be kept (i.e. Large D.T. models).
- Peer marking, comments, dialogue and Afl activities should be done using green pens to distinguish easily such activities.

Appendix 2 – Principles for display

At every stage of education, stimulating and relevant displays are an essential learning resource. Interest tables, discovery tables, two and three-dimensional displays of children's work, models etc., in all curriculum areas extend children's learning and celebrate their work. Whenever possible, children should be involved in mounting and displaying their own work **but they must first be taught the skills in order to be able to do this!**

- In order to create an atmosphere of care and concern for quality and so on in the classroom environment, teachers need to have access to and use effectively, plants, drapes, artefacts and so on. 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 – Literacy, Numeracy and the main subject of that room, which will include essential key words/vocabulary, questions, information and targets to support pupil learning.
- Displays should be changed a minimum of once a 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 and re-drafted to expected standard for display.

Plan out the display beforehand thinking carefully about the layout and the colours you use for the work, borders and backgrounds. Decisions about colour schemes, single or double mounts, backing colours, use of drapes etc. are often subjective. Where a member of staff is unsure about such matters they should seek advice from other staff such as the Art co-ordinator and/or display reference books.

- Displays can be more than the display board, the area in front, 3D, ceiling hangings are all ways to enhance display of work.
- 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.
- In a classroom at any given time there should be at least one piece of work on display for every child.
- All work should be clearly named.
- Corridor displays should be clearly labelled with the class name and explanation of the task also located on the board.
- Good quality materials and backing paper should be used.
- Children should be taught trimming, gluing and mounting skills as early as possible and should be encouraged to make decisions about colour schemes etc. Where appropriate, employ a team of children to assist with cutting out lettering/names/printing additional labels on the computer etc. (this must be supervised).
- 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!)
- Work for display may be carried out on odd occasions during curriculum time or assembly time.
- Displays of celebration should be updated regularly (preferably half termly).
- Board allocations in corridors (to subjects) will be expected to be changed termly.
- Display to showcase good/outstanding work should be eye catching and of good/outstanding quality.

Working Walls

'WW approach' to displays in a classroom support the child's learning, modelling and prompts act as scaffolds in learning every day. WW in classrooms should be displaying relevant vocabulary to the current curriculum delivery or subject base of the room. In all rooms literacy displays should be clearly visible.

The work on a WW is seen as interactive and expected to change rapidly and frequently, eg. with literacy – in unit blocks.

Providing a visually stimulating environment for all pupils is essential to develop engagement, motivation and pride.

When a visitor sees a display they learn just as much about content, expectation, quality of teaching and standards as they do if they had been in your actual lesson!

Review Date: July 2016

