



# THE FOREST VIEW ACADEMY

LABOR OMNIA VINCIT

## Display Policy

Written by

Ratified by Governors

Date for Review

20

Signed-Chair of Governors

(Sue Trentini)

Signed Principal

(Lee Hessey)

## Rationale

### At The Forest View Academy, we recognise the importance of:

- providing a stimulating environment for pupils
- celebrating children's achievements across the curriculum
- providing a showcase for the standards of work expected of children in the academy
- using displays to improve learning, and to improve the quality of the environment
- showing ongoing learning.

## The Purpose of a Display

### Well-organised classroom displays...

- Show children their work is valued.
- Enhance the learning environment; stimulate children's interest and curiosity; encourage aesthetic awareness.
- Encourage positive attitudes to the environment; celebrate achievement.
- Introduce/summarise/reinforce concepts and skills.

## Types of Display

<b>Display as stimulus</b>	Designed to arouse interest and provoke questions about a particular concept or theme.
<b>Display as information</b>	Designed to inform; to introduce knowledge and skills; or provide summaries and reinforcement of key elements.
<b>Display as celebration</b>	Designed to present children's work, photographs to a wider audience

**A display may alter in its content as the term progresses.**

- For example, a display may begin as a stimulus or starting point but be added to with pupils work.

### **Responsibilities**

The design and implementation of classroom displays are the **class teacher's** responsibility.

### **Classroom Displays at The Forest View Academy**

**Each classroom will have the following displays:**

- English Working Wall
- Mathematics Working Wall
- Areas of work being studied ( Topic/Theme)
- General information/Notice Board/ Assessment Board
- Spellings

Lower Key Stage	Upper Key Stage
<p>Key Vocabulary (words suited to the year group eg: conjunctions, adjectives etc)</p> <ul style="list-style-type: none"> <li>▪ Features and examples of the text type being studied.</li> <li>▪ Writing Frames/ Skeletons where appropriate</li> </ul> <p>Number Lines</p> <ul style="list-style-type: none"> <li>▪ Large Number</li> </ul> <p>Squares</p> <ul style="list-style-type: none"> <li>▪ Current Topics</li> <li>▪ Key Vocabulary</li> <li>▪ Multiplication Grid</li> <li>▪ Images of strategies and relevant steps</li> </ul> <ul style="list-style-type: none"> <li>▪ Eye-catching title (LARGE)</li> <li>▪ Photographs/ Learning In Action</li> <li>▪ Key Questions</li> <li>▪ Key Vocabulary with definitions</li> <li>▪ Children's work showing differentiation</li> <li>▪ 3D Display where possible.</li> </ul> <p>Classroom/ School Rules (Please see Behaviour Policy)</p> <ul style="list-style-type: none"> <li>▪ Visual Class Timetable</li> </ul>	<p>Key Vocabulary (words suited to the year group eg: conjunctions, adjectives etc)</p> <ul style="list-style-type: none"> <li>▪ Examples of Complex Sentence Starters</li> <li>▪ Features and examples of the text type being studied.</li> <li>▪ Writing Frames/ Skeletons where appropriate</li> <li>▪ Relevant Number</li> </ul> <p>Lines: (Decimals, Percentage and Fraction Equivalence)</p> <ul style="list-style-type: none"> <li>▪ Methods of Calculation (please refer to calculation policy)</li> <li>▪ Multiplication Grid</li> <li>▪ Eye-catching title (LARGE)</li> <li>▪ Photographs/ Learning In Action</li> <li>▪ Key Questions</li> <li>▪ Key Vocabulary with definitions</li> <li>▪ Children's work showing differentiation</li> <li>▪ 3D Display where possible.</li> </ul> <p>Classroom/ School Rules (Please see Behaviour Policy)</p> <ul style="list-style-type: none"> <li>▪ Visual Class Timetable</li> </ul>

<b>Safety &amp; Safeguarding</b>
fire drill poster
lock down poster
Designated person sign
How we deal with an incident
Child privacy notice
<b>English</b>
Vipers
VCOPS
Handwriting posters and how to form letters
This week's spellings are
Hand writer of the week
Genre posters
Talk at Forest View
<b>Maths</b>
RUCSAC
How to get your times tables awards
Maths vocabulary bunting
<b>Wider Curriculum</b>
Time lines
ESafety posters
Growth mind set posters
Science experiment posters

ALL classrooms to provide a **book corner** which includes a range of genres to engage ALL children.

- ALL classrooms to have '**Spellings**' display, which will include a range of spelling strategies and 'focus' spellings (maybe related to topic).

### **Expectations and Standards**

**To ensure consistency across the academy, all displays will have:**

- be freshly presented and of a high quality
- staple backing paper flat with no creases/'sag'
- examples of children's work (Differentiated)
- resources and references which promote multicultural and other minority groups

### Extra Guidance:

### Guidance with Colours

Colours can be used in several ways.

- Opposite colours can be used to give a good contrast.
- If the predominant colour in a display was orange, then blue would make a good contrasting colour for the background.

