

Hardwick Primary School
PRESENTATION AND DISPLAY POLICY

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 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 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

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) and Art Subject Leader
- 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 of teaching and learning

Roles and Responsibilities

A – Headteacher & SLT

- 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

This policy was adopted by the governing body *January 2007*

This policy is due for review annually

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' weeks).
- Set up a display area in class to focus on best examples of presentation
- We will aim for all Year 4 pupils to confidently use pen in all books (NOT maths). For Year 4 pupils, all work on display should be written in pen. Year 3 pupils should aim to present work for display in pen. Teachers use their professional judgement as to the readiness and ability of pupils to write in pen.
- Work for display should be of a uniform colour (black or blue ink)
- All year groups use pencil only for maths
- For maths the short date will be used on the left hand side of the page, children will usually work across the page.
- All year groups use pencil only for illustrations and diagrams in all books
- All year groups use pencil only in sketch books
- Use of rubbers should be discouraged. Children should cross through incorrect work with a line.
- In Key Stage 2 the learning intention/objective or title of the work should be written at the top of the piece of work. In Key Stage 1 children will begin working towards this where appropriate.
- All work should be dated – for younger children a date stamp could be used
- Dates, titles and learning intentions/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 year, kept as evidence, or sent home after displaying/celebrating according to need. A photographic record can be kept (i.e. Large D.T. models).

Appendix 2 - 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 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 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 - Literacy, Numeracy, Maths and one other subject, which include essential key words/vocabulary, questions, information and targets to support pupil learning
- Other subjects/topic work can be displayed on a rota basis
- 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
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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 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 effected)
- 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 follow the agreed theme
- 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
- As part of *workforce remodelling* teachers are encouraged to delegate display work to support staff if they wish. Support staff should be made aware of this policy