



Learning through hard work, friendship and fun.

Mill Lane

Display Policy

Adopted and ratified by governing body: March 2020

Review date: March 2022

Mill Lane Display Policy

At Mill Lane school we believe that displays in school should have two functions; they should provide a learning resource to aid children in their work and celebrate effort and achievement to develop a sense of pride. This policy outlines how these beliefs will be met.

Working Walls

Each classroom, with the exception of EYFS, will have a working wall for both english/topic and maths. These walls, by definition, are works in progress and should show the stages of learning for the topic being taught. They may have examples of pupil's work, examples of a finished article and information needed to achieve the outcomes. They should not be a display of finished work.

Classroom Displays

In each classroom displays should be mainly to support learning and the development of vocabulary. Displays also need to scaffold and provide a safety net for early reading, writing and maths skills such as phonics and calculation. Boards may be used, but do not have to be used, to display pupils work.

Communal Area Displays

In communal areas we will use boards to celebrate children's achievement by showing off their completed work to its best advantage. All boards will be backed and have a contrasting border. Work on the boards should reflect learning from the current or previous term. Boards will be allocated across school to show work from all age groups. All ability levels will be displayed. Work for display may be marked on the back or separately to avoid detracting from the pupil's efforts. Writing may be presented in pencil, pen or typed. Displaying 3D work is to be encouraged on boards and additional areas such as window sills and shelving. All displays should have clear labels to explain and engage.