

Cromwell High School

November 2021

Display Policy



Display Policy

- This policy is intended to ensure consistency across the school in terms of display.
- It was reviewed November 2021
- It will be reviewed and updated when deemed appropriate.

It is recognised that the process of producing work for a display is often as valuable as the product.

Display should enhance learning through:

- Encouraging pupils to interact with each other
- Encouraging pupils to interact with the display as a record and memory of prior learning
- Celebrating the learning achievements of pupils and building self esteem
- Supporting teaching and learning in the classroom

Displays in individual classrooms will reflect the needs and interests of individual learners and cohort groups in order to ensure that an outstanding and appropriate learning environment is available to all learners.

Structured Classes for children with ASC:

Displays and visual stimuli will usually be minimal in these classes in order to provide a low arousal environment and accommodate the visual sensory sensitivities of some individuals. It is important to minimise visual distractions in order to help children with ASC focus on the concepts that are being taught instead of details that may not be relevant.

Classes for children with PMLD & SLD:

For some children with Profound and Multiple Learning Difficulties, it is vital that a rich and stimulating environment is provided and 'brought to' the children in order to support their individual sensory learning needs. Through the use of screens and tents, the 'focus' of individual areas within the classroom is made explicit and overt, with non-relevant visual distractions minimised. The consistent use of objects of reference and photographic supports ensure that all children are able to access the classroom environment through their preferred method. The use of 'positive looking' techniques- often presenting pictures on a black background so that they show up clearly and allow optimum focus- will be promoted where appropriate.

General:

Within the classrooms, a range of display boards will be found; some of these are mounted at a higher level in order to celebrate the children's learning, whilst others are directly and visually accessible to the children as interactive learning boards. It is important that a balance and variety of display boards are present within the classrooms in order to ensure that all children, especially those with a visual impairment, are able to access the displays.

Throughout school it is expected that:

- Displays will provide information to pupils to support their understanding of routines and may include daily/half day timetables/schedules.
- Classroom displays relate to activities which are relevant to the current population
- Displays may contain a mixture of children's own work, photographs and wider world contribution (eg symbols, written, exemplars)
- Only pupils with appropriate parental permission will be included – staff must check.
- Displays must be supported by the written word – single words, short sentences/lists, symbols, tobis, photographs and/ or objects of reference.
- Displays should include appropriate presentation to support pupils with a visual impairment
- All spelling and grammar will be correct
- Only pupil's first names will be used
- A variety of pupils' achievements are celebrated – covering all pupils whose parents allow the use of photos- over a year.
- Representations of people are diverse especially in terms of gender, race and disability.

In recognition of the sensory sensitivities (visual overload) of some individuals, display boards in shared areas around school will also be:

- Backed in a consistent, calm and soothing tone or black where positive looking strategies are appropriate.
- The only allocated spaces where children's work is displayed and celebrated in order to avoid visual over-stimulation and limit the possibility of challenging behaviours by individuals during periods of transition.
- Changed regularly
- Allocated to classes and specific curriculum areas.

Displays will be enhanced by:

- Careful mounting of pictures and work – where work is mounted geometrically- including width of boarder, centrally, right angles, vertically or horizontally this should be true (check with a plumb line, set square etc)
- Photos being cropped to include only the focus achievement
- Photos being large enough to see from a few metres away – minimum A5 – often A4
- Clear lettering and labelling – A variety of fonts can be used in displays in order to

accustom pupils to the wide variety of print forms they will experience outside of school. However, Sassoon fonts will be used to promote ease of access to the printed word where this is key to a learning opportunity. Similarly, lower case (other than the usual use of capitals) written material will be generally used for ease of access where critical for understanding, but supplementary notices in all capitals will also be used as these are regularly encountered outside of school.

- Co-ordinated colours

Example of a quality display:

- Photos or examples of pupils' achievement next to clear exemplars of "what a good one in the wider world looks like" – either photo, clipart or symbol with a short sentence /list emphasising the learning objective in lower case Sassoon font.
- Example of section of display:

Batting



Niamh standing:

- side on
- bat in front of the wicket
- bat in two hands, thumbs downwards

Other Recommended Displays:

- Child Friendly IEP targets – with symbol as appropriate
- Day or half day schedules – removed as completed!

The effectiveness of the display policy will be monitored by SLT who will consider:

- Are pupils able to refer to display boards?
- Do display boards show what learning has happened?
- Do display boards celebrate diversity and positive role models for all pupils?
- Evidence of ways in which pupil interact with the display.
- High quality presentation of pupil achievements and learning.
- Consistency across the school