

Oxley Park Academy

Policy for Display and Presentation

Rationale:

We believe that the children's work should be presented in a way that enhances the content, both in exercise books and on walls and boards. We believe it should be clear to the observer **who** has done the piece, **when** it was done and **why**. We believe that we should engender in the children a sense of pride in their work. We believe a bright, stimulating, organised environment is conducive to good teaching and learning.

Policy:

Wall Displays

- These should reflect a range of curricular areas. Every topic/theme must be planned to be a current major focus in display.
- Children's work should have their name displayed on it. Position is dependent on the type of work presented.
- Work should be mounted or bordered as appropriate to the content.
- Equal opportunities issues must be considered. The work should reflect a range of abilities, ethnic and cultural variations, and reflect the work of both sexes. Every child should have a piece of work on display each term.
- Staff should ensure that children's work is on display by the beginning of the third week of term.
- Staff will have high standards of expectation. A piece of work on display will not necessarily be the 'best work' produced in a subject but the 'best work' of individual children.
- All work on display should be captioned to demonstrate the learning which took place eg 'Emerald looked closely at shells with magnifying glasses, then used pastels to draw what could be seen' **not** 'Observation of shells'.
- Interactive displays help to promote further learning. These should be used where possible, and if appropriate.
- Displays should reflect recent and current learning, or will be produced by the teacher to stimulate interest in a new subject and will need, therefore, to be changed on a regular basis.
- Key Stage 2 children should take increasing responsibility for the mounting and presentation of their work.

Exercise Books/Learning Journeys

- The class teacher should label the pupil's name and subject-matter in the top right-hand corner.
- Learning journals should reflect a more creative presentational style but still be neat and well presented.
- Learning journals should have an inner thematic introductory page eg "Lights, Camera, Action"
- Work should be dated and annotated with referent to content. If appropriate, this should be done by the class teacher.

- All staff will use the agreed exercise books for each subject, and in the agreed progressive order of use.
- There should be high expectation of presentation, appropriate to the task.
- Lines should be drawn using rulers, unless the work is to be presented in a creative, artistic way as in learning journal for example.
- All work must be marked with teacher's comments reflecting targets set or achievement as per the agreed Marking Policy in place at the time.

The classroom environment:

- All drawers and resource bases should be clearly labeled and contain only the labeled contents.
- Necessary equipment should be easily accessible to the children.
- Any broken or tatty resources should be withdrawn before the children have access to them, reported to the subject leader and repaired or disposed of, as appropriate, following Disposal policy.
- Children should be encouraged to replace items in the correct place. Staff must therefore ensure that every item has a specified 'home'.
- There should be a balance between children being self-sufficient, gathering their own resources, and resources being ready-provided by the class teacher.
- All children should take responsibility for the tidiness and upkeep of their class – not just classroom monitors.
- School pencil pots MUST be provided for all children on their work areas – containing sharp pencils, rubbers, rulers etc. TAs should ensure these are ready each day
- Water bottles should be **on the children's desks** for use without leaving their seats. TAs should do this at 8.30 each morning whilst on class duty.
- Tech time TAs are available on request to support this work each afternoon- advance notice required- tasks are prioritized and may be referred back as class TA responsibilities

Success criteria

- Work on the walls reflects the agreed criteria.
- Staff use agreed exercise books in the appropriate progressive order of use.
- It is clear to the observer:-
 - who has done a piece of work
 - when it was done
 - why/how it was done ie what the intended learning or skills development entailed
- There is consistency of approach and expectation in display and presentation.
- Displays are changed regularly and any 'wear and tear' quickly remedied.
- Displays reflect recent and current learning or are produced by the teacher to stimulate interest in a new subject.
- Classrooms are bright, attractive, organised environments where children are able to find and use necessary resources.
- There is evidence of interactive display usage.
- Children, through their presentation, demonstrate that they take pride in how their work looks.

Reviewed: Summer 2013

Next review: Summer 2016