

	<p>North Wootton Academy          Priory Lane          North Wootton          Kings Lynn          Norfolk          PE30 3PT</p>
<p>Name of policy:</p>	<p><b>Display Policy</b></p>
<p>Lead member of staff with responsibility for this policy:</p>	<p>James Grimsby</p>
<p>Date of governors meeting when policy agreed:</p>	<p>NA</p>
<p>Type of governors meeting:</p>	<p>NA</p>
<p>Date of implementation:</p>	<p>September 2023</p>
<p>Details of dissemination:</p>	<p>This policy is available on our school website and is available on request from the school office.</p>
<p>Frequency for review:</p> <p>Last Reviews:</p>	<p>Annually</p> <p>The policy was edited extensively around the type and frequency of marking.          Mostly, the information within the tables were retained</p>

The class learning environment should be seen as a key element of adaptation for effective learning. Displays therefore serve three main functions:

- Working walls within the classroom that act as an aide memoir in terms of prior learning
- Celebrations of work along the school corridors that encourages the children to be proud of their work
- Pastoral displays that support consistent good practice across the school.

## Working Walls

Working wall are an area to display key information as a unit of study is taught to support pupils in their learning. Whilst all will look different dependent upon the subject, we aim to achieve a certain level of consistency:

- These should be titled in terms of subject and focus
- Information should be presented clearly and at a legible size wherever possible
- Vocabulary should always be listed on the left side to help orientate the learner

### Core Subjects

Every class has been provided with a mixture of white boards and traditional display boards. The priority should be given to core subjects with a consistent design used:

Key Focus	Modelled Example
Vocab	
	Key Features (In English) Support / Challenge (In Mathematics)

Every class will also have a phonic map to ensure that this skill is continually referenced.

### Non-core subjects

In addition to the vocabulary, the aim of these working walls is to help build the learners understanding of the unit content over time. This can be achieved in a number of ways including:

- Creating a timeline
- Building a mind-map
- Enlarging the Knowledge Organiser
- Modelling key examples

### Celebration Walls

The school has two main types:

- Subject leader walls where each subject leader is responsible for displaying a range of work from across the school, changing this twice a year.
- Phase displays where phase leaders aim to showcase examples of learning (including home learning) from across their phase.

In both cases, the display would require a general title, first names wherever possible and neat presentation.

### Pastoral Displays

These serve to communicate key messages that we think are important for the children's welfare:

- Visual timetables – these would be a legally required adaptation for certain children and are likely to benefit all.
- Emotion Pegs – to enable pupils to be aware of their emotions and report if they are scared or worried (as there is no ribbon to attach these to)
- Star of the Day – Both in class and in the school Reception, there should be a daily opportunity to complement each other
- Class rules – these are should be easily displayed so all are clear on expectations
- Committee Notice Boards – key display boards are placed around the school to deliver key messages from pupil committees.

