

Goldenhill Primary Academy



Display Policy 2024-2025

“Everyone Shines At Goldenhill”.

Mission statement:

Goldenhill Primary Academy provides a happy, friendly, secure and respectful environment; where everyone achieves their potential and develops a lifelong love for learning.

Signed by:

_____ Headteacher Date: _____

_____ Chair of governors Date: _____

Date	Review Date	Coordinator	Nominated Governor
September 2024	September 2025	Mrs. Lisa Keay	Mr Grahame Colclough

Mission statement

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Purpose of study

“Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.”

National Curriculum 2014

Rationale:

At Goldenhill, display celebrates the work of the children by showing it to its best advantage.

We provide an attractive and stimulating environment for all pupils.

Purpose:

To provide a framework for display that assists the teachers at our school.

Guidelines:

When planning displays thought must always be given to the best methods of presentation.

Consideration must be given to the backing paper, border, choice of colour and textures, suitability of mounts, choice of positioning, volume of work presented, selection of materials to enhance the quality of work and length of time the display is expected to last.

Creativity on the part of the person mounting the display is always very welcome!

The purpose of each display should be apparent e.g. whether it is meant to be interactive, celebratory, informative etc.

All displays must be titled and have learning labels (except for special project weeks). Lettering may be produced on a computer or using templates.

With regard to safety, step-ladders provided must be used to create displays that are out of arms reach. Preferably work will be stapled by an adult (when it is safe to do so), or stuck up rather than pinned. Staples must be attached securely with none protruding from the displays. When displays are being changed staples should be removed safely by an adult when no children are in the vicinity.

Work should be accredited to the individual children who have produced it.

Display should therefore be carefully thought out, well presented and maintained to a high standard.

Conclusions:

Display is a vehicle for enhancing and publicising the work done in school.

Through display we want children to feel that their work is valued.

Expectations:

Use of display at our school, will provide pupils with interesting and vibrant surroundings in which they learn.

Display are to be 3D and interactive where possible, eye catching and accessible.

Displays will be well maintained and cared for by staff and children to reinforce their value.

Display in the Classroom:

Display in the classroom must reflect current work. Children's work will be related to that term's topic or individual subject focus (subject taught in isolation). As we follow Cornerstones as a school for humanities displays will be divided into Engage, Develop, innovate and Express areas of learning. The displays will grow along with the Topic. Maths, English, Science and map walls will be working wall displays.

Display in Corridors:

Corridor displays are based around a central history/art focus linked to local area. The whole school will display work that links to topics such as significant places and people and will be displayed for a longer period of time until the next special project week.

Wall boards will be allocated to year groups each term by the Art/Display co-ordinator.

Resources:

A wide variety of backing paper, mounting paper, borders and other materials that are needed for display are stored in the school's stock room for staff usage.

Resources are supplemented yearly.

Monitoring:

The class teacher alongside Art/Display co-ordinator will photograph all displays during each term, in order to keep a record of display ideas for future reference. Photographs of a selection of displays will be uploaded to the class page.

DDA:

Displays should be accessible to all who may view them (both classroom and corridor). When creating displays staff should bear this in mind and think about the following; size of lettering/font used, language used, any visual or audio needs (if applicable), height of displays, use of pictorial clues, interactive or tactile etc.