

# Christ Church C of E School

## Display Policy



**July 2024**

Christ Church  
C of E Primary School  
Regents Park  
NW1 4BD

# Vision and Values



**The Christian faith is at the heart of our school community.  
At Christ Church we all care, learn and work together for God and others.  
'For we are all God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do'. Ephesians 2:10**

**Our Christian Values are  
Creation, Community, Endurance, Thankfulness, Reconciliation, Wisdom**

The distinctive nature of our approach to education can be found in our explicit Christian values, our collective worship, our grounded Christian ethos, our carefully crafted curriculum and in our Religious Education.

We aim to provide ambitious learning opportunities, promoting achievement in every area and nurturing social, emotional and spiritual well-being.

We actively promote the children's cultural capital (defined as the acquisition of skills and knowledge, which an individual can draw on to give them an advantage in life). We will introduce them to strong role models who will impart their knowledge and wisdom to help the children engender an appreciation of human creativity and achievement and to become responsible local and global citizens.

Character and resilience are the qualities we promote within our children, developing the inner resources that we call on to help us in life. We instil these qualities in our children to make sure that they are ready to make their way in the world as robust, confident and inquisitive individuals. We know that confidence, knowledge and skills will help them to become compassionate and well-balanced young people. We want them to take their place in society as active citizens, economically independent, exemplifying the British values of equality, mutual respect, democracy, individual liberty and rule of law.

We use our six Christian values, Creation, Wisdom, Thankfulness, Community Endurance and Reconciliation, to reinforce and enrich our teaching wherever applicable.

- **Creation**

For every house is built by someone, but God is the builder of everything. Hebrews 3:4

- **Wisdom**

For the LORD gives wisdom; from his mouth come knowledge and understanding.  
Proverbs 2:6

- **Thankfulness**

Give thanks to the LORD, for he is good; his love endures forever. 1 Chronicles 16:34

- **Community**

My command is this: Love each other as I have loved you. John 15:12

- **Endurance**

Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up. Galatians 6:9

- **Reconciliation**

Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. Colossians 3:13

Our vision is inclusive and seeks to promote the whole child thrive within our Christ Church family.

Each member of our Christ church family; children, parents and staff are valued as God's creation. We believe in full inclusion and acceptance of all and that this allows every individual to flourish.



# Christ Church CE

## Primary School

*The Christian faith is at the heart of our school community.*

Camden



Date: July 2024

FGB Approved: 24/09/24

Review date: January 2026

## DISPLAY POLICY

### INTRODUCTION and RATIONALE

- At Christ Church, we believe that displays should enhance the learning environment, providing opportunities to celebrate children's achievements, stimulate their thinking, extend children's knowledge and encourage retrieval in their learning.
- We also believe that the environment which we create, of which display forms a part, contributes to the ethos of the school as a whole. It is therefore important to consider the impression formed by the displays we create.
- The school aims to create a calm learning environment which is stimulating but not overwhelming for the demographic of our school.
- This document is a statement of the aims and guidelines for displays in our school.

### AIMS OF DISPLAY

Through our display we aim to:

- Create learning opportunities both within and outside the classroom;
- Display key words and key learning of the half term;
- Ensure the core subjects are represented, English, maths, and R.E.
- Provide positive reinforcement that children's work is valued and highly thought of;
- Create an attractive working and learning environment;
- Publicise work currently being studied and provide information about it;
- Highlight expectations about standards and quality – a child's best, published work can be displayed to provide opportunities for pride and aspiration;
- Show the learning journey – early drafts and planning may be displayed alongside the 'final product' to share the work which has taken place in the build up to a published piece;
- Share successes and monitor progress towards a goal – for example, in the case of displays which show a child's achievement of their mathematics or writing target;
- Stimulate discussion and facilitate further learning through interactive display;
- Encourage questioning among children;
- Ensure that display is a part of the planned programme for each class and year group and bears a direct relationship to the curriculum.

To achieve our aims, consideration will be given to:

- The accessibility of displays to children, both for visual monitoring and physical updating;
- Frequency of change;
- Pupil involvement – asking children to design a display and carry it out;
- The variety of types of display used each term;
- Quality of display work – it should be reflective of the children’s best abilities or should demonstrate the ‘learning journey’ a child has been on;
- The variety of subjects represented throughout the year;
- The quality of labelling;
- The use of mounting and double mounting;
- The combination of colours;
- Other styles of mounting;
- The positioning of display work;
- The use of 3-D materials and drapes to enhance aesthetic qualities.

### **SUGGESTED MATERIALS AND METHODS**

- Display boards should be covered in hessian backing and have a suitable border of a calming colour. The rationale for hessian is that it reduces sensory overload. Neutral colour promotes a calm setting to a room and key information on display boards stands out. It also creates a less busy environment. Brown wrapping paper can also be used as an alternative.
- Work should be well mounted with an equal border all the way round;
- Staples and Blu-tack should be used for fixing work to display boards;
- To ensure that classrooms and shared spaces are visually stimulating and educationally enriching, displays are planned around a theme or topic and have an appropriate life span;
- Corridor and hall displays are changed on a termly basis. Class teachers are responsible for creating displays on the boards directly outside their class room;
- There are communal displays in the main corridor and the school hall. These displays are created to reflect the core curriculum subjects and progression of skills in English, ICT, RE and art;
- Room displays are updated when new learning or topics occur and are used as teaching aids. They will include some source material where relevant;
- All displays are titled and labelled with a context and the learning intention for the work;
- All individual pieces of work are named;

### **USE OF ICT AND DISPLAY OF SPECIFIC SUBJECTS**

- ICT is evident through labelling, photographs or sourcing materials for display and is essential to ensure high quality is maintained. Upper school pupils are encouraged to consider the layout and presentation of display in their class and share areas, and should at times have opportunities to put their own work on display.
- Within classrooms, teachers are expected to use display to enrich curricular learning and throughout the year there should be a balance of core subject areas as well as topical work.

### **EQUAL OPPORTUNITIES**

- Each piece of work by an individual is valued and wherever possible a pupil should have the opportunity to have their piece of work displayed. In shared areas and hall displays; classes are encouraged to work together on the chosen theme to provide opportunities for group work and sharing of tasks between pupils.

### **MONITORING AND EVALUATION**

- Through the monitoring of classroom organisation, the Senior Leadership Team will both monitor the quality of work and displays, and suggest ideas and feedback to staff where appropriate.

### **ROLES AND RESPONSIBILITIES**

- It is the responsibility of teaching staff to produce ideas for quality displays in their classrooms.
- The teaching assistants should assist the class teacher with mounting and putting up the display in the year groups in which they work.
- The HLTA is responsible for the communal displays and the stock. Staff should inform the teaching assistants if display stock is running low so that resources may be ordered.
- The effectiveness of this policy will be continually considered by the Senior Leadership Team, in consultation with the staff. It will be on a three yearly basis or when deemed necessary.

### **MONITORING AND REVIEW**

- This policy is monitored by the Senior Leadership Team and Governing Body, and will be reviewed every two years, or earlier if necessary.