



Longwood Primary School

Indoor Environment and Display Policy

Aims:

- To provide an interesting and stimulating environment for pupils and staff to work in. Display is a valuable aspect of the School environment. It provides an opportunity for visitors to the School, as well as pupils, to see the variety of work undertaken in each year group.
- To endeavour to change displays in public areas on a regular basis, approximately every term. Over a period of time the displays should cover the National Curriculum subjects areas, as well as cross curricular work.
- To make classrooms visually stimulating, functional and safe work places. Classrooms should be well organised so that resources, materials and equipment are easily accessible to the pupils. Displays should be changed regularly to keep classrooms looking 'fresh' and celebrate the continuing good work produced by the class.

Display

Good display has an important role to play in supporting learning. It creates an ethos which is vibrant, bright and stimulating. It helps to provide an environment conducive to the development of careful consideration and respectful attitudes on the part of the pupils to their own work and to the works of other pupils.

Types of Display

It is essential when planning a display to identify the particular aspects of that display e.g:

- the display which focuses attention
- the display to resources and aids to learning
- the display to invite involvement (asking questions, inviting children to look at objects/books)
- the 'finished work' display (respect and pride for children's completed work)
- the 'high density' display (all of the children's work in the class)
- the 'working' display (display of work in progress and also 'just finished' work)

Organising Displays

Large display areas could be divided into sections by using a different tone of backing paper or border roll

Try to put written work at a level where the pupils can read it

Try to introduce a 'common' line at the top or bottom of a display where sizes or items displayed differ considerably.

Mounting

The main reasons for mounting items are to distinguish them from the background, to lend emphasis or focus the attention, to protect edges in handling and also to enhance the presentation of the work.

It is not always necessary to have brightly coloured mounts. Use colours which compliment work and backing. Work does not have to be glued to the mount, but it does make it easier to get an even size around the work



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Work should be mounted and a single mount is usually sufficient. A double mount may be necessary to define largely white pieces of work or to help enhance particular pieces of work.

Names of children should be displayed on the mounted piece of work.

Mounted work should be laminated.

Lettering

Notices and labels should be neat and clear and produced using other ICT or letter templates.

The size, positioning and quantity of lettering will depend upon consideration of a number of factors, such as:

- The distance from the reader
- The height of the reader
- Is the message to have an immediate impact or is it to be read as part of the written work?
- The quality of spacing and layout and the positioning in relation to the work are more important than the style of lettering. Simplicity makes the lettering easier to read the positioning and style of labels should be as consistent as possible throughout a display and should be created using templates for lettering or ICT

Displaying three-dimensional work

- it is important to consider the effectiveness of the 'less is more' principle, too much will look cluttered
- on table tops, boxes of different heights can be arranged and covered with fabric to create a display of several different heights
- corners of rooms can be softened with the introduction of fabrics and plants
- light constructions in paper, card, balsa, wire may be displayed by hanging from fine thread.

This is not possible in alarmed public areas, as the moving objects may set the alarm system off.