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## DISPLAY POLICY

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**BUTTSBURY  
PRIMARY SCHOOL**

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AN ACADEMY SCHOOL

<b>Approved by:</b>	Full Trust Board
<b>Last reviewed on:</b>	Autumn 2025
<b>Next review due by:</b>	Autumn 2028

## Purpose of Display

1. To provide a stimulating and interesting working environment.
2. To support children's learning (see details below on working walls)
3. To value and celebrate pupils' work.
4. To develop topic work and sustain interest and knowledge within that topic.

## Classrooms

### General information to be displayed

Each classroom should have the following clearly displayed as they form part of our classroom non-negotiables:

	EYFS	KS1	KS2
Fire Evacuation Explanation sheet	√	√	√
Three Rights of Buttsbury - Juniors			√
Golden Rules (ARRK) – Infants	√	√	
Mark Scheme Key	√	√	√
Four Bs (i.e. Brain, Board, Buddy, Boss)			√
Buddy List (Year 3 and 4 only)			√
House-points Chart			√
English and Maths Working Walls		√	√
Learning Journey Wall	√		
Unit Intent on Maths Working Wall		√	√
Writer of the Week and Reader of the Week; together with book recommendations			√
Reading area/Reading chart and Author of the Term	√	√	√
Classroom Door Sign	√	√	√
Handwriting Exemplar	√	√	√
Behaviour Consequences Chart			√
Mission Statement and Aims			√
Title of class novel		√	√
Rainbow Awards Chart			√
Spellings for the week			√
Mastery Statement			√
Words We Love	√	√	√
Recognition Board			√
Wise Words	√	√	√
Phonics Working Wall	√	√	

### Working Walls

#### 1. English

Each class should have an English working wall which displays visual prompts that reflect current learning and allows pupils to be independent learners. Each English working wall should include:

	KS1	KS2
A unit intent <i>An A4 sheet with the text type e.g. Myths and Legends</i>	√	√
"By the end of this unit we will be able to..." <i>An A4 sheet with what children are working towards e.g. Write a myth</i>		√

What do we already know? <i>In the first lesson of a new unit start by asking children to write on post-its and keeping on Working Wall</i>	√	√
Key features of the text type/WAGOLL <i>In the first week of a new unit, scribe the key features onto the flipchart for the Working Wall</i>	√	√
Examples of the text <i>Copies of texts read</i>		√
Word wall		√
Examples of good learning <i>Photocopies of children's work, annotated to show where they have included key features of the text</i>	√	√

## 2. Maths

Each class should have a Maths working wall which displays visual prompts that reflect current learning and allows pupils to be independent learners. Each Maths working wall should include:

	KS1	KS2
A unit intent <i>e.g. 'Multiplication' or 'Data Handling'</i>	√	√
Unit targets <i>e.g. To solve problems involving division</i>	√	√
Vocabulary to support the unit which is clearly visible	√	√
RUCSAC method to support Using and Applying		√
Examples of methods <i>Adults' modelled example of how to present a method or an approach to solving a question</i>	√	√
Examples of good learning <i>Photocopies of children's work, annotated to show where they have been successful</i>	√	√

### **Other subjects including R.E.**

- Where space allows science, history/geography, foreign languages, art and design, and DT should be represented in displays within the classroom. Where display space is limited most subjects should be covered at some point in the academic year.
- An R.E. focal area should be obvious within each classroom.
- Key stage 2 classes should also have an SMSC display.
- Displays should include a Unit Title, Unit Intent, Learning Journey, Skills Tracker, Brain Busters, Key Vocabulary, KWL questions of what we already know, what we want to know and what we now know answered using post-it notes.
- The learning involved should be explained and they should include questions to make them interactive.
- Where space is limited and a larger display is not possible, the Learning Journeys, Skill trackers, vocabulary and Brain Busters should still be displayed for each subject taught (such as Music, P.E, PSHE and Computing)
- Emphasis should be given to show examples of extended writing wherever possible.

### **Common Areas**

- The boards in the corridors and communal areas will be rotated according to the 'Display Timetable' and changed at least three times per academic year, reflecting topics studied. The displays will reflect British Values.
- In Key Stage Two, the hall displays will have a 'writing' focus and be rotated around different year groups. In Key Stage One the hall displays reflect 'themed weeks' and each year group has responsibility for a board.
- In Key Stage Two, displays within year group corridor areas should cover a range of topics, one of which should be the most recent 'themed week'.

#### **Presentation 'Non Negotiables' for Display**

- Each display board in the corridors or communal areas should have the Year Group displayed clearly and a short explanation, detailing what the work is about.
- Backing paper – Use large rolls of fadeless paper as first choice of backing material; avoid using sugar paper as this fades.
- Boards are best displayed with a border, unless there is a valid reason for not using one.
- Work should be mounted.
- Handwritten features should follow the school handwriting policy.
- Consider ways of enhancing displays by using drapes, boxes to change the level of display, adding 3D elements etc.
- Putting work up with blu-tack helps make changes during the 'putting up' process. Also, this means that backing paper can be used more often for greater sustainability.
- Don't staple into the walls or pin into them as this damages the plaster.
- Ensure Working Walls are not cluttered.
- Make sure that pillars with warning stickers for asbestos do not have staples, nails or anything else that penetrates, used on them.

#### **Monitoring and review**

Policy Date: Autumn 2025

Review Date: Autumn 2028