



**ST BERNARD'S PREPARATORY
SCHOOL**

DISPLAY POLICY

ADVENT 2018

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DISPLAY POLICY

Mission Statement

With God as our shelter and Christ as our guide, the mission of St Bernard's Preparatory School is to educate towards love and service to God, each other and the wider community. Through our broad balanced curriculum we will develop an understanding of each faith and the values we share. We will treat each person with respect, knowing we are special and unique.

St Bernard's is part of the St Benedict's family of schools. All schools in the group share a similar Catholic and Benedictine/Bernardine ethos.

1. INTRODUCTION

Display is an important aspect of the school curriculum which includes making the whole school an attractive and aesthetically pleasing environment, where all the resource displays are expected to be accessible and inviting.

This policy outlines the nature, purpose and management of Display within our school.

The school policy for Display reflects the consensus of opinion of the teaching staff.

It is the responsibility of all the teaching and support staff under the guidance of the Headteacher and the Display co-ordinator to implement this policy.

2. THE NATURE OF DISPLAY

The impression made by a school starts as soon as a visitor enters the school environment, and, visually conveys aspects of the ethos of the school. Display is not seen as window dressing – it is the basis of a very real part of education, and, it can offer the stimulation to think, to research, to create, to experiment and design.

The aims are:-

- to celebrate the achievements of all our children and to indicate standards of achievement, values and high expectations.
- to inform parents and visitors to our school about the range, nature and quality of work taught across the curriculum.
- to improve and enhance the quality of the school, and to provide a visually stimulating environment and arouse curiosity.
- to support teaching and learning across the curriculum, and, to give a real purpose and value to the children's work.
- to give confidence and a sense of achievement and to encourage a higher standard of work.
- to provide an opportunity to view the work of other pupils, and to encourage children's care and respect for each other's work.
- to develop an aesthetic awareness in children, leading them to develop a sense of awe and wonder of the world that surrounds them, and, to encourage a positive attitude towards the environment.

3. ENTITLEMENT

The whole school environment offers opportunities for learning through displays of resource materials and children's work, in many cases showing interaction of the two. Children need first hand experiences as a learning

resource to provide nourishment to support their physical and mental practices. We believe that display is a means of communication which can stimulate thinking, creativity, aesthetic learning and cross-fertilisation of ideas. The mind and senses need to be fed and nourished as much as the physical body, except that the 'food' is all kinds of sensory – especially visual and tactile – imaginative and inventive experiences. This enables children to grow and progress in their personal and spiritual development. Visual understanding deepens aesthetic responsiveness as no other mode of learning can, by enhancing the imagination and intensifying feelings, ideas and sensitivities. Displays can help to support the development of life skills, encouraging children to observe, study, analyse and research, as well as enabling them to process visual information from diagrams, maps, charts and posters. Children learn from everything around them and so display should be seen as a teaching aid. Children should be taught to display work effectively and become critical about the appearance of their own workspace.

4. IMPLEMENTATION

The displays throughout the school are changed regularly, so that the children do not see them as a permanent part of the wall, but find them a source of interest and stimulation, arousing their curiosity.

Our school displays are intended to promote positive action by posing questions, inviting further investigations and suggesting follow-up activities.

In the main display areas outside the classrooms, the displays reflect the children's work linked with the core subjects or the chosen theme. There are also fixed displays which include:-

- St. Bernard's Preparatory School Staff
- Year 6 - Remove House Captains and Monitors
- Literacy reading books display
- Digital signage
- PE/Games board
- R. E. boards
- Chaplaincy board
- Framed certificates for fundraising activities
- SATIPs National Handwriting winning entrants and examples of work
- Internal Handwriting competition and 'Star of the Month' photographs
- School Council representatives
- French

In the classrooms, the displays reflect the subject matter being taught across a range of subjects, and, give the children an opportunity to see the work of their peers.

There needs to be a build-up of all manner of experiences and learning through the vehicle of visual communication and display. The items and their qualities, appropriate and clearly presented information and the care shown by the teacher, will all have an educational value.

Looking at expressive and functional qualities in other people's art and design and considering shape, form, pattern, space, colour, line, tone and texture helps to make the children's own work more real and relevant.

EXAMPLES OF DISPLAY OPPORTUNITIES

- Written work across a range of subject matter.
- The children's works of two-dimensional art – e.g. paintings, drawings, prints.
- The children's works of three-dimensional art – e.g. pottery, sculpture, papier maché, mixed media models.
- Reproductions of paintings from different cultures.
- Photographs.
- Books.
- Posters
- Natural and made objects

WHERE DISPLAYS CAN BE VIEWED

The environment in which children are taught does matter, it has to be a functional place, a home, resource centre, workshop and gallery all in one.

- Front of school / office area
- Corridors
- Main hall
- Small hall
- Dining hall
- Classrooms
- Specialist classrooms, for example Art, Design and Technology, Science, ICT and Music

MOUNTING A DISPLAY

- The choice of background on which the displays are mounted is important.
- It is a good idea to cover display boards in a variety of ways to create an eye-catching contrast.
- With three dimensional displays, dull colours often form the most effective background and objects on display usually look best when grouped in some way.
- Methods of mounting should be as inconspicuous as possible.

IT IS IMPORTANT TO MAKE SURE THAT:-

- Work is parallel with the top, bottom and sides of mount.
- Work can either be single or double mounted.
- The use of glue sticks as a bonding agent for mounting pupils work on backing paper is recommended, and, Blu-Tack for the positioning of this mounted work on the display boards, with the use of staple guns if required.
- Lettering and labelling should be clear and precise.
- Written sections should be positioned low enough for the children to be able to read.
- The display areas are not too overcrowded, otherwise the impact will not be as effective.

5. EQUAL OPPORTUNITIES

All pupils will have equal opportunities to achieve their full potential across the school curriculum. It is an important aspect of everyone's life now and in the future.

Display opportunities will take into account children's abilities, gender, culture and religion, so that it celebrates similarity and difference, ensures access and presents positive images.

6. SPECIAL EDUCATIONAL NEEDS

It is especially important for children with specific needs to be surrounded by resources, which make the most of their sensory faculties.

Visual, tactile and sound components do have a vital educational role for children with specific needs.

7. RESOURCES

The display paper rolls for backing the wallboards, mounting paper for written/pictorial display work are currently stored in the Art, Design and Technology classroom. Additional resources and equipment is stored in the teachers own classrooms, and the stock cupboard.

Resources will be constantly monitored to ensure that the materials and equipment required are readily available for teachers and support staff.

Legal status:

This policy was written with reference to

- Co-ordinating Art Across The Primary School (R.Clement, J.Piotrowski and I.Roberts (Falmer Press))
- Practical Guides - Art Teaching Within The National Curriculum (J. Graham and H. Jeffs (Scholastic))
- Creative Display and Environment (Margaret Jackson)

Applies to:

Whole School including Early Years Foundation Stage (EYFS).

Related Policies:

Curriculum, Teaching and Learning, Assessment, Recording and Reporting, Data Protection

Availability:

This policy is made available to parents on our website www.stbernardsprep.org or a copy may be obtained from the school office on request.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headmaster.

The Trustees will undertake a formal review of this policy for the purpose of monitoring and of the efficiency with which the related duties have been discharged, by no later than three years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Signed by _____

Headmaster _____

Date _____

Chair of Governors _____

Date _____