

# Blackfen School for Girls



## Display Policy

Head Teacher: Mr M Brown  
Chair of Governors: Mr S Fitz-Gerald

	Date	Name	Signature
Policy Date	June 2019		
Review Date	June 2021		
Review Period	Annually		
Lead Person	Deputy Head Teacher	Fiona Minnis	
Prepared by	Deputy Head Teacher	Fiona Minnis	
Verified by	Head Teacher	Matthew Brown	
Approved by	Chair of Governors	Stuart Fitz-Gerald	

The Governing Body of Blackfen School for Girls adopted this No Smoking policy in June 2019. The policy should have been reviewed in June 2020. In light of Covid-19, this policy will now be reviewed in June 2021.

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## Rationale

The school recognises the importance of display in supporting teaching and learning, in celebrating the diversity of our school and the achievements of all our students. We believe that the physical environment should have a positive impact on achievement and provide a stimulating and exciting learning environment for all.

## Outcomes

- Display is used to support teaching and learning.
- The physical environment has a positive impact on achievement, aspirations and teaching and learning.
- The physical environment underpins an ethos of excellence.

## Procedures

All members of staff are responsible for co-ordinating displays in teaching rooms and designated faculty or key stage areas. Faculty Leaders and Subject Leaders should oversee the displays in their areas. Administration assistants will support the finalisation of display materials as discussed and agreed with the relevant staff. Display should be changed regularly and reflect current learning and recent achievement as well as the cultural diversity of our school within the wider local, national and global community. Display should be kept in good order and will need to be checked and repaired where necessary. All display areas outside the classrooms are designated to a faculty, subject or other specified user. No displays or notices should be put up anywhere apart from on display boards. All displays should be kept neat and tidy and **changed at least annually**.

## Classroom displays must:

- Aid learning (displays which teachers can refer to in the lesson e.g. glossaries, maps, diagrams etc.) stimulate further enquiry.
- Consolidate learning (e.g. model answers, examples) help students assess their own learning clarify and outline course structure (e.g. specifications, Blackfen KS3 levels, level or grade descriptors etc).
- Demonstrate how students achieve their levels or marks by displaying a range of marked examples promote inclusivity by reflecting the achievements of different groups of students.
- Where appropriate, contain a community notice board which displays notices, supports community group cohesion (e.g. birthdays, student of the week) and encourages student voice through student leadership notices.
- Promote literacy including the use of key subject terminology and the literacy marking code
- Support the behaviour charter by displaying the rules for learning.

## Corridor displays must:

- Enhance and consolidate the ethos of excellence across the school through careful selection of material for display, which gives due consideration to other key policies such as equal opportunities.
- Underpin an ethos of high expectations by drawing attention to and celebrating examples of students' work and taking pride in successful activities.  
Raise achievement by celebrating success at all levels, in all areas of the curriculum and in every year group.
- Celebrate individual achievement both in school and in the wider community.

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## **Key roles**

DHT: to liaise with staff to ensure implementation of display procedures; to ensure that the display Policy is published to staff, students and parents and is reviewed according to schedule.

SLs and FLs: to ensure implementation of school display procedures.

Teachers: to follow school display policy; to ensure classroom display meets expectations.

Students: to contribute to display in classrooms and around the school.

## **Related documents**

Rules for learning, Literacy marking code.