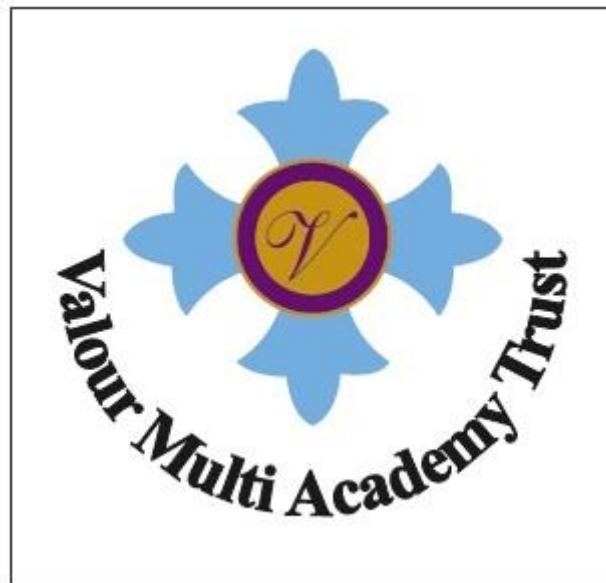


Beech Hill Primary School



Display Policy

Revised November 2025

Rationale for Beech Hill Primary School Displays

Classroom displays serve a vital role in enhancing the learning environment in Beech Hill Primary School.

When effectively managed, they celebrate student achievement, foster a sense of belonging, and act as dynamic tools for teaching and learning. The purpose of this display policy is to ensure consistency in the use of displays across the school, supporting both student motivation and the curriculum.

Celebration of Student Achievement

Displaying students' work helps to build self-esteem, pride, and a sense of ownership over the learning space. By showcasing a variety of student efforts— both exemplary and developing—displays can encourage all students to engage, improve, and value their contributions. This policy ensures that displays remain inclusive, reflecting the diverse abilities, backgrounds, and interests of pupils.

Teaching and Learning Tool

Beyond celebrating achievement, displays are powerful tools for reinforcing classroom learning. Displays that showcase key vocabulary, subject-specific concepts, or ongoing projects allow students to reference essential information independently. This policy promotes the regular updating of “working wall” displays so that they are actively used during lessons as part of the teaching strategy, aiding memory retention, problem-solving, and application of skills.

Creating an Engaging Learning Environment

A well-designed classroom environment supports positive attitudes toward learning. Displays that are visually stimulating, organized, and relevant to current topics encourage curiosity and focus. This policy advocates for a balance between vibrant visuals and educational content, ensuring that the classroom remains a stimulating yet purposeful space for both learning and reflection.

Inclusivity and Accessibility

All children, including those with special educational needs, should benefit from classroom displays. This policy ensures that displays are created with accessibility in mind, featuring large text, clear layouts, and materials at eye level for younger or differently-abled students. The use of interactive displays, where students can engage directly, is encouraged to foster hands-on learning experiences.

Active Role in Learning Processes

Classroom displays can serve as a continual reference point in lessons. For example, maths working walls may display problem-solving strategies, while literacy boards might highlight planning procedures, sentence starters or grammar rules. This policy emphasizes the role of displays as evolving, not static, elements. Teachers are encouraged to actively refer to them during lessons, fostering a culture where displays are integrated into daily learning.

Promoting Collaboration and Ownership

By involving students in the creation and updating of displays, they take ownership of the learning environment. This policy supports the idea that displays should reflect student involvement, where children contribute their ideas, questions, and work, promoting collaborative learning. This creates a shared space where students' voices are valued and represented.

Expectations

In order to achieve the above, we must ensure that:-

- All celebration displays carry labels, captions and information which explain and enhance children's work, objects and images.
- Displays of children's work should be mounted to reflect the quality and importance we attach to presentation and how much we value their work.
- Photos are used to show process as well as celebrating the children at work.
- Working wall displays need to be legible and clear to read but are a working document and do not need to be backed.
- Teachers writing on working wall displays should reflect the school's handwriting expectations and may model processes used within class with use of hand drawn diagrams, jottings or edits and annotations.
- There is a balance between displays that provide prompts or information and the children's own work. Generally, a much greater proportion of display inside the classroom should promote and support learning through subject working walls and a greater proportion of display in communal areas may celebrate achievement and success.
- Some displays may be interactive, including items for the children to investigate, question and answer.
- There is a balance of subject working walls/displays around the classroom.
- Displays Deadlines: Working wall displays are ongoing and should reflect the learning journey and current topics in class. These should be changed or added to regularly in order to reflect and support current learning within class.

Communal displays should be changed at least twice per year.

Ideally, displays should not be taken down until all materials for a new display are prepared and ready.

Care should be taken when putting up displays and the policy for Health and Safety should be followed.

- No staples, pins or any other sharp object should stick out.
- Do not stand on chairs or tables – use step ladder and staff must adhere to the “three points of contact” rule.
- Corridors or fire exits should not be blocked at any time.

Conclusion

This policy aims to ensure that displays are an integral part of both celebrating students' work and supporting their learning in Beech Hill.

By promoting consistency, inclusivity, and engagement, displays will enrich the classroom experience, benefiting both students and teachers in their educational journey.

Amended by – Jess Eatock November 2025