

Data protection:

Only 2 out of 3 of the following can be visible at one time:

- first name
- surname
- photograph

(Unless displaying medical information about a child)

We have a tidy desk policy (for more information please refer to our Data Protection Policy)

Learning walls

Our Displays support learning – They are not wallpaper

- CHANGE them regularly (daily/ weekly) – use flipchart paper!
- SHOW the Learning journey– when you put something new up make it a teaching point and the ch. will notice it
- Teachers and ch. should REFER to them

English

Must	Should	Could
Handwriting Targets with children's names displayed – aiming for a 'join the club' star	Author of the week – with success criteria highlighted or speech bubbles and next steps VCOP (This could include the punctuation triangle and words which the ch. can remove and use at their desks)	Headings showing the process: Lo and Success criteria • Looking at texts - Key features • Gathering ideas • Planning • Writing - Outcome • Editing and improving Key vocabulary – or HFW (a few at a time) Photos – role play, talk for writing • Book making templates • Handwriting prompts • Alphabet with pictures • Core books/ book of the week • Samples of good work, for example, presentation • Sound of the week • Rhyming picture cards • Laminated speech bubbles

Book corner:

- This area should be conducive to reading not playing.
- Information about Focus author of the term
- Relevant books on display with the front covers visible
- Rotate the books – USE THE SCHOOLS LIBRARY SERVICE!

Maths

Must	Should	Could
Mad minutes chart – use contact pictures	Key vocab	<ul style="list-style-type: none"> • Things to pick up: shapes talking rhymes, clocks, books, abacas, tape measures, glove puppets • Number line (appropriate to year grp) • Height chart • Samples of ch.s work (w.boards, excellent layout in books for example, different levels - low-mid-high) • Photos of ch. working (practical lesson) • Children’s comments in speech bubbles • CAME - rules, groups, examples of work • Strategies board • Work samples and Egs of corrected work • Common errors • Maths challenge or Problem of the week (Investigative) • Problem pouch • Outcome • Annotated model

Science - Boards should be clearly labeled for science and change regularly with topics.

Must	Should	Could
‘Duncombe’s Science Principles’ poster - refer to with the children as a reminder of our success criteria for science. Working Scientifically symbols	Examples of children’s work, including homework, to be used as a teaching point or example of excellent work. KWL grid for new topic	<ul style="list-style-type: none"> • Mind map, concept cartoons (showing misconceptions in science) • Photos of the children (doing investigations, etc), with speech bubbles from the children about their learning • Key vocabulary for the topic (large enough for children to read) • Books related to science topic • Opportunities for the children to add input (suggestions/questions box for areas of interest or something they would like to investigate)

For inspiration or ideas, see: <http://www.primarydisplays.co.uk/index.php/Science> <http://www.teachingphotos.co.uk/gallery/science/>

Outside the classroom	In the classroom
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Teacher door sign – include photo and some information Contact sheet with all the children’s photos and names (FIRST NAMES ONLY) Information about the person that the class is named after	School/ classroom rules Homework party chart Info for supply teachers Current Planning SEN information Medical information (This can have first and surname) Daily non-readers
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Communal displays

Every class has a display on a board near their class to be changed in the Autumn Term - always include an explanation of the display with the class’s name on.

Each subject leader also has a board to be changed as required

TOP TIPS:

- all displays should have grammar and spelling checked
- Include interactive elements eg.: Questions – particularly aimed at HA ch. or objects
 - Show the PROCESS not just finished work – with photographs of ch.
- All displays must be able to be read by the ch. – at their height or enlarged if too small.
 - 3D elements
 - EAL labels and cultural elements
 - LESS is MORE

Find resources in: *T-drive – Resources – Whole school resources – display*