



DISPLAY POLICY

The learning climate we create in madrassah is crucial. Pupils are affected not only by the physical environment which surrounds them, but also by our own expectations and attitudes.

Colourful and bright displays cheer up the classroom and the madrassah, making a more pleasant and welcoming environment for all. The display of learning materials can aid learning in an almost subliminal way.

Clean and tidy classrooms contribute to that good climate. We should all take responsibility for our physical environment, including areas of the madrassah such as corridors, sinks and cloakrooms.

AIMS

To provide a visually rich and stimulating environment which

- celebrates and values the work of all pupils;
- arouses curiosity;
- reflects and interacts with class topics being studied and provides a clear link with work going on in the classroom;
- provides information to consolidate learning;
- reflects the madrassah's learning policy, ethos and individuality;
- gives opportunities for pupils to be observant and constructively critical;
- offer pupils an audience for their work, promoting self-esteem and encouraging them to value their own work and that of others;
- informs all who visit the madrassah of the work being done in madrassah;
- reflects the madrassah's Equal Opportunities, Multicultural and SEN policies;

IMPLEMENTATION

Display should:

- have a clear content and purpose;
- engage the audience;
- ensure reflection of a wide curriculum and always include work related to Islamic Studies and Quraan Studies;
- maintain balance between celebration and information;
- use various styles, strategies and subjects;
- be current;
- be used actively and not always be merely decorative;
- ensure that all children are represented somewhere;

HOW TO ACHIEVE THESE OBJECTIVES

Use a mixture of formats:

- Notice boards
- Free standing boards
- Shelf/ledge/counter tops
- Table
- Mobile Display

Select materials and present them carefully. Think about the colour of the backing paper and the subject matter. Is the paper of good quality? Has it been used before and is it looking tired? Cut the paper carefully to fit the board. Use good tools. Other points to consider:

- Type of border/colour/width/shape;
- Is the material mounted neatly and in a regular way?
- Work should be double mounted where possible, placed in a pre-printed frame or mounted with a line drawn around work to simulate double mounting;
- Have you contrasted the backing and mount colours or kept to a single colour?
- Paper and material should be fixed to the board with pins or angled staples;
- Work should be fixed using blu-tak, mapping pins or spray mount; consider the use of material and drapes rather than paper.

LABELLING

- Ensure a clear title is displayed and include the learning objective;
- Lettering should be clear and neat;
- Check grammar and spelling;
- Proper names should begin with a capital letter; all other single word labels should be in lower case;
- encourage interaction by using questions and statements;
- Does the labelling inform the display?
- All work should be named; Unless a part of the material content being displayed, keep to one type of font or letter style.

GENERAL POINTS FOR CONSIDERATION

- Display reflects the broad and balanced curriculum;
- Every child is represented – genuine effort, appropriate to the teacher's expectations of the child, may be sympathetically displayed;
- It is important to have children own drafted independent writing on display.
- Pupils work should be celebrated regardless of their ability.
- A variety of techniques and media are employed in artistic displays;
- Other subject areas are also represented or the display is cross curricular;
- Display of 3D work – models should be finished, labelled and of a good standard;

- All work on display is up to date and represents pupils currently in the class;
- Once displays have been created in the classroom, it is important to keep the room tidy so that nothing detracts from the children's work. Mess, muddle and over-fussy work tops disrupt the focus of the display.

STAFFING AND RESOURCES

- All staff are responsible for planning and organising work for displays;
- A timetable needs to be devised to ensure displays in communal areas are refreshed e.g at least three times annually;
- The Head teacher / Principal will provide an overview and support staff in producing displays;
- Displays should be monitored by the Head teacher / Principal;
- Teachers will ensure that display resources are available and use the usual channels to re-order when necessary to maintain a good selection.