



## Presentation & Display Policy

### A. The Presentation of Children's Work

#### 1. All book covers should indicate:

- The child's full name
- Year group
- Class and teacher's name
- Subject

Books should be covered with a printed label (the child's name may be hand-written).

#### 2. Writing the Date:

- The full 'long' date should be written in all books, except numeracy, where the digital 'short' date is appropriate (for younger children, teachers are encouraged to work towards this standard as soon as children are able)
- The date should be written on the top line, left-aligned, and should be underlined in pencil using a ruler

#### 3. Learning Objectives:

- In KS2, the learning objective should be written at the beginning of each piece of work
- In KS1, teachers are encouraged to work towards this standard as soon as children are able. It may be appropriate to print the objective on a small piece of paper and stick it in, or for the teacher / TA to write it (this may also be appropriate for some children in KS2)

#### 4. Titles:

- Titles should be centre-aligned and underlined with a ruler and pencil
- For younger children, teachers are encouraged to work towards this standard as soon as children are able

#### 5. Finishing work:

- At the end of each piece of work space should be left for teacher's comments / marking and children's responses



## 6. Handwriting

- Children will begin by writing in pencil, until it is appropriate for them to write in pen
- When a teacher feels that a child is ready for writing in pen, then may present their work to the headteacher to receive a 'pen licence'
- It is expected that most children will write in pen in KS2
- Children writing in pen must use a blue handwriting pen issued by school
- Teachers should model a neat, cursive script when writing on the boards

## 7. General presentation

- Errors should be crossed out with a single pencil line, using a ruler
- Children should use pencil crayons when illustrating work in books (not felt-tips)
- Teachers should insist on an exemplary standard of presentation at all times (except when drafting or doing rough work)
- Children may use rubbers at the teachers' discretion

## B. The Display of Children's Completed Work (in classrooms, corridors, and communal areas)

- Displays should have clear titles
- Children's work should be named
- All pieces of work should be mounted and attached with staples (not bluetac or pins)
- Captions should be included to explain the learning process or provide contextual information
- A range of borders, colours and styles should be used (including a balance of handwritten and computer fonts for titles)
- Displays should exemplify our highest standards and excellent presentation for display is paramount
- There should be an appropriate emphasis on current literacy and numeracy work on display in the classroom
- Displays should celebrate and reflect recent work. Teachers should ensure that displays are changed regularly
- Boards in corridors and halls should be used for celebrating completed work, exemplifying standards in writing across a range of subjects
- A good display will stimulate discussion - think of your target audience
- Questions should be included on displays to promote curiosity and encourage interaction



### C. Working Walls

#### 1. The learning Environment - Working walls

- The classroom learning environment for literacy, numeracy and science is based on the working wall approach where teachers' modelling and prompts are displayed as on-going learning
- The classroom literacy, numeracy, and science working walls should evolve as each unit progresses
- Working walls are the explicit and public display of the learning process
- The long term learning objectives (unit objectives) as well as short term intentions should be clearly indicated
- The unit's success criteria are developed with the children and are displayed, in order to demonstrate to pupils how they will be able to achieve the learning objective / outcome
- Key vocabulary should also be displayed on working walls

#### 2. Key Features of a working wall

- Clear unit objective and outcome
- Layered curricular targets (must /should /could) - written in child-friendly language
- Explanations / examples of layered targets
- Success criteria and 'next steps'
- Key vocabulary
- Use of visual prompts and interactive resources
- Key questions
- Shared work
- Children's work
- Mind-mapping
- Modelled examples
- Re-drafting

#### 3. The Working Wall in Practice

- Each working wall needs to be accessible to the teacher and visible to the children as part of normal classroom teaching; ideally the literacy and numeracy working walls will be adjacent to the interactive whiteboard and class whiteboard. 'Washing lines' are a useful way of extending the working wall.
- There must be an interactive element in working wall displays, where children have the chance to interact with the display in three ways:
  - i. **During the main teaching input:** as part of the development of a genre or unit so children have clear examples and success criteria on which to base their work
  - ii. **As part of their lesson:** during the independent section - use of the wall ensures that skills are transferred
  - iii. **Informally to extend their learning:** beyond the lesson and ensure the transference of skills becomes truly cross curricular



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- Work on the working walls reflects the current National literacy or numeracy strategy unit being covered or the National Curriculum for science.
- Work is not necessarily mounted on a working wall, as it is expected to develop rapidly and change frequently
- Teachers and pupils may write captions, add vocabulary, interesting sentences or new phrases or connectives to develop a particular genre
- Handwriting should always be consistent with the school's agreed style, be neat, legible, correctly-formed correctly joined where appropriate
- Staff can support themselves by having pre-cut sheets of bright display paper ready to write on which can then go directly onto the working wall

#### **D. Responsibility for Display**

- All subject leaders have responsibility for display around the school, ensuring that displays are of a high standard, updated and replaced regularly, and support learning
- Classroom displays are the responsibility of the class teacher but they may be arranged and 'put up' by the TAs



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## APPENDIX 1

### Checklist for Working Walls

#### Generic

- ✓ Current learning is reflected
- ✓ Unit objectives and outcomes are displayed
- ✓ Success Criteria are displayed
- ✓ Examples of children's work that meet success criteria are displayed - this should be annotated and levelled (where appropriate) as an example of what is required
- ✓ Working wall is changed / updated regularly to represent work in progress
- ✓ Walls are colourful, attractive and interactive
- ✓ Appropriate materials are used to show that work that was put up as part of the lesson was valued (e.g. marker pens on colourful paper)
- ✓ Layered curricular targets are evident and annotated
- ✓ Age-appropriate work at a level appropriate to the year groups is displayed

#### Literacy

- ✓ The key features of the text type are displayed and annotated on a model
- ✓ Unit outcomes are clear
- ✓ A unit-specific word-bank is part of the working wall
- ✓ Modelled and shared writing is included
- ✓ Sentence level work (e.g. display examples of compound, complex sentences) is part of every unit's working wall

#### Mathematics

- ✓ Annotated models of the appropriate method are clearly shown, linked to progression in calculations policy of the school, demonstrating the process
- ✓ Examples of how the learning can be used and applied are clear
- ✓ Mathematical vocabulary that is appropriate to the process and unit is clearly part of the display
- ✓ Resources are available for the children to use - clearly labelled, with examples of effective use shown on the working wall
- ✓ Models and images which are relevant to the learning / unit are part of the working wall



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**APPENDIX 2**

**Classroom Environment: Checklist for Effective Learning**

This should be used by teachers to audit their own classroom environments, or as a monitoring / observation tool by peers or the school's leadership team.

Focus area	Desirable elements	Evidence
Sharing objectives and reviewing learning	<p>Objectives displayed and discussed</p> <p>Key questions displayed and used in lesson starts and plenary: What? Why? How? When?</p> <p>Key questions and prompts available to support children's talking and thinking about learning</p> <p>Use of key questions or grids to trigger prior knowledge</p> <p>Curriculum displays include statements and questions to highlight key learning points</p> <p>Working walls used to develop literacy phase/numeracy unit</p> <p>Success criteria explained and visible</p>	
Curricular targets	<p>Key literacy and mathematics targets are displayed</p> <p>Classroom displays, visual prompts and resources support key curricular target focuses, e.g. structural organisers</p>	



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<p><b>Vocabulary</b></p>	<p>Key words and technical vocabulary displayed for a variety of curriculum areas</p> <p>Vocabulary referred to and used within teaching</p> <p>Definitions of words discussed with children</p> <p>Collections of words or phrases to support key writing forms, e.g. sticky notes, cards, pocket charts</p>	
<p><b>Positive affirmations</b></p>	<p>Positive affirmations are displayed in the classroom and referred to regularly</p> <p>The teacher actively fosters positive attitudes and behaviours</p> <p>Successes are celebrated</p>	