

Displays for Learning Policy

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ETHICAL LEADERSHIP

1. Thomas Tallis School Plan 2020-23 has five aims.

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| 1 | A powerful curriculum |
| 2 | The best teachers |
| 3 | Great learning and progress |
| 4 | Excellent personal development |
| 5 | A model for a better world |

As part of aim 5 Thomas Tallis School has adopted the *Framework for Ethical Leadership in Education*. This means that we try to behave in a principled and correct manner in everything we do. Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young, how we behave as leaders is as important as what we do. We therefore behave with **selflessness, integrity, objectivity, accountability, openness, honesty and leadership**. We demonstrate **trust, wisdom, kindness, justice, service, courage and optimism**.

EDUCATION TO UNDERSTAND THE WORLD & CHANGE IT FOR THE BETTER

At Tallis we believe that the physical environment in which our students learn is an important component in their success. We strive to create an environment that achieves a balance between intellectual stimulation and good design so that students are given the additional information they need in a form that is helpful and not a distraction. The displays for learning policy is closely related to our visual literacy policy.

“We set standards by the environment we offer to children”

-- Dean, 2001

Maintaining a good standard of visual displays in school is important because:

- They communicate powerful messages about what is valued by the community.
- They help to build a culture of learning within and beyond the classroom.
- They help to give purpose and value to children’s work – every child’s work matters.
- They give children positive affirmation that their work has been appreciated and celebrated.
- They help to promote Visual Literacy.
- They assist students in working independently.
- They provide models of good practice and examples of excellence.
- They inform students and visitors about the school’s curriculum and areas of study.
- They improve a sense of well-being and belonging.
- They can be a source of pride.

Badly designed, out-of-date and neglected displays have a demonstrably negative effect on how the community as a whole relates to the learning environment. Displays don’t have to take a lot of time to design and maintain. This document attempts to provide a guide to creating simple, well-designed and visually attractive displays. Achieving a reasonably consistent approach to displays is the aim. This document, therefore:

- establishes expectations for teachers and support staff
- promotes continuity and coherence across the school

Classroom displays

Every classroom should have the following visual aids on display at all times:

- a Tallis Habits poster
- a Tallis Safeguarding poster - Keep Safe, Feel Happy, Be Yourself
- a Tallis Character + British Values poster
- our Emergency evacuation instructions
- a “Thinking Hard” banner above the whiteboard

Where there is room, ideas, images, language and information related to current learning should be displayed. The classroom learning environment should have a display area which is based on the 'working wall approach' where teachers' modelling and prompts are displayed, alongside examples of students' work, as part of ongoing learning in each classroom. A variety of examples of students' work (work in progress, early drafts, sketches, mind maps, planning documents and final outcomes) should be displayed. These displays serve to:

- provide models for students to use in the construction of their own responses.
- provide appropriate vocabulary relevant to the focus of the learning.
- provide opportunities for interaction during a lesson e.g. knowledge posters, prompts and questions

Creating and maintaining displays in classrooms and corridors

- Work in progress and completed outcomes are both suitable for display in corridors and classrooms. Each display should have a clear title and an accompanying explanation of the context e.g. Year group, Subject, Topic, Task, Status of work (draft or final).
- Displays that communicate aspects of authentic learning and teaching and that include the work of students are preferable to window dressing.
- Displays featuring students' work should reflect the range of abilities and talents of the students.
- The font used should always be clear and legible from distance. The school's official font (**Router**) or a similar alternative such as **Quicksand** is recommended for titles and subtitles. A sans serif font such as **Arial** or **Actor** is recommended for body text.

(NB: Display assets such as the Router font, school branding guidelines, school logo etc. can be downloaded from the Staff page of the school website. Additional resources related to Tallis Habits and Tallis Character can be downloaded from these pages).

Router Book

ABCDEFGHIJKLM
NOPQRSTUVWXYZ
abcdefghijklm
nopqrstuvwxyz

Quicksand Book

ABCDEFGHIJKLM
NOPQRSTUVWXYZ
abcdefghijklm
nopqrstuvwxyz
1234567890

ABCDEFGHIJKLM
 NOPQRSTUVWXYZ
 abcdefghijklm
 nopqrstuvwxyz
 1234567890

ABCDEFGHIJKLM
 NOPQRSTUVWXYZ
 abcdefghijklm
 nopqrstuvwxyz
 1234567890

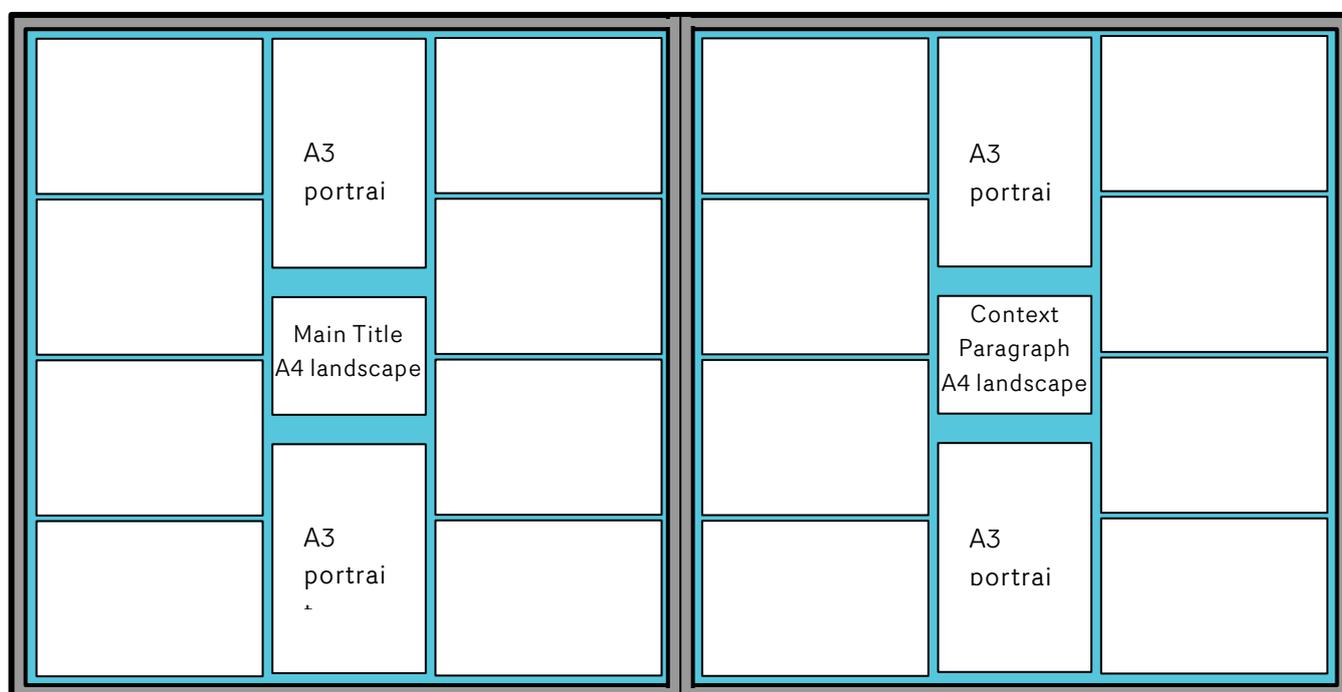
- Boards in corridors should be covered in backing paper. This can be obtained from a central supply in an appropriate range of colours.
- Displays should be changed during the school year. Curriculum and subject leaders are responsible for checking the status of displays to ensure that they are relevant and up to date. The school's Senior Art Technician, along with the Director of Arts and Creativity, will contact leaders if they have concerns about the status of a particular display.

DO:

- **Do** use a plain colour backing paper. Use a limited range of 2 or 3 colours.
- **Do** pin, rather than staple, items to display boards. This makes work easier to replace without damaging the backing paper.
- **Do** make sure your display has a clear title (in capital letters) and a sub title (Upper and lower case) explaining the context of the work on display. Ideally, use the school's official font (Router) or an equivalent (Quicksand). Use a Medium or Bold weight and a size that can be seen from some distance.
- **Do** use complementary (rather than clashing) colours e.g. orange and blue, purple and yellow, red and green
- **Do** make your display as visually engaging as possible by using plenty of photographs or other artwork. You could use photographs you have taken, photographs taken by students or images downloaded from the school's Flickr Albums (www.flickr.com/photos/tallisphoto).
- **Do** plan your display layout before you fix items to the wall.
- **Do** try to achieve a balanced composition with items aligned with the horizontal and vertical edges of the display board.
- **Do** discuss your display plans with your line leader to ensure that they are appropriate and fit with the overall aims of the curriculum/pastoral area.
- **Do** update your display in readiness of the annual main school and Post 16 Open Evenings.
- **Do** consult the presentation on Using Displays for Teaching & Learning (<http://bit.ly/tallisdisplays>)
- **Do** seek help from our Senior Art Technician if you need it.
- **Do** contact the site team if you notice any damage to display boards.

DON'T:

- **Don't** fix items directly to the grey display board.
- **Don't** use Word Art or a font that is difficult to read.
- **Don't** use too much text - there's a limit to the amount of time a viewer will be prepared to spend looking at the display.
- **Don't** have pictures or other elements fixed at odd angles without a good reason.
- **Don't** leave lots of empty space around items in the display.
- **Don't** place images in the centre of a double board because when you close the frames your image will be partly obscured.
- **Don't** fix items to the board until you have a clear plan/layout in mind.
- **Don't** forget about your display once it's up. Check to see that it's still relevant and take it down if it's no longer serving a useful purpose.



Example layout for corridor display board

Jon Nicholls

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