



مدرستنا الثانوية الإنجليزية، الشارقة
OUR OWN ENGLISH HIGH SCHOOL, SHARJAH
A GEMS SCHOOL



DISPLAY BOARD POLICY

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Aesthetically pleasing surroundings have been proved as good influences on both learning and social behaviour. Displays are focal points for effective learning. They show a wider audience what children have achieved while reaffirming the value of their work. Displays help both pupils and staff to view things in different ways and from different perspectives, and to make connections between ideas and materials, different areas of the curriculum, various images, the children's work itself and the work of others – particularly that of artists, craftsmen and designers. Displays are used to inform, celebrate and enhance pupil learning, and to create a stimulating educational environment. The preparation of good displays and exhibitions takes time and effort but the educational value of good displays cannot be underestimated. They promote a livelier and much more valid learning environment

PURPOSE

- To arouse children's curiosity
- To celebrate children's achievement across the curriculum throughout the school.
- To foster participation
- To suggest areas for further discussion, e.g., use of questions
- To reflect the ethos of our school
- To provide a good example of the full range of Curriculum areas to colleagues and other professionals
- As a reference point, e.g., timelines
- As a Curriculum resource, e.g., Curriculum area in the library
- To raise pupils' self-esteem.
- To enhance understanding, appreciation and enjoyment of children's work.
- To inform and create a focus for learning.
- To celebrate, share and communicate learning, the curriculum, school priorities, school events and information to all stakeholders and visitors to the school

STATEMENT OF INTENT

In our school well planned and purposeful displays will be used

- As resources for learning across the Curriculum.
- As a means of imparting information to present educational materials well.
- As a means of creating visually stimulating learning environments.
- As a way of encouraging and praising the efforts children have made.

The way in which children's work is displayed can play a positive part in both reflecting upon and as appraisal of work in all subjects. Children's work needs to be displayed well in order to give it full value and to make sure that all the work of a whole class is represented in some form or other throughout the year. Care must be taken to display a diverse level and standard of work and not to display only the work of the ablest pupils. Displays will give pride of place to the achievements of ALL pupils so they are able to reflect upon their work with others. Where possible work should be displayed together with the resources and reference materials that generated the enquiry so that there are ample opportunities for reflection and valid discussion to further enhance and consolidate understanding.

CORRIDOR DISPLAY BOARDS AND DISPLAY CABINETS

Each year group is allocated boards (usually in proximity to their classrooms or 'phase' area) so that the school has a broad cross-section of work from all curriculum subject areas and each phase.

CLASSROOM DISPLAY BOARDS

Each classroom will have displays which reflect the current or recent work in the classroom as well as displays of classroom rules and motivational displays (reward charts etc.). Information which helps the children in their daily life and work, appropriate to their age group, will also be displayed, e.g. word or phoneme lists, multiplication tables, labelled charts and pictures. Year group partner teachers are to cooperate in deciding which subjects or areas are going to be displayed in each classroom – this will ensure wider subject/area coverage between classes.

DISPLAY CRITERIA

1. The main focus for all displays is the children's work and learning.
2. Throughout the year each class will produce displays focusing on core and foundation subjects.
3. Display boards in each classroom should use colour effectively to ensure an aesthetic environment in terms of colour.
4. Each display board needs to contain a certain degree of bilingualism to further foster oracy and reading fluency in second languages and Arabic.
5. Each display should contain reference to KEY SKILLS used during the programme of study.
6. Each display should contain a degree of challenge and enquiry to further extend knowledge and understanding – in the form of challenging questions to provoke discussion and to facilitate further research.
7. Displays should include 2D and 3D work.
8. Displays will be in a range of mediums.
9. Displays will be topic/thematic, cross-curricular or subject based in nature.
10. As children progress through the school they can become more involved in the displaying of their own work.
11. All displays should be of the highest quality.
12. Labelling should set the context and provide thought provoking questions when appropriate.
13. Displays should be regularly reviewed and changed to maintain interest and impact.

INFORMATION DISPLAYS

Information to keep parents, staff and visitors informed about school and community events is displayed in notices in easily visible places (e.g. doorways and entrances), and in activated form on the computer display monitor in the foyer.

CONCLUSION

This policy has considered the implications and should be read in conjunction with the school's Inclusion Policy, Special Educational Needs, Health and Safety Policy and all relevant CBSE Curriculum guidelines and GEMS policies.