



## Display Policy

<b>Coordinator</b>	Head of Marketing and Communications
<b>Review Frequency</b>	Every 3 years
<b>Policy First Issued</b>	September 2021
<b>Last Reviewed</b>	n/a
<b>Date policy considered by External HR Consultant</b>	n/a
<b>Date policy considered by External Solicitor</b>	n/a
<b>Agreed by LT on</b>	21 <sup>st</sup> September 2021
<b>Does this policy need to be agreed by Governors? If yes, which committee?</b>	No
<b>Agreed by Governors on</b>	n/a
<b>This policy is communicated by the following means:</b>	
<b>Governors</b>	n/a
<b>Staff</b>	Policy folders on staff shared drive
<b>Parents</b>	n/a
<b>Students</b>	n/a

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## **1. CGA Displays and their purpose**

At Clapton Girls' Academy 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.

At CGA, displays are important because:

- they communicate powerful messages about what is valued by our academy community.
- they help to build a culture of learning within and beyond the classroom.
- they help to give purpose and value to students' work – every student's work matters.
- they give children positive affirmation that their work has been appreciated and celebrated.
- they reflect and help to promote the rich diversity of CGA.
- they assist students in working independently.
- they provide models of good practice and examples of excellence.
- they inform students and visitors about the academy's curriculum and areas of study.
- they improve a sense of wellbeing and belonging.
- they can be a source of pride.
- they help to promote literacy skills.

Badly designed, out-of-date and neglected displays have a demonstrably negative effect on how the community as a whole relates to the learning environment.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

## **2. Classroom Displays**

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

- the CGA Golden Rules
- the CGA Behaviour Thermometer
- the CGA Key Priorities
- the CGA Literacy poster

Where there is an appropriate space, ideas, images, language and information related to current learning can be displayed. A variety of examples of students' work (work in progress, early drafts, sketches, mind maps, planning documents and final outcomes) can 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



### 3. Creating and maintaining displays in classrooms and corridors

- Work in progress and completed outcomes are both suitable for display in corridors and classrooms.
- All displays should have a clear title.
- 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 a distance.
- All boards should be covered in backing paper before use. Backing paper and borders for corridor display boards can be obtained from Marketing in P74 in an appropriate range of colours. Backing paper and borders for classroom display should be purchased by faculties/year teams.
- Displays should be updated during the academic year. Heads of faculties, subjects and year teams are responsible for checking the status of displays to ensure that they are relevant and up to date.

The academy's Marketing Lead will contact leaders if there are concerns about the status of a particular display.

### 4. Guidance for displays

#### DO:

- **Do** plan your display layout before you fix items to the wall.
- **Do** make your display as visually engaging as possible by using photographs or other visuals.
- **Do** make sure your display has clear titles explaining the context of the work on display. Use a Medium or Bold weight and a size that can be seen from some distance.
- **Do** consult the presentations on creating displays (which can be accessed using the hyperlinks below):  
[Why is display important?](#)  
[What makes good display?](#)
- **Do** update your display in readiness of the annual Year 6 and Sixth Form Open Evenings.
- **Do** ensure corridor displays have a cover for fire safety.

#### DON'T:

- **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** 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.



## **5. Posters**

- Posters can be an effective way to provide information and promote events and new initiatives.
- Posters for display in multiple classrooms or communal areas must be approved in advance by the Leadership Team.
- Staff or students wishing to seek approval of poster content should do this by:
  1. Including the information for the poster or planned poster design in applications to the Leadership Team for clubs, trips and other internal events.
  2. Emailing posters to [cga@clapton.hackney.sch.uk](mailto:cga@clapton.hackney.sch.uk) with an explanation of their proposed use (if posters are not linked to an approved club, trip or internal event).
  3. Using the 'Requests to the Leadership Team' JotForm.
  4. Waiting for a response from the Leadership Team before putting up posters.

When putting approved posters up around the site, staff and students must use blue or white tac to minimize potential damage to walls and must not cover windows or obscure Health and Safety signage, e.g. Fire evacuation information by covering these with posters.

Students and staff should be aware that unapproved posters will be taken down.