



Display Policy

September 2025

Policy owner	Senior Leadership Team
Author	Chris Harris, Principal

Approved by

Consultation Group	Senior Leadership Team
Approval Committee	Academy Committee
Implementation Date	September 2025
Review Date	September 2028

Version Control

Version	Summary of Changes	Consultation Group	Effective Date
1.0	New Policy - no changes	Senior Leadership Team	September 2025

Contents

1. Aims.....	3
2. Rationale.....	3
3. Expectations for showcasing children’s work.....	3
3.1 Contents.....	3
3.2 Backing.....	4
3.3 Borders.....	4
3.4 Mounting.....	4
3.5 Laminating.....	4
3.6 Staples.....	4
3.7 Spelling and Punctuation.....	5
3.8 Design.....	5
3.9 Fonts.....	6
4. Expectations for classroom working walls.....	7
4.1 Contents.....	7
4.2 Borders.....	7
4.3 Mounting and Laminating.....	7
4.4 Fonts and Handwriting.....	7
4.5 Maths Working Wall.....	8
4.6 English Working Wall.....	8
4.7 Other Subjects.....	9
5. The classroom environment.....	10
6. Implementation.....	10
7. Outcomes.....	10
8. Monitoring.....	11
9. Review.....	11
10. Links to other policies.....	11
Appendix 1 - Expectations for showcasing children’s work - Feedback Checklist.....	12
Appendix 2 - Expectations for classroom working walls - Feedback Checklist.....	14

1. Aims

This policy aims to provide guidance about the expectations and requirements for displays in corridors, classrooms and shared areas around our academy.

If you are unsure about the validity of the content of this policy, please refer to the policy owner.

2. Rationale

We believe that displaying and celebrating children's work is an integral function of all academies. Our corridors and shared spaces will showcase the very best of our children's work. This is important because it provides a clear message to children about how we value them and their learning. It also provides a clear message about our drive for excellence at all levels and in all areas. Above all, corridor displays must be focused and reflect the high-quality learning in our academy.

Classroom displays are mainly dynamic working walls, which change and are updated with each lesson. We believe that working walls should be consistent and well-organised with common features.

3. Expectations for showcasing children's work

To provide a whole-academy approach and continuity, the following expectations should be followed to ensure all classrooms, corridor and shared space displays are of the required quality and standard.

3.1 Contents

All display boards that showcase children's work must have the following features:

- A title that includes the year group or subject
- An explanation, e.g. the purpose of the display or description of the process, including relevant images.
- Key vocabulary – to be grouped and labelled as key vocabulary. Proper nouns must be capitalised, and all other words must be in lowercase.
- Labelling using the child's first name and last initial only, with only a full-stop to denote the abbreviation of the last name. No other punctuation is needed.

Optional features that often have a positive impact include:

- Questions or activities to promote interactivity
- Pupil Voice, using speech bubbles.
- Photographs of the children in action.
- 3D aspects, drapes, artefacts.
- Items hanging from the ceiling.

3.2 Backing

All display boards have been pre-backed with hessian. This is important as bright and overly busy displays can distract the focus from the children's work. In addition, hessian is durable and rarely needs replacing when the boards are updated. It also supports a cohesive and consistent approach.

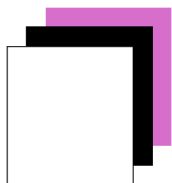
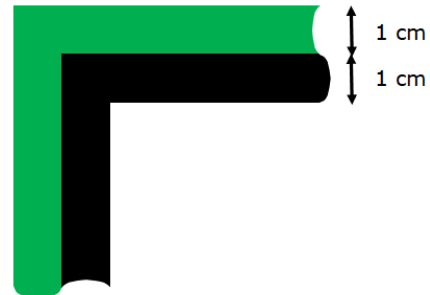
3.3 Borders

Coloured corrugated borders should be used around the perimeter of all display boards. The colour choice should match the rest of the corridor or shared space. Borders should have side borders positioned first, then upper and lower borders. All staples should be positioned in the grooves of the corrugated borders. Borders should be secured with sufficient staples to avoid tearing. Damaged borders should be replaced rather than repaired.

3.4 Mounting

All work, titles and explanations need to be double mounted. The 'inner' colour must always be black. The 'outer' colour must be the same for the whole display and complement the work. Each mounting should be 1 cm wide and parallel to the edge of the work.

A single mounting can be used for children's names and vocabulary, but it must still be 1 cm wide and parallel to the edge of the labels.



While double mounting can be fiddly, it significantly improves the quality of the display. To create the impression of double mounting more reliably and time-efficiently, you can layer three coloured rectangles in Microsoft Publisher or PowerPoint and print the double-mounted borders. However, care must be taken to ensure each mount is 1 cm wide.

3.5 Laminating

Everything should be laminated to value and protect the children's work and promote the display's durability. Consideration must be given to the position of lights and windows, and when necessary, matt laminating pouches should be used to minimise glare.

3.6 Staples

When stapling the display to a board, the staples should be parallel to the edge of the work. When using a staple gun, tape a penny underneath it. The staples will not go in as far, making them easier to remove when the display requires updating. This will also mean that the stapling will be less damaging to the children's work, the hessian backing and the display boards.

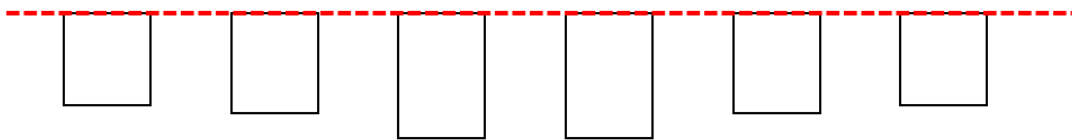
3.7 Spelling and Punctuation

Spelling, punctuation and grammar should be checked carefully. Children's written work should always demonstrate the child's best handwriting, spelling, grammar and punctuation. Consequently, time should be allowed for children to redraft their work. This does not prevent a piece of work from being displayed if it includes errors or mistakes, e.g. Early Years work, working plans or designs, or work produced by children with a particular SEND.

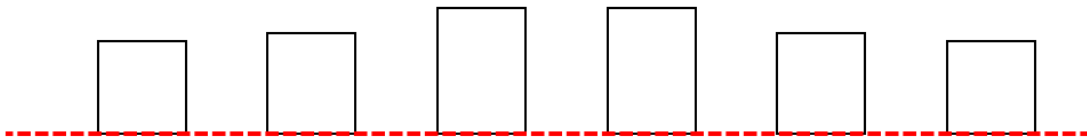
3.8 Design

The best designs are well-planned and consider alignment and balance. Work should be symmetrically placed and evenly spaced. Work can be overlapped or layered, provided this does not detract from the focus on the child's work. Work should not go over the display board border. The following basic examples are evenly spaced, symmetrical, and balanced with shorter pieces of work on the outer sides:

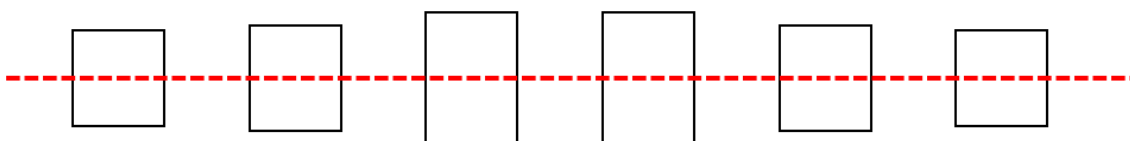
Top edge alignment:



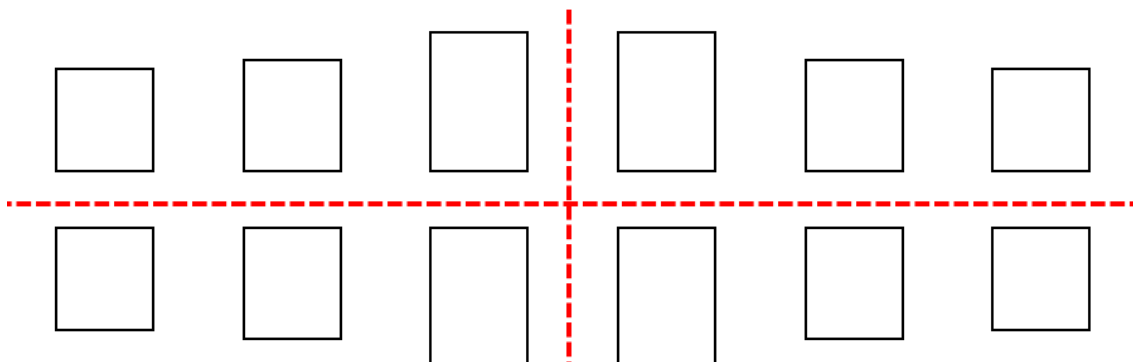
Bottom edge alignment:



Centre alignment:



Combined:



3.9 Fonts

Fonts can be divided into four main categories: Serif, Sans Serif, Script and Special. Examples of each are given below:

Serif	Sans Serif	Script	Special
Baskerville Garamond Lucida Bright Times New Roman	Arial Comic Sans Gill Sans Verdana	Bradley Hand Brush Freestyle Script Script	◆)(■γοΩ)(■γο◆ Ⓢ ① ⑤ ⑩ ⑫ ⑬ ⑭ ⑮ ⑯ ⑰ ⑱ ⑲ ▷↓↔→↔↓↔→▽

Sans Serif fonts should be used for displays as they are more legible when read from a distance. This is why they are used for road signs. Whereas serif fonts are better for text-heavy purposes as the serifs (the slight projection that finishes off a letter's stroke) make it easier to read when close. This is why serif fonts are used for the text in novels.

The academy has adopted the Twinkl Handwriting scheme (see Presentation and Handwriting Policy), which includes several fonts. The print version is best for displays as it is the most legible.

The fonts available are shown below:

Twinkl

Twinkl – Thin

Twinkl – Light

Twinkl – Semi Bold

Twinkl – Extra Bold

The handwriting version is cursive unlooped

Twinkl - Cursive unlooped

Twinkl - Cursive unlooped Thin

Twinkl - Cursive unlooped Light

Twinkl - Cursive Unlooped Smbold

The minimum font size for any text on display is 24:

This is size 24.

4. Expectations for classroom working walls

To provide a whole-academy approach and continuity, the following expectations should be followed to ensure all classrooms are of the required quality and standard.

4.1 Contents

- All working walls are whiteboards.
- They should be sectioned using black electrical tape.
- All working walls should use a range of coloured whiteboard pens to support children locating key information.
- Boards should be wiped clean with no smears so that information is easy to read
- Dual coding (Twinkl Symbols) should be used next to key vocabulary

4.2 Borders

Coloured corrugated borders should be used on the wall, outside of the perimeter of all display boards, with the scalloped edge outwards. The colour choice should match the rest of the classroom. Borders should have side borders positioned first, then upper and lower borders. Borders should be secured with blu-tac. Damaged borders should be replaced rather than repaired.

4.3 Mounting and Laminating

The expectation is that only long-term, fixed labels should be mounted and Laminated, e.g. the subject and section titles. There is no requirement for double-mounting, and no other additions to the working walls should be mounted or laminated.

4.4 Fonts and Handwriting

The academy has adopted the Twinkl Handwriting scheme (see Presentation and Handwriting Policy), which includes several fonts. Teachers' handwriting should model the Twinkl handwriting font with the appropriate joins being modelled for the age of the children.

The print version is best for display labels as it is the most legible.

The fonts available are shown below:

Twinkl

Twinkl – Thin

Twinkl – Light

Twinkl – Semi Bold

Twinkl – Extra Bold

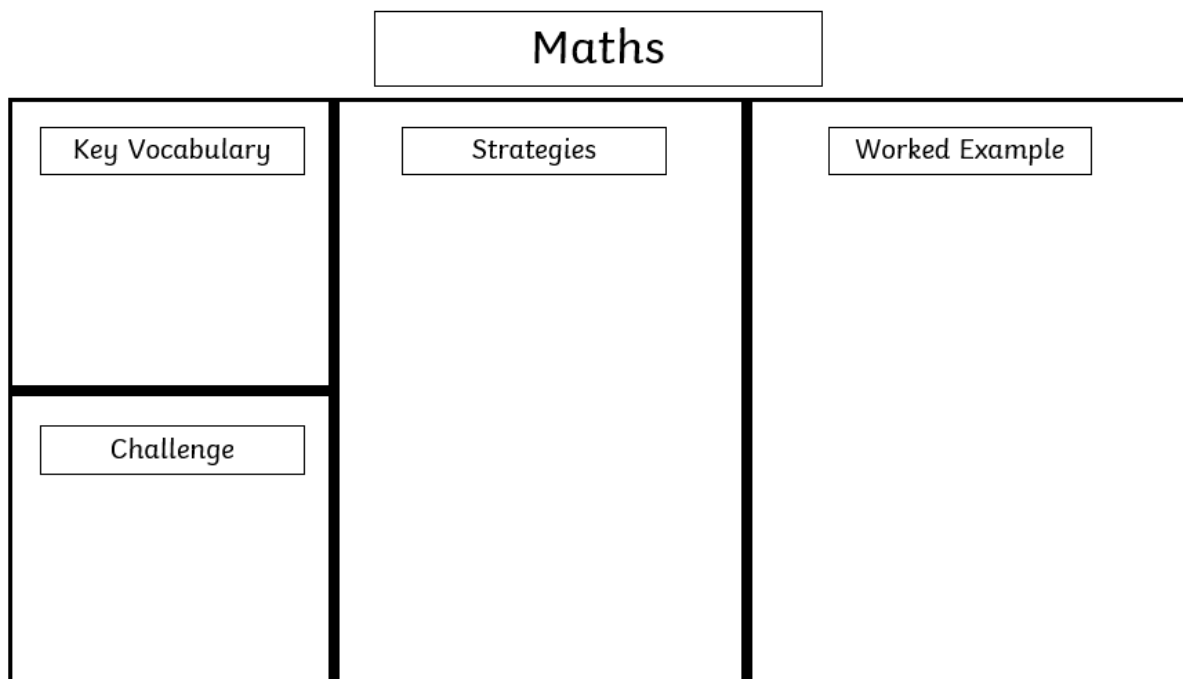
The handwriting version is cursive unlooped

Twinkl - Cursive unlooped

4.5 Maths Working Wall

Maths working walls must have:

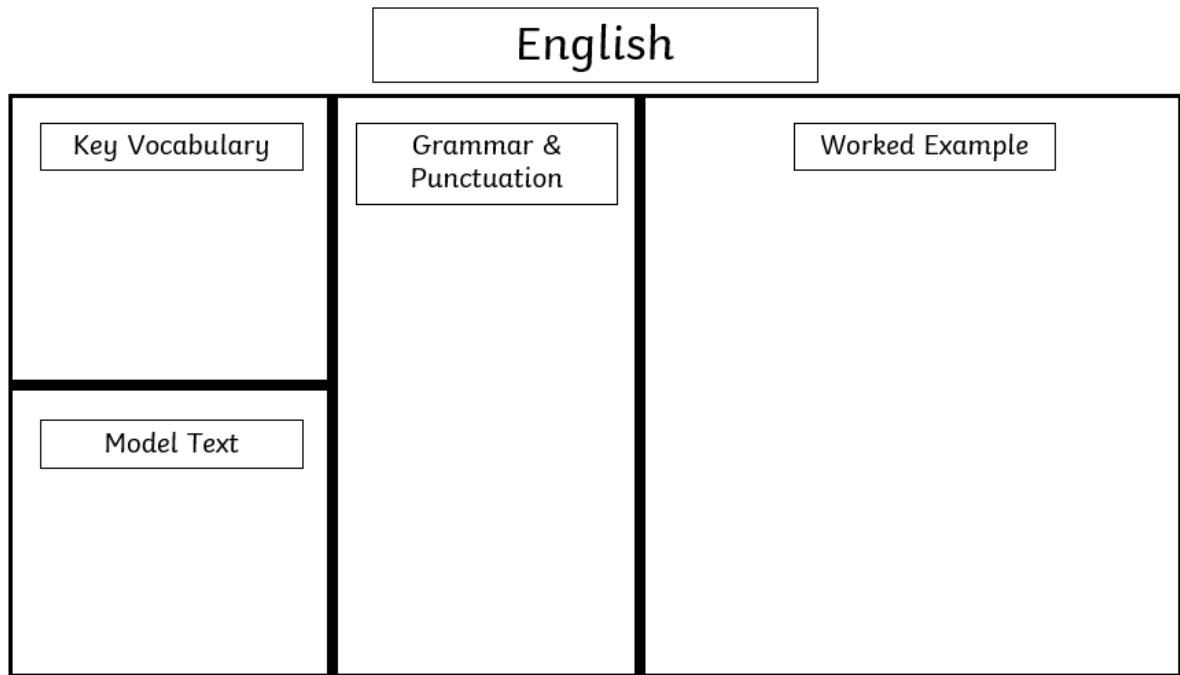
- A title
- Section for Vocabulary (Dual-coded)
- Section for Strategies
- Section for Worked examples
- Section for Challenge



4.6 English Working Wall

English working walls must have:

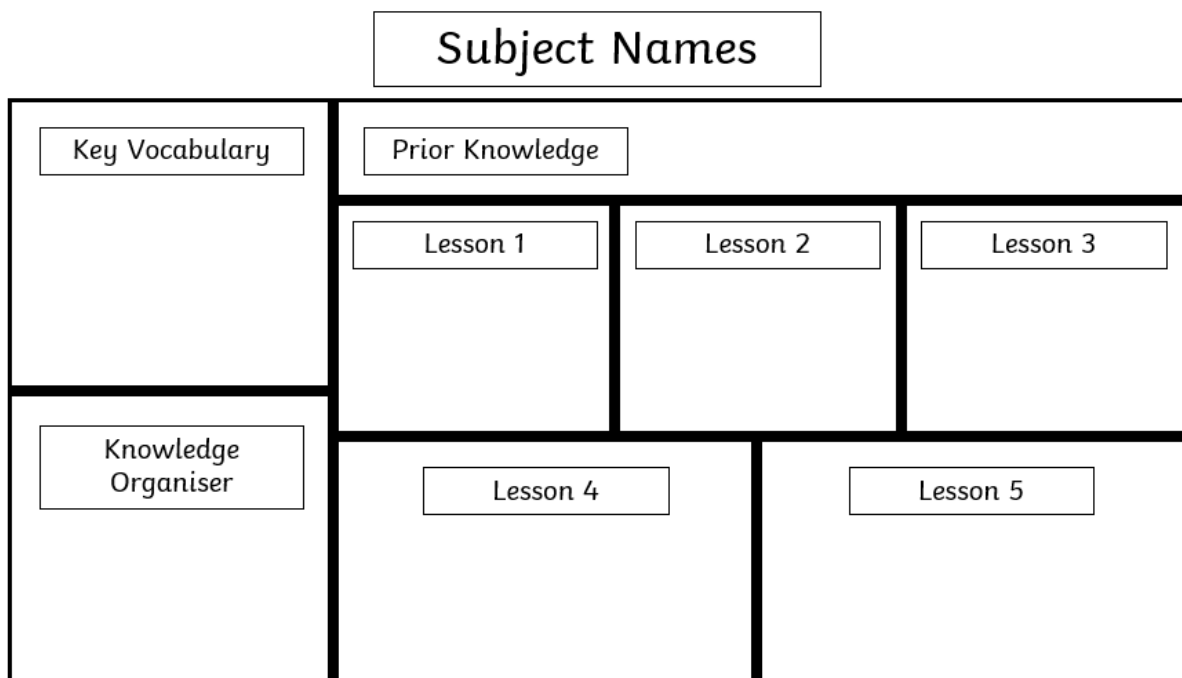
- A title
- Section for Vocabulary (Dual-coded)
- Section for Model text (A3)
- Section for Punctuation and Grammar
- Section for worked example



4.7 Other Subjects

Other subject working walls must have:

- A title
- Section for Vocabulary (Dual-coded)
- Section for Knowledge Organiser (A3)
- Section for Prior Knowledge
- Sections for five lessons



5. The classroom environment

As well as working walls, each classroom should have:

- Behaviour system summary (Dual coded)
- 5-star learning, behaviour and listening stars
- British Values display poster
- A door sign that identifies the class teacher, class name and support staff
- A class timetable
- A visual timetable for the day
- What has been and is being currently read

For EYFS and KS1:

- Phonics sounds/support on display

For KS2:

- The spellings of the week
- MFL (French) information/vocabulary

6. Implementation

Each display board will be assigned a focus, e.g. a subject or year group. This will be communicated to all staff at the start of each academic year.

All corridor displays will be updated at least twice a year, and the dates for each update are shared on the annual calendar. Display boards designated to showcase children's work should never be left empty or incomplete, and updates should only happen when there is sufficient work to replace the existing content.

Border rolls and additional resources are available from the art cupboard.

7. Outcomes

When visitors enter the academy, they will be impressed by the quality and range of the displays of children's work. The work on display will support and communicate our values and ethos. The displays will make strong statements about the high quality and standard of work expected in our school and celebrate achievements and successes. The displays will make this school a happy, bright and welcoming place for children, staff and visitors. The displays will reflect the rich cultural heritage of our communities and British values. Our displays will help promote social cohesion.

8. Monitoring

Following each scheduled update, the senior leadership team will review all boards and feedback to the staff members assigned to update and maintain them. Should a change or improvement be required, this will be implemented within the time frame shared as part of the feedback.

9. Review

The Senior Leadership Team will review this policy every three years or sooner if necessary.

10. Links to other policies

- SEND Policy
- Teaching and Learning Policy
- Presentation and Handwriting Policy

Appendix 1 - Expectations for showcasing children's work - Feedback Checklist

Subject / Focus:			
Checked by:		Date:	

3.1 Content	✓ ✗ or N/A
A title that includes the year group or groups and/or subject.	
An explanation, e.g. the purpose of the display or description of the process, including relevant images or photographs.	
Key vocabulary, which is grouped together and only uses capital letters for proper nouns.	
Labelling using the child's first name and last initial only with a full stop. No other punctuation, e.g. Chris H.	
3.2 Backing	
The board has been pre-backed with hessian.	
3.3 Borders	
Coloured corrugated borders – undamaged	
3.4 Mounting	
Double mounting for work, titles and explanations.	
Inner colour is black.	
Outer colour is all the same colour as the board border.	
Mount width is 1cm around all edges for each colour.	
Single mounting (optional) for Children's names and/or Key vocabulary.	
3.5 Laminating	
Everything is laminated where possible	
3.6 Stapling	
Staples are parallel to the edge of all items	
3.7 Spelling and Punctuation in children's work	
No spelling or grammar errors in the children's work if it has been redrafted.	
All age-appropriate spellings and grammar are accurate.	
Handwriting uses the correct joins (see handwriting policy).	
Work showcases the very best of our children's work in that year group.	
3.8 Design	
Work is symmetrically placed and balanced.	
Work is evenly spaced and thematically grouped.	
Work is contained within the border of the display board.	
There is sufficient work on display.	
There are no large gaps of empty board that could have content.	

3.9 Fonts	
A San Serif Font has been used, e.g. Twinkl, Comic Sans, Arial, Aptos, Verdana	
Font size is at least 24 pt size	

Any other comments:

Appendix 2 - Expectations for classroom working walls - Feedback Checklist

Subject / Focus:			
Checked by:		Date:	

4.1 Content	✓ ✗ or N/A
Sectioned using black electrical tape.	
Range of coloured whiteboard pens used.	
Wiped clean with no smear	
Dual coding (Twinkl Symbols) used next to key vocabulary	
4.2 Borders	
Coloured corrugated borders – undamaged	
4.3 Mounting and Laminating	
Long-term, fixed labels are mounted and laminated	
4.4 Fonts and Handwriting	
Twinkl Print Font used for labels	
Teacher's handwriting models age-appropriate Twinkl Cursive un-looped joins	
4.5 Maths working walls	
A title	
Section for Vocabulary (Dual-coded)	
Section for Strategies	
Section for Worked examples	
Section for Challenge	
4.6 English working walls	
A title	
Section for Vocabulary (Dual-coded)	
Section for Model text (A3)	
Section for Punctuation and Grammar	
Section for worked example	
4.7 Other Subjects working walls	
A title	
Section for Vocabulary (Dual-coded)	
Section for Knowledge Organiser (A3)	
Section for Prior Knowledge	
Five Section for Lessons	
5. The classroom environment	
Behaviour system summary (Dual coded)	

5-star learning, behaviour and listening stars	
British Values display poster	
A door sign that identifies the class teacher, class name and support staff	
A class timetable	
A visual timetable for the day	
What has been and is being currently read	
For EYFS and KS1:	
Phonics sounds/support on display	
For KS2:	
The spellings of the week	
MFL (French) information/vocabulary	

Any other comments: