Stocks Green Primary School

Learning to Live , Living to Learn

2025

Display Policy

Last Reviewed	**October 2025**
Next review	**July 2027**
Persons responsible	**SLT**
Governor committee	**S&C**

Aims of Display & Classroom Organisation

At Stocks Green Primary School we aim to:

- Encourage pupils to have pride and confidence in their work and achievements by demonstrating that we value their work and learning
- Create a learning environment that stimulates interest and discussion to challenge children's knowledge and understanding of the world
- Encourage respect for the school environment and actively work to ensure it is an enriched place to work and learn
- Influence children in best presentation, personal organisation and general tidiness
- Celebrate achievement and raise self-esteem for all
- Use display and resources to positively impact on learning; through consolidation / reminder of previous learning and introducing new information & knowledge
- Represent all children in our displays including that of children's outcomes and learning
- Promote diversity and inclusion through high quality display

Expectations for Classroom Displays

At Stocks Green Primary School we believe that a high quality learning environment has a direct impact on the standards and attitudes shown by the pupils in our school. We believe that in class displays are most effective and of use for developing learning when they are walls that represent learning journeys.

Learning journey walls are defined as an interactive display that teachers use in their classroom to help support and motivate children with their learning. They are built up over a learning sequence and added to as pupils' learning develops. At Stocks Green Primary School we use learning journey walls as the 'silent teacher' in the room.

The teachers at Stocks Green Primary School have freedom to develop their learning journey wall as they see fit for their individual classes. However, learning journey walls must contain:

- A clear title of the curriculum area taught
- Key vocabulary that is being used throughout the learning sequence as well as previously taught vocabulary
- Key learning questions that are being investigated through the learning sequence
- Evidence of a sequence of learning that pupils can use to refer back to when responding to feedback

Learning journey walls should be neat and purposeful. However, there is no expectation that learning journey walls should have mounted work on them or specific visual effects. This is because we believe that learning journey walls should constantly be changing throughout a learning sequence and on a daily/weekly basis depending on the area of learning. As such, they should always represent the current learning in the classroom.

Classroom displays should include: maths, English, science, history or geography, reading and phonics/spelling. Other subjects should be represented in more 'permanent' displays within the classrooms, such as key French words covered that term or musical notation currently being studied.

Expectations for Corridor and Hall Displays

At Stocks Green Primary School we believe that a high quality learning environment has a direct impact on the standards and attitudes shown by the pupils in our school. We believe that in corridor and hall displays should:

- Inspire future learning
- Set high expectations for standards
- Represent our school value of inclusivity and show value to the diverse range of cultures, faiths, languages, disabilities and backgrounds both within our school community and the wider world
- Represent and value the abilities and achievements of all pupils within the class

Corridor and hall displays display expectations. All displays should:

- Have a clear title
- Display the year group that produced it
- Contain pupil voice through pictures and speech bubbles
- Have all work labelled with pupil's first names
- Include a blurb about the work undertaken
- Have backing paper or hessian as a background for the display as a whole
- Have borders made of purchased border rolls. Work on display should not overlap the border, unless as an intentional design element, as children's work should be thoughtfully positioned and spaced.
- Make use of 3D elements or fabric to add interest to displays and to ensure quality presentation
- Include key vocabulary covered during the learning
- Aim to represent a variety of different cultures, faiths, languages, disabilities and background within our school community and the wider world
- Include work from a range of abilities represented within the class
- Represent a range of curriculum areas, where possible and practical

Written work on display should:

- Be a best copy, unless the display is representing the learning journey
- Not contain marking or teacher feedback
- Be presented to the highest standard possible
- Follow the school's presentation policy.

Expectations for reading displays

At Stocks Green Primary School we believe that reading is central to our school and we aim to become a 'reading hub'. To promote reading within our school, we display our 'book to go home to' on our class doors as well as the text studied in the reading lesson. This allows staff and visitors to ask children about the texts they are learning and enjoying.

In the reading display we ensure that previous books studied are displayed to aid recall of key texts. In Key Stage 2 we also display a selection of:

- Book reviews
- Waiting List
- Book suggestions from staff
- Quotes from pupils
- Top Picks from reading babbles.

Expectations for maths learning journey wall

Maths learning journey walls should cover the maths taught each day that week. This should build up across the week and be taken down a day at a time as new work replaces that day. E.g. The work from Monday should be taken down the following Monday. The wall should include the learning question for the day as well as pictorials of any manipulatives used to aid understanding alongside abstract concepts.

Expectations for progressive maths vocabulary and display

At Stocks Green Primary School we believe that permanent display can be used to support progression in understanding of key concept in maths. Our display expectations for maths can be found in appendix A.

Time table for changing displays

At Stocks Green Primary School we believe that displays around the school should represent recent learning and inspire future learning. As such, all hall and corridor displays should be changed on a cycle over two terms. Over the year, we aim that each year group, from 1 to 6 has the opportunity to display their work in our entrance hall. However, more display time is given to Year 4 – 6 to set high aspirational expectations for pupils in younger years.

Entrance Hall Timetable

Display Board	Term	Year Group
Left hand side of entrance hall (A)	Term 2	Year 4
	Term 4	Year 2
	Term 6	Year 1
Right hand side of entrance hall (B)	Term 2	Year 5
	Term 4	Year 6
	Term 6	Year 3

Delegation of display boards around the school and timetable

Delegated display boards should be changed in terms 1, 3 and 5

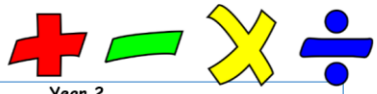
Display Board	Year Group or person responsible
Left hand side of Year 4	Year 4
Right hand side of Year 3	Year 3
Long board outside Year 3 and 4	Year 3 and 4 on rotation
Outside Year 6 classroom	Year 6
In the Year 5/6 cloakroom	Year 5
Outside Year 5 by the hall (small board)	Year R
Large board outside the music room A	Year 2
Large board outside the music room B	Year 1
Boards by the care suite	Year R / Launchpad

The hall displays will be adjusted to represent different curriculum area and may build up over a year

Display Board	Year Group or person responsible
Hall displays	Curriculum leads under direction of the HT/Curriculum Leader

Appendix A

Maths Display Non-negotiables



Year 1	Year 2
Multiples of 2, 5 and 10 Large number line to 100 Numbers 1—20 in numerals and words Number bonds to 20 Days of the week and months On clock - label o'clock and half past 2D shapes— rectangle, square, circle and triangle 3D shapes—cuboid, cube, pyramid, sphere Maths signs + - = Fraction Wall 1 whole, 1/2, 1/4, Maths should also be visible in home and role play areas.	2, 5, 10 times tables Place value - tens and ones Large number line to 1000 Multiples of 10 written in words On clock - label o'clock, half past, quarter past and half past 3D shapes—a range including prisms with the vocab edges, vertices and faces Days of the week and months Maths signs + - x ÷ = < > Fraction Wall 1 whole, 1/2, 1/4, 1/3,
Year 3	**Year 4**
3, 4 and 8 times tables Place value—hundreds, tens and ones Large number line to 1000 Multiples of 100 written in words Tenths on a number line On clock - label 5 minute intervals Months of the year and how many days in each 3D shapes in different orientations Maths signs + - x ÷ = < > Fraction Wall 1 whole, 1/2, 1/4, 1/3, 1/8, 1/10,	6, 7, 9 , 11 and 12 times tables Large number line to 1000 Key roman numerals to 100 (1, 5, 10, 50, 100) Place value—thousands, hundreds, tens and ones Decimal equivalents to 1/4, 1/2, 3/4 On clock - label 5 minute intervals and digital time Shapes—triangles (isosceles, equilateral and scalene) and quadrilaterals (parallelogram, rhombus, trapezium) Maths signs + - x ÷ = < > Fraction Wall 1 whole, 1/2, 1/4, 1/3, 1/8, 1/10, 1/100
Year 5	**Year 6**
All times tables - small scale Place value to 1 million Negative numbers on a number line Key roman numerals to 1000 (1, 5, 10, 50, 100, 500, 1000) 3D shapes from 2D representations Notation for squared and cubed Maths signs Prime numbers Fraction Wall 1 whole, 1/2, 1/4, 1/3, 1/5, 1/6, 1/8, 1/10, 1/100	All times tables—small scale Number line with negative numbers Place value to 10 million Circle labelled with radius, diameter and circumference Percentages, decimals and equivalent fractions Key dates written in roman numerals Maths signs % ( ) Fraction Wall 1 whole, 1/2, 1/4, 1/3, 1/5, 1/6, 1/8, 1/10, 1/100