



Stamford Green Primary School and Nursery

Presentation and Display Policy

Agreed at (please indicate with a *):

- Full Governing Body Meeting _____
- Children and Learning Committee Meeting _____*
- Resources Committee Meeting _____

Date: 2.7.24

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Presentation Policy

1. Aims

- a) This policy aims to establish high expectations and pride in everything we do; from both ourselves and the children as presentation is a life long skill which needs to be nurtured.
- b) This policy aims to create a clear and consistent set of guidelines for the presentation of children's learning.
- c) The guidance outlined in this document focuses on the presentation of written work. However, at Stamford Green, we believe that presentation goes well beyond the written page. It is an approach to school life, which includes caring for our school environment and ourselves so that high standards are evident in all we do. This supports our school vision and motto:

Vision: To be a continually improving learning community for all, where children realise their potential.

Motto: Working together to be the best we can.

2. Objectives

- a) To motivate each individual to present their learning in the best possible way.
- b) To enable children to recognise learning that is presented to a high standard.
- c) To ensure that each child knows the standard of presentation that is expected.
- d) Staff will create consistency in standards of presentation across the school.
- e) Diversity, Equity, Inclusion and Belonging (DEIB) is reflected in practice across the school.

3. Expectations of Staff

- a) Remember that you are the most important role model for presentation and high expectations.
- b) Ensure that representation and belonging, alongside diversity and equity has been part of the planning process for any display and resource.
- c) All handwriting which is on display for the children – on whiteboards/interactive whiteboards/books/flip charts/displays – should be legible, consistently formed and neat. YN to Y1 teachers will print their letters and Y2 to Y6 will use joined handwriting. In Y2 this will be phased in depending on the needs of the children throughout the year.
- d) Children's learning must be marked in accordance with the Assessment and Feedback Policy, which includes marking.
- e) Please make sure that children clear work surfaces and the floor before leaving the room to reduce waste of resources and to encourage responsibility and care of the environment.
- f) Staff will reward some children daily for demonstrating excellent or improving presentation skills as per our Establishing Week focus on CAN – Concentrate, Apply and try, Non stop effort

4. General Guidelines

- a) Any sheets being stuck in books should be trimmed and folded so that paper does not hang out and get tatty.
- b) When sticking worksheets in, fold so the date and title are visible if they are written on the sheet.
- c) Letter and number formation should be as demonstrated in the posters in the appendices with cursive handwriting and joining as per the English Policy.
- d) Write from the margin or the left edge of the page.

- e) Work should be set out appropriately e.g. poetry, tables, non-fiction, and children should be encouraged to space their work out and use a bigger space if it is needed.
- f) Children should be encouraged to put a single line through their mistakes and not rub them out. This is so teachers can see the errors children are making and help.
- g) Children should start a new page for a new piece of work.
- h) Details of what should be written on the front of exercise books or folders are listed in the Appendices. Please see 'Exercise Book Information'. Typed labels should always be used and the Office will be able to assist with this.
- i) Children should not draw or write on the front cover of their books and should look after and be proud of them. Stickers should also not be placed on the front of any book.
- j) Children should not underline the whole of a line. They should write the date and title first and then underline what they have written.
- k) Children should be encouraged so that the same high standards, which apply to writing in their books, also apply when they are writing on mini whiteboards. See the Teaching and Learning policy for more information on the use of mini whiteboards.

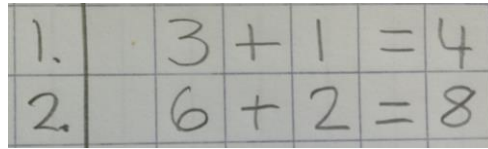
5. Dates and titles

- a) Short date – 13.6.24 (dots should be used to separate the numbers) – in all books except English.
- b) Long dates – **Thursday 13th June 2024** – English books only.
- c) Date on the first line near the left margin.
- d) Title on the next line near the left margin. E.g. Learning question
- e) The date and title should be underlined **using a ruler**.
- f) A line should then be left before the children start their work.
- g) YN and YR – children will have their dates and titles in their books. Dates will be on the left hand side of the book, before the piece of work. Titles will either be written in by adults or typed and stuck in by adults.
- h) Y1 children will have their dates and titles typed and stuck in by adults until the summer term. In the summer term they will learn how to write the short date on the first line on the left hand side and learn how to underline it. The titles will still be stuck in for those who need it to be but if children are ready then they can write the title in themselves.
- i) Y2 – In the autumn term children will write the short date for all subjects and the long date for English on the first line, to the left hand side. The titles can still be stuck in but some children will be ready to do their own.
During the spring term children will be working towards writing their dates and titles and underlining as in KS2 below.
- j) KS2:
 - i. date on the first line near the left margin;
 - ii. title on the next line near the left margin;
 - i. the date and title should be underlined **using a ruler**;
 - ii. a line should then be left before they start their work;
 - iii. short date for all subjects except English e.g. **16.3.24** (dots should be used to separate the numbers);
 - iv. long dates for work in English books e.g. **Thursday 16th March 2024**.
- k) The above may vary for children with a SEND or those who find it hard to copy. Some children may find it easier if the date and title are in front of them so they don't have to keep looking at the board. Using methods from YR/Y1/Y2 is acceptable to meet a child's individual need.

6. Maths

- a) Always in pencil
- b) 1 digit per square

- c) For problem solving activities, if the page does not include a margin and the activity requires one, children should draw one 2 squares wide on the left-hand side of the page. Margins do not need to be drawn for fathom stickers. The number of each calculation should be placed in the margin beside the calculation e.g.



7. Learning without Limits

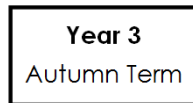
- a) As part of our Learning without Limits ethos, all children in KS2 will be given the choice to write in pen in all books except maths. In KS2 work in maths books in pencil and when drawing diagrams. We will encourage children to think about the task they are completing and so this may help them to choose whether they use a pen or pencil and so this may vary from day to day or lesson to lesson.
- b) Blue handwriting pens should be used (not biros).

8. Books that are passed up to a new year group

Please remember to stick in dividers, to mark the start of each new academic year, when books are passed up.

9. Golden Books

- a) Please remember to stick in dividers before children use the Golden Books each term.



10. Parent/Carer Comments

- a) The office will provide sticky labels for every class so that parents/carers have the opportunity to comment on their child's learning. Please do not write on the front of books.
- b) There will be various opportunities for this to happen throughout an academic year.
- During Parent/Carer Teacher Consultations;
 - After every Golden Book Week;
 - During Class Open Time.
- c) Each label will be titled with the event and date in bold e.g. Class Open Time 13.6.23 followed by 'I have looked through my child's learning and I like...'
- d) If a child's parents/carers don't complete a sticker, then the Class Teacher should ensure that the child visits a member of staff so they can praise and complete the sticker.

11. Communication

- a) Letters/emails will be written in Century Gothic size 11 (or 10 if it helps to fit the text on 1 page instead of 2).
- b) Consistent house style to be in place with text justified (icon next to align right icon) to be used.
- c) Dates in letters/emails to be written as 1 September 2021 with no day of the week or 'st' after 1 for first.
- d) Emails sent to a group of people should use the bcc line so that email addresses aren't shared.
- e) Email sign offs should follow the examples below:

<p>Mrs Gina Beadle Year 5 Class Teacher</p> <p>Stamford Green Primary School and Nursery, Christ Church Mount, Epsom, Surrey. KT19 8LU T: 01372 725383 W: www.stamford-green.surrey.sch.uk</p>	<p>Mrs Julie Edwards Teaching Assistant</p> <p>Stamford Green Primary School and Nursery, Christ Church Mount, Epsom, Surrey. KT19 8LU T: 01372 725383 W: www.stamford-green.surrey.sch.uk</p>
<p>Mrs Helen Vidal Assistant Headteacher and Year R Class Teacher</p> <p>Stamford Green Primary School and Nursery, Christ Church Mount, Epsom, Surrey. KT19 8LU T: 01372 725383 W: www.stamford-green.surrey.sch.uk</p>	<p>Mrs Honey Temlett Y5 Leader of Learning and Year 5 Class Teacher</p> <p>Stamford Green Primary School and Nursery, Christ Church Mount, Epsom, Surrey. KT19 8LU T: 01372 725383 W: www.stamford-green.surrey.sch.uk</p>

- f) Branded letterheads and presentation templates are available from the PA to the Headteacher and LMT.

12. Learning Environment Non-Negotiables

- a) The environment in which children learn is imperative towards helping them to achieve their full potential. The tone of the classroom and outdoor learning spaces is set as soon as a child walks through the door. Highly presented children's work may reflect a sense of pride. 3D elements of displays, not piles of paper, may suggest a comforting and calm atmosphere. On the other hand, unfinished work ripped displays could suggest a feeling of unloved or a lack of effort. Children and staff should be proud of their learning environments and wowed by them too.
- b) Staff should lead by example and have high expectations for the environment areas that they are responsible for so that this mirrors the high expectations we have for the children's presentation and work.
- c) All display boards in classrooms will be changed twice a year in September and February.
- d) Corridor and communal displays will be updated in September unless a mid year review shows that they need to be added to, repaired or redone.
- e) Damaged displays will be repaired as soon as possible and is the responsibility of everyone. However, designated boards should be periodically checked and repaired if necessary.
- f) Classrooms and corridors should welcome children and adults with celebratory displays of work and resources to support current programmes of study. Working walls, self-help strategies and desktop toolkits provide pupils with helpful resources when working individually or on tables, encouraging independence and resilience.
- g) There are frequent examples of pupils' work that demonstrate high achievement, including that of our disadvantaged pupils.
- h) Creating classroom and school systems that last beyond a tidy up.
- i) Teaching positions should be organised so that the adults' back is not to children when using the computer.
- j) Everything put up on display boards should be single mounted as a minimum.

- k) Storage for PSAs/TAs should be allowed for in cupboards etc. to ensure that surfaces remain clear in all communal areas at the end of each day.
- l) If labelling furniture then it should be of a high standard e.g. any label, laminate or tacky back plastic should be cut straight.
- m) All desks should be decluttered so the space is purposeful.
- n) No blu tack on windows.
- o) No blu tack on the walls.
- p) KS2 - no carpet area - you can always move chairs and tables if you need to for a specific activity or book the studio or hall.
- q) YR and KS1 – Carpet area is big enough so all children can see the board easily.
- r) Nothing should be stored on the top of cupboards in the classrooms.
- s) Make the most of surfaces for book corner type displays or for displaying examples of 3D work that the children have completed. Ensure there are a combination of 2D and 3D displays in classrooms and around the school.
- t) Ensure that your class has their designated Values display. In circumstances where there are not enough boards in a classroom this will not apply.
- u) Ensure that there is at least one piece of work for every child up in the classroom. If doing a corridor/communal area display make sure every child is represented too.
 - i. all displays should have a title and an explanation of what the display is about;
 - ii. YN, YR and Y1 outdoor areas must be exciting and engaging for the children to participate in during the day and must be tidied away at the end of the school day.
- v) Spray (with proper cleaning capabilities) and cloths are used so that when wiping laminates, it is actually clean and pride is taken with all resources on display.
- w) Store books centrally, not on desks. so that the books are kept in pristine condition. Books should not be left on tables when not in use – of course it is fine to get prepared in advance of a lesson or lessons.
- x) At the end of the day ensure children take responsibility for how they leave the classroom and cloakrooms by modelling and pointing out things that need to be picked up or tidied. If the cleaners spend their time picking up or cleaning round items, then we get a less thorough clean!
- y) Make sure you have the following posters on display in class. If you are copying new versions please ensure the copy is of good quality and mounted on the same colour as the versions on the rest of the school:
 - i. Marking – Age specific;
 - ii. Behaviour Code;
 - iii. Presentation;
 - iv. Self-help strategy – individual to each class or year group;
 - v. Handwriting formation – not cursive for YR and Y1;
 - vi. Number formation;
 - vii. Is it bullying? Poster from KD;
 - viii. Y1 to Y6 – Science poster;
 - ix. Reading Poster – Class Book and Year Group Book – on classroom door;
 - x. Vocabulary Poster;
 - xi. Maths problem solving strategies poster;
 - xii. Curriculum posters.

Whiteboards should only have the following items on them: Date, title, register laminate, visual timetable and key vocabulary poster, which is changed for every lesson.

- z) Cloakroom area (either inside the classroom or in the cloakroom) is tidy with pegs being used.
- aa) Classroom doors to use the template door sign, which shows who is the Class Teacher and the names of the children in the class.

- bb) Communal areas, including the spare classrooms, hall and studio should be left as found e.g. no cups, paper or resources should be left behind after use. Please also return PE equipment to the correct place.
- cc) The yellow signs for the wet floor will now live in the hall cupboard – furthest right – please put back in there if you are using the hall after lunch.
- dd) Adequate desk storage for equipment should be in place for the children's pencils etc.

13. Office Environment Non-Negotiables – This applies to all office spaces in the school

- a) The expectation is that we will have a tidy, welcoming and professional school.
- b) Our customer service will follow Richard Branson's basics:
 - i) stand out from the crowd;
 - ii) concentrate on basics;
 - iii) tools to do the job.
- c) The office environment non-negotiables have been designed to complement classroom learning environment non-negotiables.
- d) Everything put up on display boards should be to a high standard - printed in colour (if applicable) and straight if cut.
- e) Everything should have a home.
- f) Surfaces remain clear at the end of each day and as much as possible throughout the day including biscuits etc.
- g) If labelling, then it should be of a high standard e.g. any label, laminate or tacky back plastic should be cut straight.
- h) Please declutter all desks so the space is purposeful. Desks to be left clear at the end of the day. Could someone else sit and work at your desk easily when you are not there?
- i) Nothing to be stored on the top of cupboards.
- j) Any rubbish that won't fit in the bin to go straight to the outside bins.
- k) Deliveries to be put away or stored in Resources room to be sorted.
- l) Any equipment brought into the office is put away straight after use e.g. spare chairs etc.
- m) Cupboard doors are kept closed.
- n) No hoarding!
- o) Bins and recycling box kept out of site from front desk.
- p) Nothing pinned to back of desk screens.
- q) Areas under desk kept tidy and handbags stored in cupboards and coats on a hanger not on the back of a chair.
- r) All staff to be reminded not to use the office as a 'dumping area'.

PRESENTATION AT STAMFORD GREEN

BOOKS

- Date on the first line near the left margin
- Title on the second line near the left margin
- Underline both the date and the title with a ruler
- Leave a line after the title and then start your work

DATES

- Long date in English books
Thursday 16th March 2024
- Short date in all other books
16.3.24

TITLE

We use our Learning Questions as titles:
LQ: Where is Epsom?

GENERAL

- Mistakes are okay, so only put one line through them so your teacher knows how to help you
- Start a new page for each new piece of work

C - Concentrate
A - Apply and try
N - Non-stop effort

MATHS

- One digit per square
- For problem solving activities, if needed, draw a margin with a ruler, 2 squares wide on the left hand side

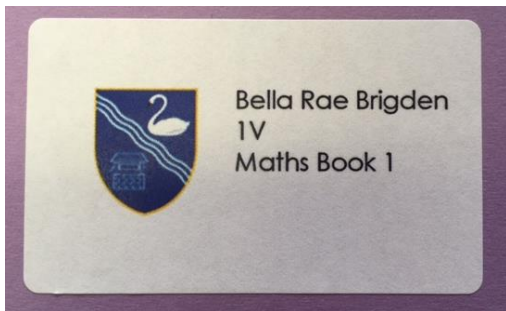
BOOKS

- Stick your sheets so nothing hangs out
- Keep your books smart and doodle free

Nursery – Books / Folders – 2024 - 2025

Beginning of year	Subject/Book title	Colour	Size of Book A4/A5	Lined/Plain/Square	Size of Lines/Squares	Margin Y/N	Catalogue – page – order number	End of year
New	Discovery Folder	Yellow	A4	Ring binder			GLS G1307796	Goes home
New	Learning Journal			N/A				Goes home
New	Golden Book	Yellow	A4	Plain	N/A	N/A	KCS 01 016 164	Goes up
New	Discovery Folder Labels	White	148 x 210 mm	Angular Permanent Adhesive			Staples WW-297735882	
New	Floor Book	Black	A3	Plain	N/A	N/A	Seawhite WOCP3B	Stays with Nursery

1. Labels: Left aligned



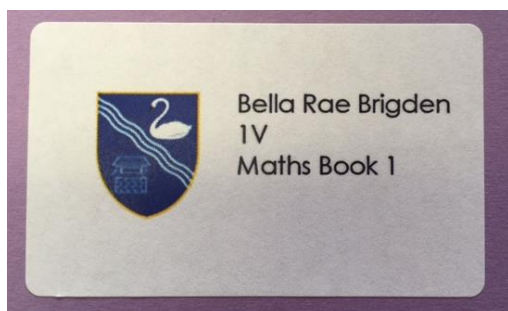
2. Discovery Folder:



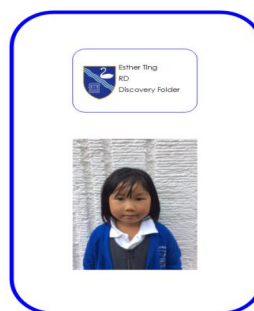
Reception – Books / Folders – 2024 - 2025

Beginning of year	Subject/Book title	Colour	Size of Book A4/A5	Lined/Plain/Square	Size of Lines/Squares	Margin Y/N	Catalogue – page – order number	End of year
New	Writing Book	Red	A4	½ plain ½ lined (wide)	13mm	N	KCS 01 301 008	Goes home
New	Learning Journal			N/A				Goes home
New	Discovery Folder	Yellow	A4	Ring binder			GLS G1307796	Goes home at the end of the year
New	Golden Book	Yellow	A4	Plain	N/A	N/A	KCS 01 016 164	Goes up
New	Maths Book	Light Blue	A4	Large squares	20mm	N	KCS 01 301 165	Goes home
New	Discovery Books	Orange	A4 Over sized	Plain	N/A	N	KCS 01 016 126	Goes home
New	Discovery Folder Labels	White	148 x 210 mm	Angular Permanent Adhesive			Staples WW-297735882	
New	Floor Book	Black	A3	Plain	N/A	N/A	Seawhite WOCP3B	Goes up

1. Labels: Left aligned



2. Discovery Folder:



Year 1 – Books – 2024 - 2025

Beginning of year	Subject/ Book title	Colour	Size of Book A4/A5	Lined/Plain/ Square	Size of Lines/ Squares	Margin Y/N	Catalogue – page – order number	End of year
New	English Book	Red	A4	Lined	15mm	N	KCS 01 301 110	Goes home
New	Free Writing Book	Purple	A4	Lined	15mm	N	KCS 01 301 117	Goes home
New	Phonics	Light green	A4	Lined	15mm	N	KCS 01 301 118	Goes home
New	Maths Book 1 Maths Book 2, 3 etc.	Light blue	A4	Squared	20mm 10mm	N	KCS 01 301 165 KCS 01 301 175	Goes home
New	Discovery Book	Orange	A4 +	Plain	-	N	KCS 01 016 126	Goes home
New	Learning Journal	N/A						Goes home
Comes up	Golden Book	Yellow	A4	Lined	8mm	Y	KCS 01 301 248	Goes up
New	Retrieval Book	Light green	A4	½ plain/½ half lined	15mm	N	KCS 01 301 012	Goes home
New	Sketchbook	Black (with logo)	A4+	Plain	N/A	N/A	Seawhite STA4BC	Goes up
Comes up	Floor Book	Black	A3	Plain	N/A	N/A	Seawhite WOCP3B	Goes up

Labels: Left aligned on label

Golden Book, Science Book and Art Sketchbook: No class name on label

Year 2 – Books / Folders – 2024 - 2025

Beginning of year	Subject	Colour	Size of Book A4/A5	Lined/Plain/Square	Size of Lines/Squares	Margin Y/N	Catalogue – page – order number	End of year
New	English	Red	A4	Lined	8mm	Y	KCS 01 301 235	Goes home
New	Maths	Light blue	A4	Square	10mm	N	KCS 01 301 175	Goes home
New	Golden Book	Yellow	A4	Lined	8mm	Y	KCS 01 301 248	Goes up
New	Learning Journal	N/A						Goes home
New	DT	Orange	A4	Lined	8mm	Y	KCS 01 301 424	Goes up
New	History	Blue	A4	Lined	8mm	Y	KCS 01 301 306	Goes up
New	Geography	Dark Green	A4	Lined	8mm	Y	KCS 01 301 422	Goes up
New	RE	Dark Blue	8x6.5"	Lined	8mm	Y	KCS 01 270 026	Goes up
New	Spanish	Light Green	8x6.5"	Lined	8mm	Y	KCS 01 270 106	Goes up
New	Music	Report File	N/A	N/A	N/A	N/A	GLS GP00052890	Goes up
New	Science Book	Light Green	A4	½ plain/½ lined	8mm	Y	KCS 01 301 004	Goes up
Comes up	Sketchbook (with logo)	Black	A4	Plain	N/A	N/A	Seawhite STA4BC	Goes Up
Comes up	Floor Book	Black	A3	Plain	N/A	N/A	Seawhite WOCP3B	Goes up

NB – feel free to differentiate books used for individuals e.g. use Y1 English book depending on children's needs

Labels: Left aligned on label

Golden Book, Science Book and Art Sketchbook: No class name on label

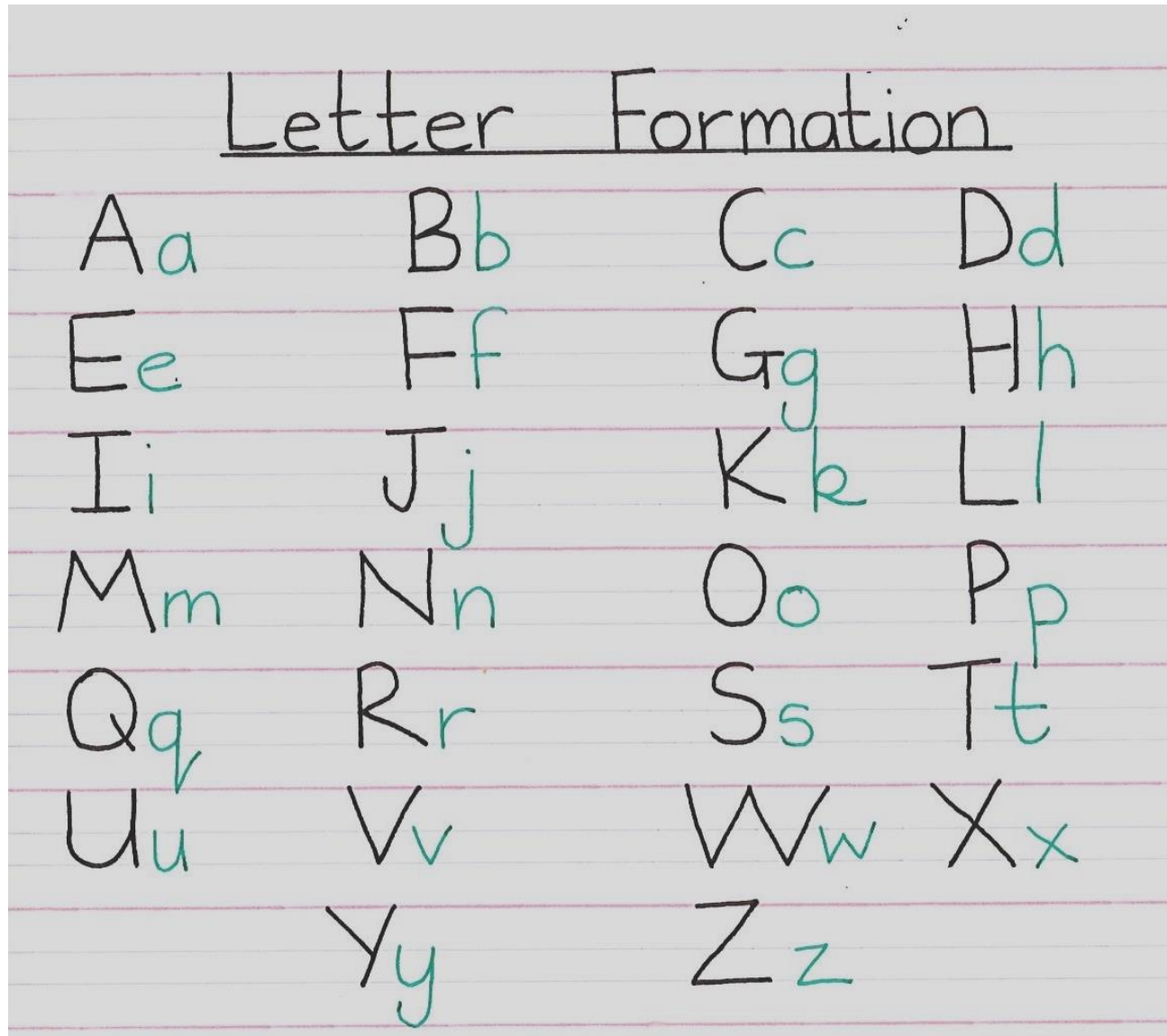
Year 3, 4, 5, 6 – Books / Folders – 2024 - 2025

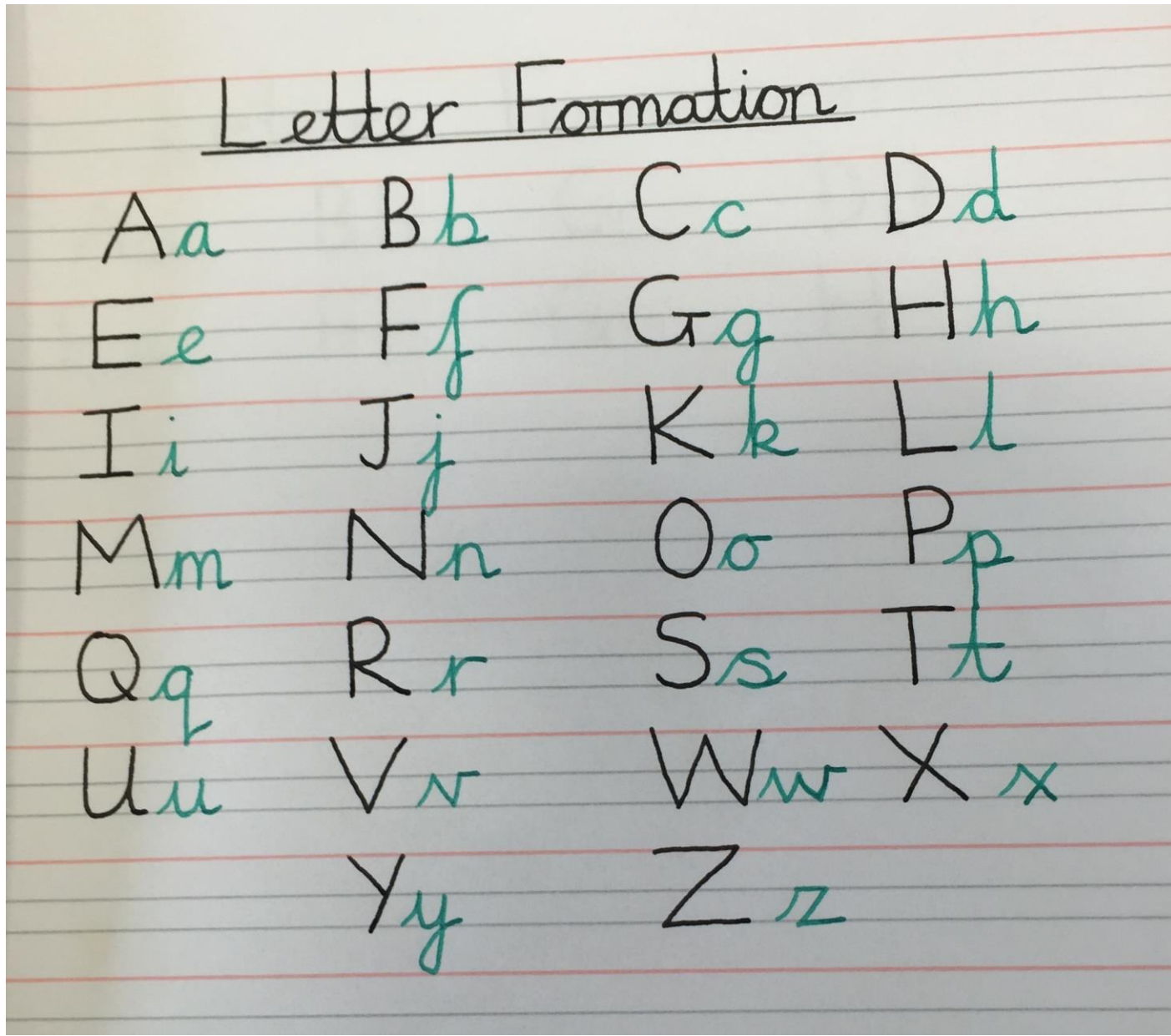
Beginning of year	Subject	Colour	Size of Book A4/A5	Lined/Plain/Square	Size of Lines/Squares	Margin Y/N	Catalogue – page – order number	End of year
New	English	Red	A4	Lined	8mm	Y	KCS 01 301 235	Goes home
New	Maths – Y3 for 1 book only	Light blue	A4	Square	10mm	N	KCS 01 301 175	Goes home
New	Maths – Y3-Y6	Light blue	A4	Square	7mm	N	KCS 01 301 163	Goes home
New for Y3 (Y4 as required)	Handwriting	Purple	A5	Lined	Handwriting lines 4mm	N	KCS 01 269 001	Goes home
Comes up	Golden Book	Yellow	A4	Lined	8mm	Y	KCS 01 301 248	Goes up
Comes up Y3	Science Book	Light Green	A4	½ plain/½ lined	8mm	Y	KCS 01 301 004	Goes home
New Y4	Science Book	Light Green	A4	Alternate lined and plain	8mm	Y	KCS 01 301 197	Goes up
Comes up	DT	Orange	A4	Lined	8mm	Y	KCS 01 301 424	Goes up
Comes up	History	Blue	A4	Lined	8mm	Y	KCS 01 301 306	Goes up
Comes up	Geography	Dark Green	A4	Lined	8mm	Y	KCS 01 301 422	Goes up
Comes up	RE	Dark Blue	8x6.5"	Lined	8mm	Y	KCS 01 270 026	Goes up
Comes up	Spanish	Light Green	8x6.5"	Lined	8mm	Y	KCS 01 270 106	Goes up
Comes up	Music	Report File	N/A	N/A	N/A	N/A	GLS GP00052890	Goes up
Comes up	Sketchbook	Black (with logo)	A4	Plain	N/A	N/A	Seawhite STA4BC	Goes up

Comes up	Floor Book	Black	A3	Plain	N/A	N/A	Seawhite WOCP3B	Goes up (stays in Y6)
New	Learning Journal	N/A						Goes home

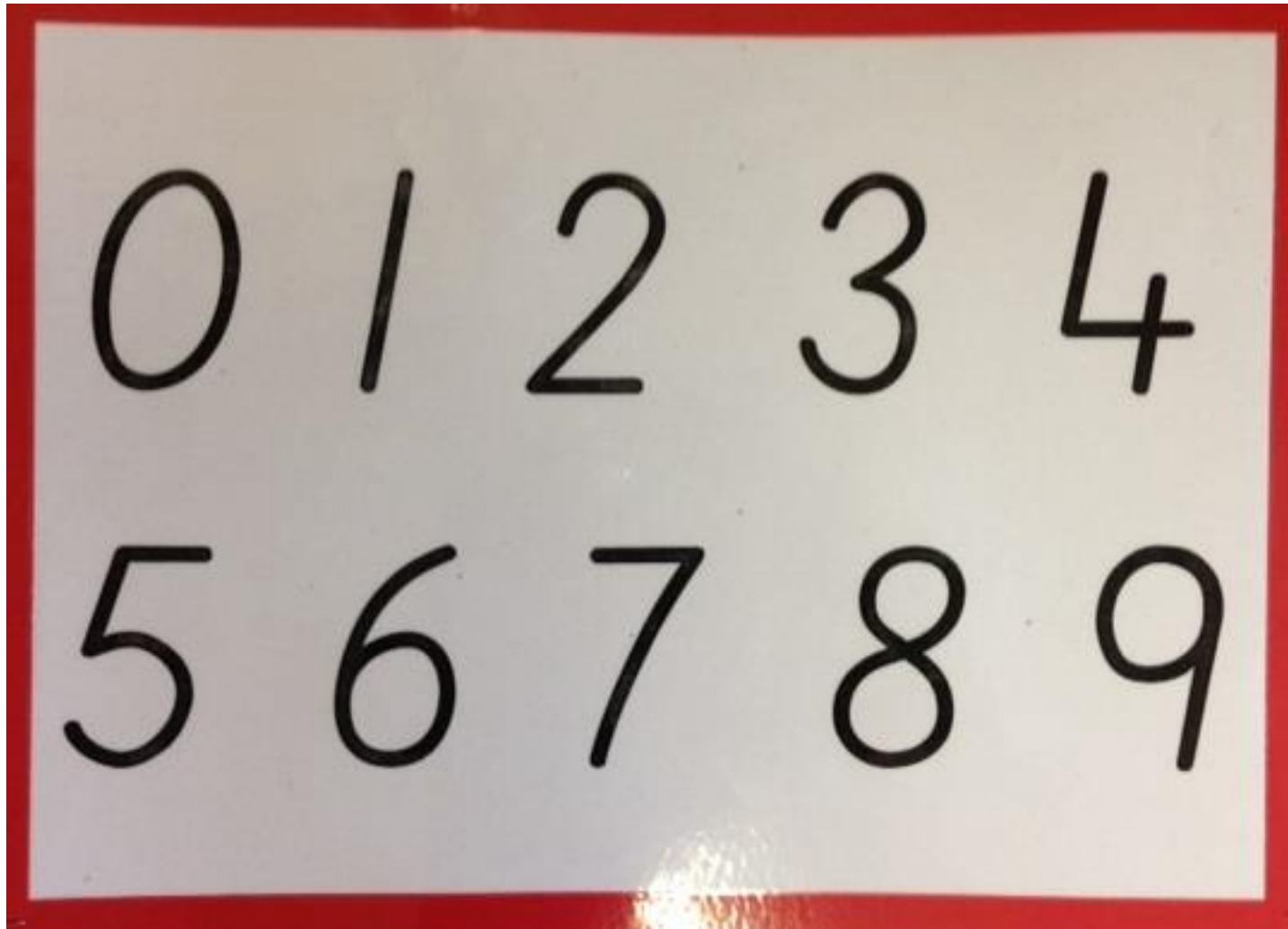
Labels: Left aligned on label

Golden Book, Science Book and Art Sketchbook: No class name on label





Number Formation



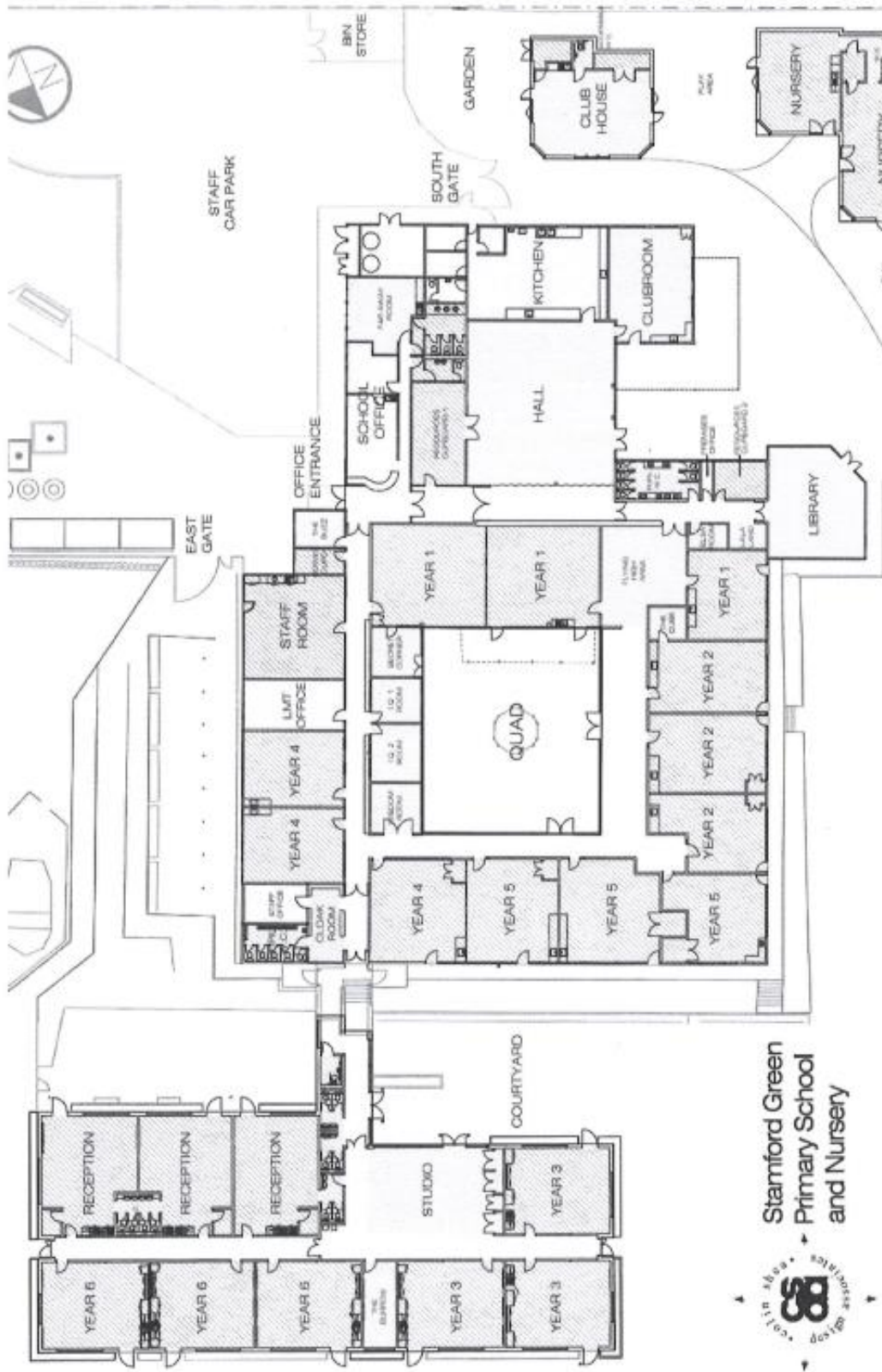
Corridor and Communal Areas – Display Allocation 2024

Display Board Number	Subject/Area	Who is Responsible	Notes	Review/ Actions required
1	School Trust – Spending and Totals so far hall	KK		
2	Flying High	EP		
3	Our behaviour code	KD		
4	We are...at this school	KK/SJ		
5	Forest School	AH		
6	Collective Worship	EW		
7	Online Safety – use of digital devices	LG + KK		
8	Happiness (anti bullying)	KD + SJ	What is bullying What is being mean How you can be happy at SG Safety plan?	
9	Establishing Week – CAN	KK/SJ		
10	Reading across our school – English/EYFS compendium	KK/SJ		
11	Pupil Leaders (Y2 – Y6)	KK/SJ	Space for School Council and Behaviour Ambassadors as well as meeting dates and times for term	
12	Celebrate – Golden Awards, Establishing Week, CAN – SB/BB	KK/SJ		
13	House explanation and values buttons explanations	KK/SJ		
14	Safeguarding – Children's perspective	KD		
15	DEIB (Protected Characteristics)	HT		
16	Values	KK/SJ		
17	Children's Photos	KK/SJ		
18	Staff names and photos	KK/SJ		
19	Opportunities and Thrive Experiences	KK/SJ		
20	Opportunities and Thrive Experiences	KK/SJ		

21	Opportunities and Thrive Experiences and books on display that relate to OTE	KK/SJ		
22	History – story of subject	RV		
23	Art – children's work and context	LV		
24	PE	EB		
25	Writing – KS1	KJ		
26	Writing – KS2	KJ		
27	Curriculum Frames	KK/SJ		
28	Science	EJ		
29	Community Prefects	JJ		
30	Computing	JDA		
31	Children's pictures and quotes	KK/SJ		
32	Art work in frames	LV		
33a and 33b	Art	HT		
34	MFL	SC		
35	Friendship and Better Box	KD	It's better if you get help or share. Childline poster up too	
36	Attendance	KD		
37	Whanau	JB		
38	Maths – story of subject	LG		
39	Maths – Positive promo	LG		
40	Maths – children's work	LG		
41	Maths – maths for life	LG		
42	Maths – children's work - problem solving	LG		
43	Golden Run	HS		
44	Mind Up	HS		
45	PSHE	HS		
46	HVB	JM	See LD – other school magpie idea!	
47	T&L Walkthrus	VS		
48	Community – PTA, Stay and Play, SG SC GC	LD		
49	Reading – Author letters/books	DL		
50	Curriculum vision (3 points)	VS		
51	Value of the month	VF/AH		
52	British Values	VF		

53	TTR	JJ		
54	Vocabulary	KJ		
55	RE	LAH		
56	PSHE – Relationships	LC		
57	DT	HP		
58	Geography	GB		
59	Science	EO		
60	English	KJ		
61	EYFS	HV		
62	Music	SB/SRS		
63	Eco Warriors – info and children's work/photos	SM		
64	Extended Services	KS		
65	Sunset	KS		
66	Sunrise	KS		
67	Curriculum	VS		
68	Safeguarding	KD		
69	EYFS	HV		
70	Book area	DL		
71	ELSA	BC		
72	ELSA	BC		
73	ELSA	BC		
74	RWI	HV		

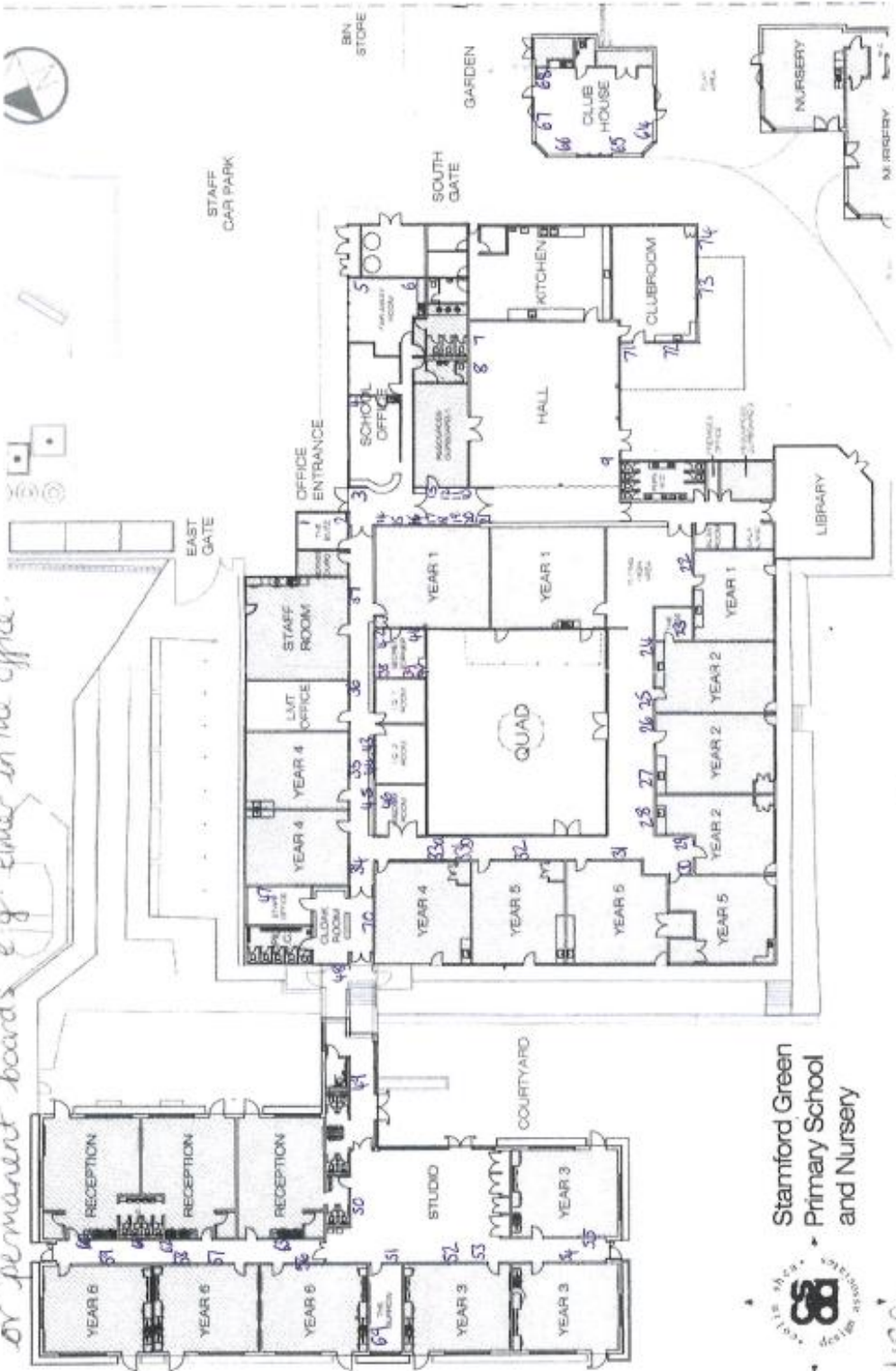
Corridor and Shared Spaces – Map 1



Corridor and Shared Spaces – Map 2

Shared and Corridor Display Plan - 2023-2024

NB: This doesn't include RWI boards or 'permanent' boards e.g. Emer in the Office.



Stamford Green Primary School and Nursery

MISC

- ① Whiteboard in hall (30) & ⑩ Art work in frames (1, 11, 13)
- ② Children's pictures & quotes in photo frames (11, 15)
- ③ Curriculum photo frames - (11, 15) → Learning questions & journey in (11, 15)

Corridor and Shared Spaces - Principles and ideas that could be used

Planning

- What is the focus for the display? Decide so there is clarity.
- Ensure that there is a clear large title to draw focus.
- Ensure that there is a context to explain what the focus for the display is.
- Ensure that there is an element to your display that celebrates the children – work/ideas/photos.
- If you are considering your subject, are you celebrating or telling a story of your subject or an element of it to further learning or promote interest?
- Consider representation and diversity.
- Ensure items for display are backed once.
- Avoid laminating if you can.

Best practice

Make displays:

- Colourful, eye catching and vibrant.
- Motivational to interest the children
- Interactive e.g. questions/challenges.
- Attractive, inspiring and engaging so it makes people want to look.
- Celebratory.
- Aspirational – To model CAN for the children.

Consider using:

- Children's writing/work displayed in simple striking way.
- Pictures of children alongside writing/work and key vocabulary – carefully selected and spaced.
- 3D elements on display to add dimension and texture.
- Big labelled diagrams or images alongside children's work.
- Pictures of books could be included.

Consider:

- Opportunities to combine art and writing for example.
- Opportunities to model handwriting by teacher.
- Can all children be represented so that they belong?
- Backgrounds – black can be striking as can two tone panels.

Top tips

1. Please make sure all the old staples have been removed from the board.
2. Make sure the backing paper is flat! Ask for help – it's tricky to do on your own.
3. Angle the staple gun slightly so the staples aren't completely flat (remember, the display is going to have to come down again) or sue a 1p coin that has been taped to the underside of the staple gun.
4. Large striking images can be more effective than lots of small ones. Using different materials can be really effective to make 3D displays.
5. Make sure any adult font size is large enough so it can be read.
6. Instant display is a good website for lettering for titles.
<https://www.instantdisplay.co.uk/alphabetsets.html>
7. Borders don't have to be the cardboard rolls – use your imagination e.g. stars for Harry Potter, yellow brick road for the Wizard of oz,
8. Please make sure you put any unused backing or border rolls back in the resources cupboard once you have finished, ready for the next person. Please don't store backing rolls or borders in classrooms.