

Whitnash Primary School

'Learning, growing and succeeding together'

EYFS Display Policy



Introduction

The EYFS highlights the need for child-centered, child-led learning and emphasises the importance of enabling environments which will enhance and support the learning process for every child. Displays form an important part of your child's care and learning environment; staff will implement this display policy to ensure content is presented to a high standard and adheres to expectations detailed below.

We believe the purpose of display is to:

- Create a warm, welcoming environment for all families, children and staff
- Showcase children's creations, celebrate their ideas, interests and achievements to raise children's self-esteem and confidence
- Support and build on children's ongoing learning through consistently displaying children's learning journey through a topic and learning theme
- Demonstrate and value the contribution each child makes to their space by involving them in the creation of their learning displays
- Share children's achievements with others through the display of children's 'I can' accomplishments
- Stimulate children's curiosity and promote critical thinking and reflection
- Encourage children to explore, participate and interact with their environment
- Give every child a sense of belonging through representation of family, culture and diversity
- Promote the whole-school focus on raising aspiration and attainment in Reading, Writing and Maths.
- Promote the whole-school focus on Positive Learning Behaviours and the characteristics of effective learning

Displays in EYFS at Whitnash will include a combination of:

- 'I can' displays
- Working Walls
- Learning Journeys
- Promotion of the Positive Learning Behaviours / Characteristics of Effective Learning

I Can Display

Whitnash believe that through these 'I Can' displays, children's work and creativity that should take centre stage.

'I can' displays in EYFS will showcase the importance of children's next steps and progress and allows children to display their learning and to be proud of the work they have achieved.

Children will have a section of display board within the classroom to display their achievements. These 'I Can' boards will showcase children's creations, celebrate their ideas, interests and achievements to raise children's self-esteem and confidence

Parents, children and practitioners can contribute to this interactive learning display for each child. This will provide every child a sense of belonging through representation of family, culture and diversity

Working Walls

What is a Working Wall?

It is the public display of the learning process and evolves as each day progresses. It is not static. It can increase effective learning and teaching. The purpose of the working wall is to support children's independent thinking. It evolves as a unit of work unfolds, and is not intended to be a tidy display of finished work.

Well planned working walls can:

- **Support independent working and learning:** think of the Working Wall as an extra adult in the classroom. It can help support children who become stuck and direct children to new

tasks when they have self-assessed that they have successfully finished an activity. Working Walls encourage children to explore, participate and interact with their environment.

- **Support whole class and guided group teaching:** models and images, key vocabulary and useful prompts are displayed and referred to by the teacher to support children in their understanding.
- **Celebrate success in the key areas of learning in EYFS:** examples of successful work and photographs of children working successfully should be displayed to show that work in the key areas of learning is valued, and to support learning. It is also a good idea to allow children to make contributions to the wall; post-it notes are an ideal resource for this.

What does a Working Wall include in EYFS?

- Objectives of the current unit (ie: 'This week we are learning.....'). This will change as the unit of work move on;
- Models and images linked to an objective or target;
- Examples – WAGOLL – model calculations/writing;
- Key vocabulary and language features;
- Labels, captions, text types, text organisation;
- Mind maps;
- Practical resources linked to an objective or target;
- Examples of children's work linked to an objective or target (building up to eventual completion) – guided/independent;
- Photographs of children working;
- An opportunity for children to interact with the display e.g. through responding to a 'Problem of the week' by attaching sticky notes to the display, or exploring relevant practical resources.

Learning Journeys

The children's learning journey in key areas of learning are displayed on washing lines at Whitnash Primary. The Learning Journey displays:

- display the clear learning journey to help children understanding the process of learning (arrows)
- include selected activities taken from the Working Wall or work chosen to illustrate the learning journey the children have undertaken
- encourage and support the revisiting of learning as a whole-class

- encourage children articulate the learning process and talk about their learning
- support and build on children's ongoing learning through consistently displaying children's learning journey through a topic and learning theme
- demonstrate and value the contribution each child makes to their space by involving them in the creation of their learning displays
- stimulate children's curiosity and promote critical thinking and reflection
- encourage children to explore, participate and interact with their environment

Characteristics of Effective Learning (CoEL)

CoEL advocate that in planning and guiding children's activities, practitioners must reflect on the different ways that children learn, and then reflect these in their practice. The 3 CoEL are:

- playing and exploring - children investigate and experience things, and 'have a go';
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements; and
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

We believe that children with the right sort of support and encouragement during these years will be creative, and adventurous learners throughout their lives. To support this at Whitnash we have introduced 4 key characters that the children will become familiar with in the first half term.

The characters are:

- Peter Pug is always looking for children who have been persevering in any task throughout the day. Each day has it new challenges in reception and we want to reward children for not giving up and to keep trying if when it isn't easy.
- Rosie Rabbit is really keen to reflect and improve work. This is not always easy but is an important development in your child

becoming a more independent learner and taking pride in their work.

- Colin the Cat enjoys collaborating with friends and realises that it is more fun to work together and can make it easier to finish a task. There are lots of new friends to make in reception and this is a great way to encourage new friendships and develop confidence.
- Iggy Iguana has a great imagination and uses it to bring storylines into play, predicting what might happen or for designing something out of our junk modelling. It is important that we encourage children to develop their imagination and have their own ideas in the different areas of the classroom.

The characters will be clearly represented throughout the classroom through prompts in the different areas of learning and on display in the main entrance to the EYFS setting and in each of the classrooms. Pictures of the characters will be presented to children if they have tried to display any of these characteristics throughout the day. The characters will be shared with the parents to encourage communication outside of the classroom and engagement with the child's day.

General Display Presentation:

- All areas have wall display boards at range of heights and differing sizes; these are covered in the class colours and/or natural backing.
- Displays include elements that stimulate interest and pupil engagement e.g. textures, models, real objects where appropriate
- Displays should promote the whole-school focus on raising aspiration and attainment in Reading, Writing and Maths.

The backing of work and presentation of the displays in EYFS should:

- ✓ Use speech bubbles with lines to capture pupil comments
- ✓ Use thought bubbles with lines to capture pupil thinking
- ✓ Include key vocabulary being taught on large lined word cards, utilising Communicate in Print symbols and pictures to support understanding as appropriate
- ✓ Present photographs and pupils work by mounting and backing work with a 1cm border

Labelling and displayed comments should:

- ✓ be presented to a high standard
- ✓ reflect the whole-school focus on promoting the acquisition of new vocabulary
- ✓ consistently promote the correct letter formation through the chosen font/ style of writing (pre-cursive / Boring joined)
- ✓ consistently promote the correct use of upper and lowercase letters with neatly hand written contributions ensuring correct spelling and grammar and line positioning
- ✓ include, wherever possible, parent participation and contribution
- ✓ respect and positively promote the whole-school culture through displays and positive comments

Date: October 2018

Review Date: October 2020