Fledglings Day Nursery

# Display Policy

Date Reviewed: August 2023

Review Due: August 2024

Reviewed by: Miss A West

## 1 Introduction

## The revised EYFS (Sept 2014) recognises the importance to the child of an inclusive, enabling environment.

## Practitioners are a key part of the enabling environment including how they respond to the things that children produce/make, and how this is displayed.

## Displays of children’s work, and the process they engage with to produce it, is always going to be important to children and their parents/carers.

## 2 Aims and objectives

 The aim of this policy is to support a consistent approach to displays in the school/setting, which has a positive impact upon the self-esteem of children and supports and enhances their learning.

The objective of this policy is to clarify the expected practice across the school/setting, and why display is approached as it is.

**3**  **Display**

Children should have the opportunity to have some of the work that they produce displayed. This requires space being made available in the school/setting which enables them to do so.

**3.1** In our school/setting we believe that display should serve the following purposes:

* To support children’s voices and their perspectives on their learning and development.
* To raise children’s self esteem regarding their attainment, by enabling them to self display things they make/produce.
* To provide evidence of high levels of learning and development and bring this to life across all seven areas of learning (indoors and outdoors), for parents, children and visitors.
* To help to define the learning environment areas (e.g. sand area), to support learning and development.
* To support learning and extend the curriculum/programme of learning (e.g. interactive display: independent reading and writing opportunities).

**3.2** Displays can come under two headings:

1. those put up by the practitioners and
2. those put up by the children.

**3.3** Where staff members display a child’s work this should be done in a way that showcases the process that lead them to the final product, positively promoting the capabilities of children.

**3.4** Some displays will be linked to the ‘educational programme’ referred to in the EYFS statutory guidance and will be set up for children to interact with and learn from. These are called interactive displays and can be linked to the topic and/or children’s predicted or identified interests.

**3.5** Workshop or other provision related to displays in our setting/school will appropriately include:

* a large sign defining what the display is about e.g. “The day we went to the seaside” or “ Playing out the story of Billy Goats Gruff “and reference to the source of the activity and its impact on children’s learning and development.
* information about the skills, knowledge and understanding children have developed/enhanced as a result of the activity, or the skills, knowledge and understanding the activities/area could support and promote.
* some A4 sized laminated images of children engaged in the activity and examples of the completed activity (the final product), supported by annotated comments where appropriate.
* where possible, staff should include quotes from the children reflecting on the activity, linked to the A4 image, for example in large speech bubbles.
* where it is a workshop type area a large sign making its purpose clear, for example “Investigation and Exploration Area” supported by continuous provision plans and A4 sized laminated images with explanations.

**3.6** Displays will address the children and their attainment: What they do, say, make and learn. As such, adult led/made displays are no longer appropriate. Displays will reflect an exciting programme of learning enjoyed by the children, supported by an enabling environment, whatever the nature or content of the display.

**3.7** In our Early Years environment you will be able to stand in the middle of the room/ classroomand get a good sense of the children who occupy the space and what they are engaged in learning, without talking to an adult or a child, or looking at a planning file or childrens records, such as learning journeys.

**3.8** We will be able to see evidence of the children’s voices having an impact on their environment, and see how surrounding children with photos of their achievements might raise their self-esteem.

**3.9** We believe in developing an approach to display that makes engagement and attainment both prominent and obvious.

**3.10** Our conceptual understanding of display is that it captures significant moments in time and in some cases demonstrate the learning that is made available though child initiated and independent activity. They can also show how an idea based on the children's interests has grown into a topic or theme.

**3.11** We recognise and put into practice the belief that displays must reflect diversity, differentiation, attainment, and a high level of learning, as well as capturing the process that created the final product or piece of work.

**4 Maintaining displays**

Displays will be maintained and not allowed to deteriorate. Any torn borders or missing elements noted by staff will be promptly replaced.

**4.1** We will ensure thatall displays in our school/setting utilise paper and borders of a suitable quality.

**4.2** Interactive displays, will be updated, enhanced or changed within an agreed time span of upto 8 weeks.

**4.3** Child initiated displays (e.g. models in the creative workshop area, small world/construction area or the writing/drawing area) will be supported by adults.

**5 Height and size of displays**

The height of displays where possible will be at child eye level or as close to this as the environment/display boards allow.

**5.1** The size of displays will be agreed upon by staff teams with the support of the headteacher/manager, according to their purpose, location and the overall size of the space available.

## 6 Monitoring and review

This policy was agreed and implemented in August 2023 and is due for review in August 2024.

 There will be ongoing monitoring of this policy as some aspects may require amending/updating before the review date should there be any incidents which take place relating to it that give cause for concern.

**Name: Miss A West**

**Signed: A West**

**Date: August 2023**