



Nurture Growth & Inspire Learning at Hillhead Primary



Classroom Display Policy

A school is excellent to the extent that...

Children and young people are proud of their learning, their progress, attainment and achievements. Their work is displayed well in classrooms, in public areas and, where possible, in the wider community. Achievements both within and out with the school are recognised, valued and celebrated. (HGIOS 2007)

This is the Classroom Display Policy for Hillhead Primary School. This policy ensures displays are purposeful, consistent and actively support current learning and teaching.

This ensures that all children experience the same high quality environment, regardless of which class they are in. Displays will also support whole school approaches ensuring smooth transitions between year groups e.g. Zones of Regulation, UNCRC, CIRCLE principles.

Purpose of Displays

Classroom displays are active learning resources that support every learner to become a:

- **Successful Learner** – through working walls that support current learning
- **Confident Individual** – through celebrating effort and self-regulation
- **Responsible Citizen** – through the UNCRC Charter and respect for shared spaces
- **Effective Contributor** – through interactive displays and pupil-led resources

General Principles of Classroom Display

- Displays will be updated termly aligned with the class's current planning for learning, teaching and assessment making learning visible and accessible.
- All typed text must be Sassoon Primary Infant to support early literacy and dyslexia-friendly principles.
- Classroom Resources will be clearly labelled with words/symbols and be accessible to all learners.
- Learners' voice will be evidenced in displays. Co-created Charters and success criteria give children ownership over their environment.
- Classrooms should be clutter free. Resources on display will support the current learning and teaching. All other resources will be returned to the designated storage place.
- Highly visible displays which are well-planned, structured, and purposeful and which include 'thinking processes' and 'pupil progress' effectively contribute towards raising attainment.
- Task boards are updated daily to reflect the day's learning and teaching, inform groups and individuals of next steps, nurture independence and provide a predictable routine.

Working Walls

Working walls are interactive displays that teachers use in their classroom to help support and motivate children with their learning. They are very different to displays which celebrate neat, finished pieces of work from the end of a unit.

At Hillhead Primary we know that the classroom environment is a powerful learning tool and working walls are very much part of this. By looking at a working wall, children can be reminded of what they have learnt, see good models of how to do something or what they are aiming for and find useful vocabulary. Working walls are created and built on as learning takes place as opposed to being displayed at the end of a unit of work.

Literacy Working Wall



- Displays key vocabulary e.g. a Word Bank to support spelling and comprehension.
- The school jotter presentation can be clearly viewed.
- Useful resources and scaffolding for example, phonic patterns, worked examples of questions, synonyms, sentence starters, listening stems, blooms taxonomy so children can refer to these when doing their own work.
- Success Criteria and key features of the current writing genre being covered.

Numeracy Working Wall

- Displays key concepts, number facts, times tables, and strategies from current Numeracy
- Interactive requirement: Movable elements (flaps, Velcro, dry-erase pockets) for daily use.
- Daily mental maths warm-up: Every day, the wall is used during the first 5–10 minutes of numeracy for quick-fire oral/mental starters. This supports the CfE principle of progression through regular consolidation.
- Other examples of possible numeracy wall displays include, photos of children using concrete resources to act as a reminder, key vocabulary with definitions.
- Photocopies of children's whiteboard work or work from their book, flipchart paper used within lessons to model, for example, calculation methods to the class, resources children can access to support their mathematical thinking e.g. place value equipment, number lines, times table squares etc.



Celebrating Success



- Dedicated display to recognise effort and achievement
- Showcases work from all levels and stages (Early, First, Second Level as appropriate)
- Includes effort, improvement, collaboration, and personal bests – not just final outcomes
- Whole class displays should also contain the learning intention and success criteria to share purpose and relevance

Zones of Regulation Display

A visible Zones of Regulation display will be co-created at the beginning of each school year and will include:

- Four zones (blue, green, yellow, red) with colour-coded backgrounds.
- Feelings vocabulary + toolbox of strategies (e.g., “Use breathing,” “Ask for a quiet space”).
- Pupils have a discrete way to indicate their zone each morning and after lunch break.



UNCRC Charter Display



A child-friendly UNCRC Charter featuring at least five key rights relevant to the classroom, written in Sassoon Primary Infant:

- Article 12 (respect for children’s views)
- Article 28 (right to education)
- Article 29 (right to develop talents)
- Article 31 (right to relax and play)
- Article 13 (freedom to express ideas)

Pupils co-create the charter with illustrations and statements. Links to CfE Social Studies and RME (developing respect for rights of others). The charter is referred to when discussing class responsibilities.

Quiet Library Corner

As outlined in The CIRCLE document (Collaboration for Inclusion – supporting Scottish educational guidance), every classroom must include a quiet library corner which aligns with CIRCLE’s physical environment adaptations to support all learners.

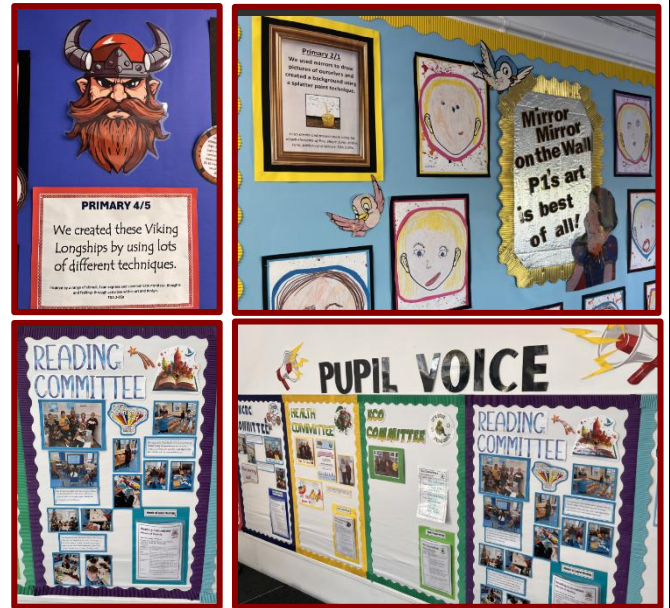
- A clearly defined, low-distraction area with comfortable seating (e.g. rug, cushion, beanbag).
- Small, accessible book collection reflecting a range of reading levels and diversity.
- Visual boundaries (e.g., bookshelf, fabric, low partition). Children should be visible to the teacher at all times. Capacity: Maximum 2 pupils at one time.
- Available to all pupils as a regulated choice (supports HWB, especially HWB 1-03a – recognising needs and managing feelings).



Whole School Corridor Display

The corridors throughout the school are everyone's responsibility. These will be updated with support from SLT and will be used to share learning which has taken place throughout the year from all classes. As staff refresh and update their classroom displays, work will be sent to the SLT to relocate throughout the school to share learning and celebrate success with peers and families.

Our committee and council display boards are the responsibility of the supporting member of staff. These are updated responsively and latest minutes are added following each meeting.



Display Responsibilities

- Each teacher will maintain, update, and use displays daily.
- UNCRC Rights Cards should be added to all displays, these will be provided by J Mackie (PT).
- Learners contribute to displays where appropriate.
- SLT will monitor termly displays as part of classroom learning and teaching visits which will focus on the environment, active use, as well as appearance. This will also be discussed with pupils during termly focus group sessions.

Reflective Questioning

Our staff regularly reflect on the following questions:

- Are our class displays informative, interactive and relevant?
- Are uncluttered, so that pupils can easily find information?
- Can they be seen from every position in the classroom and be used regularly by all pupils as a point of reference?
- Do they show a good use of colour, avoiding white backgrounds and black text?
- Is the language/terminology and keywords used appropriate for the age and stage of all learners?
- Do we celebrate pupils' work and make them feel valued?

As a registered teacher you are required to demonstrate a depth of knowledge and understanding of:

- *Classroom organisation, learning environment and structures.*

As a registered teacher to demonstrate your professional skills and abilities you are required to:

- *Create a safe, caring and purposeful learning environment which is welcoming and inclusive, well managed and well organised.*
- *Take into account the additional support needs of learners to ensure meaningful learning experiences.*
- *Use a wide range of opportunities that stimulate and reflect ongoing learning in varied and dynamic learning environments*
- *Enable every learner to make full use of well-chosen resources.*

(GTC Standards for Full Registration Aug 2021)