EVERY CHILD'S WORK IS PRECIOUS AND VALUABLE

Socrates' has said, "I cannot teach anybody anything, I can only make them think" many centuries ago. With the passage of time education has reached exactly this point where the task of the teacher is less of a sermonizer and more of a facilitator. Apart from the teaching and activities scheduled in the classroom the learning environment plays a major role in promoting critical thinking. The ability to think is latent in every individual. Only a spark is needed to ignite this lamp of learning.

Display boards inside and outside the classroom can be used not only to promote the development of critical thinking ability but also to fine-tune this talent as we move up the grades. This acts as a supplement to the curriculum being delivered through the year and complements the promotion of a rich culture of learning using the visual medium.

Badly designed, out-of-date and neglected displays have a demonstrably negative effect on how the community as a whole relates to the learning environment. Displays do not have to take a lot of time to design or maintain.

With this document we attempt to provide a guide to creating simple, well designed and visually attractive displays. Achieving a reasonably consistent approach to displays is the aim. This document therefore:
* establishes expectations for teachers and support staff;
* promotes continuity and coherence across the school.

WHY IS IT IMPORTANT

Maintaining a good standard of visual displays is very important for the following benchmark reasons :

* to build a culture of learning within and beyond the classroom;

* to accord purpose and value to children's work;
* to give positive affirmation that the work is appreciated;
* to help promote visual literacy;
* to assist students' to work independently;
* to provide models of good practice and examples of excellence;
* to inform students and visitors of the areas of study;
* to show evidence of creative, linguistic, mathematical, scientific and technological learning;
* to ensure that all the classrooms especially in KG and primary have one learning/interactive wall;
* to establish consistency, continuity, progression and high quality displays across the school;
* to ensure that the learning environment/displays promote equal opportunities to learn across all learning ability groups.

IN THE CLASSROOM

The classroom learning environment should have a display area which is based on the 'working wall/learning wall' approach where teachers' modeling and prompts are displayed alongside examples of student work, as part of ongoing learning in each classroom. A variety of examples of students' work (ranging from work in progress, early drafts, sketches, mindmaps, planning documents and final outcomes) should be displayed. These displays serve to:

* provide models for students to use in the construction of their own responses;
* provide appropriate vocabulary relevant to the focus of learning;
* provide opportunities for interaction during a lesson. Ex subject prompts, questions etc.

What is a working wall/learning wall?

* It is an evolving display/resource that supports children with their learning;
* It should effectively engage the children during lessons, allowing them to seek support independently.
* It helps children understand the structure of a unit, how it progresses and how the lessons in a subject are linked.
* It should be used to indicate on a display board the starting point and the learning outcome of the lesson/unit being taught;

* It is there to show what is being learned, why it is being learned,, what will be achieved and to track the progress through those aims, making the children active participants in the process;

* It is only a **FUNCTIONAL TOOL** and **MAY NOT NECESSARILY LOOK BEAUTIFUL.**

* It MAY include start and end points of a unit, the contents (progress through the unit), key vocabulary, questions, mind-maps, various examples related to the unit as well those establishing cross-curricular links, as well as what the students say about the unit which shows their level of understanding and learning

<u>DOs'</u> OF DISPLAYS WITHIN & OUTSIDE THE CLASSROOM

- ✓ **DO** use a plain colour backing paper. Use a maximum of 2 to 3 colours.
- ✓ **DO** use pins rather than staples to attach the items to the display boards. This makes replacement work easy without damaging the backing paper.
- ✓ **DO** write a clear title (in capital letters) and a sub-title (upper & lower case) explaining the context of the work.
- ✓ **DO** use a pre-decided font and font size (easily readable without causing strain to the eye or the neck muscles) to maintain symmetry across the school.
- ✓ **DO** use complementary (rather than clashing colours).
- ✓ **DO** make the display visual as engaging as possible by using ample pictures and artwork.
- ✓ **DO** ensure to affix a border of *2 inch width at the bottom* of the board. The border should be of *5 inch width on the top* with the *font size being double of that used for the border at the bottom.* This is to enable the students to read the writing at the top with minimum difficulty and strain*. (This is MANDATORY for KG and Primary sections)*. Grades 6 and above may use the same size border on all sides of the board. *In case of any writing displayed on the vertical borders it should be affixed ONLY vertically.*
- ✓ **DO** plan your display layout before putting the items on the wall or the display boards.
- ✓ **DO** align the items either vertically or horizontally thus according a balance to the display.
- ✓ **DO** ensure that your display plans are appropriate and fit in with the curriculum.

- ✓ **DO** update the displays with student work.
- ✓ **DO** seek help from the art teacher, if required.

DON'Ts' OF DISPLAY WITHIN & OUTSIDE THE CLASSROOM

- ➢ DON'T fix items directly to the display board.
- ➢ DON'T use word art or a font that is difficult to read.
- ➢ DON'T use too much text – there is a limit to the amount of time a viewer will be prepared to spend looking at the display.
- ➢ DON'T fix pictures or other elements at odd angles without a good academic reason.
- ➢ DON'T leave a lot of empty space around items in the display.
- ➢ DON'T place images in the center of a double board because when the frame is closed the image would be obscured.
- ➢ DON'T fix items to the board until you have a clear plan/layout in mind.
- ➢ DON'T forget about your display once it is put up. Check to see if it is still relevant. Replace it if it no longer serves a useful purpose.

IMPORTANT POINTS TO NOTE

- ❖ All the material/items/pictures etc being put up on the board must be cleared by the subject head.
- ❖ These should then be checked for the linguistic accuracy by the designated member of the English Department.

Grades	To be checked by
KG	Ms. Ramnik
Gr 1 & 2	Ms. Arpita
Gr 3 & 4	Mr. Manoj
Gr 5 & 6	Ms. Saba
Gr 7 & 8	Ms. Firdous
Gr 9 & 10	Ms. Reshmy
Gr 11 & 12	Ms. Varsha

- ❖ Please note that the write-ups will ONLY be checked for linguistic accuracy and not re-written by the English teacher who does the checking. In case of the occurrence of too many mistakes, the same will be reverted back to the teacher doing the display board.

- ❖ Please note that subject HODs and the designated member of the English Department should be given reasonable duration of time for this checking.
- ❖ *After the English teacher has checked, it is recommended that the write up be re-checked by the subject HOD for subject accuracy. Checking by the English teacher does not guarantee subject accuracy for any subject other than English.*
- ❖ The demand for the material required for the display should be listed, cleared by the sector supervisor and handed over to the school store at least a week in advance. This is to ensure that all the supplies are available on the day required.

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