Display Policy

Vision: Grow - Flourish - Succeed
Mission: Together we inspire creative, mindful learners who value diversity, support one another and strive for success.

1. Introduction

At GEMS Founders School, Dubai (GFS), we value the role of displays; we believe displays should develop an enthusiasm for learning and celebrate the achievements of all children. We work towards providing a lively, stimulating, exciting environment in which our children can learn effectively. To this end, all staff regard the learning environment and displays to be of vital importance. Displays of any kind, in and around the school building, are of the highest standard at all times. Teaching, non-teaching staff and children are involved in the production of displays.

2. Purpose of policy

The GFS curriculum will:

- provide additional information to the GFS Learning Environment Policy
- provide support for all staff
- provide a framework for a whole school approach

3. Aims and objectives

- To establish consistency, continuity, progression and high-quality displays throughout school
- To ensure displays are an effective learning and teaching tool
- To ensure displays reflect the rich and varied experiences of current learning across the curriculum
- To reflect a variety of cultures, promote inclusion and give each child a sense of pride, belonging and achievement

4. Presentation of Displays

We must ensure that:

- All boards in the primary school will be backed in neutral colours
- All children's work should be named (avoiding where possible obscuring or marking the work itself)
- Work should be single mounted to reflect the quality and importance we attach to presentation (unless the work is better without mounting)
- Writing, headings and labels are mounted
- Mounted photos are used to show process as well as celebrating the children at work
- There is a balance between displays that provide prompts or information and the children's own work. Generally, work inside the classroom should promote and support learning and work in communal areas should celebrate achievement and success
- Materials can be used to link artefacts and provide background texture and colour
- Inside displays should be interactive and used as working walls, including items for the children to investigate and questions to answer
- There is a balance of subjects displays around the classroom
- Displays are changed regularly in order to maintain the children's interest, reflect current learning and appear in good order

- From time to time, children are involved in the display process, making decisions about colour, format and information to support their work
- Work displayed demonstrates a variety of ways of recording (posters, photographs, diagrams, concept mapping, bullet points and lists)
- Staff should ensure that the fabric of the building is not damaged, equipment made unsafe, or CCTV blocked by the fixing of materials to the walls/ceilings
- Staple guns are provided by the stationery store and should be the only device used for attaching work to the boards. Pins are not permitted for use in student areas
- Walls should be kept free of any displays to prevent damage to the paint work and to maintain consistency of displays around the school. Posters can be added to the glass windows with blue-tack
- In all areas of the school, there should be a meet the team display that shares high quality images of the team, e.g. Year 2 Teaching Team, Secondary Art Team so that the names of all teachers and their photos are visible and students begin to recognize the wider teaching team, developing the GFS community feel.

5. Labelling Displays

Displays are a valuable source of information for visitors to the school, especially parents, and as much detail as possible is given about the learning involved in creating the display. This includes:

- A title or the learning objective (reference is made to the topic that the learning was based upon)
- How and why the learning was undertaken (written explanation incorporated into the display)
- Who produced the learning and their Year Group (to be written at the bottom of the piece of learning)

Labels should be written in the following formats:

- Cut-out letters
- Computer print
- Hand-written in line with the school's handwriting policy
- Any labelling of resource boxes should be consistent
- In each Primary classroom at GFS, there will be designated areas for:

* English * Maths * Science * Arabic * UAE signs and symbols
* School/Islamic Values *MSC

FS/ KS1	KS2
▪ Behaviour and Reward system ▪ Classroom rules ▪ Alphabet of appropriate size and font (left to right) ▪ Days of the week (in the correct order starting Monday - languages) ▪ Months of the year (in the correct order) ▪ Number-line (left to right) ▪ Floppy's Phonics - High frequency words ▪ Class timetable ▪ Key vocabulary for current work ▪ Birthday chart- being religiously sensitive ▪ Good housekeeping – worktops and windowsills are clutter free	▪ Behaviour and Reward system ▪ Classroom rules ▪ Alphabet of appropriate size and font (left to right) ▪ Days of the week (in the correct order starting Sunday- languages) ▪ Months of the year (in the correct order) ▪ Number-line (left to right) ▪ Hundred square ▪ Multiplication square ▪ Class timetable ▪ Key vocabulary for current work ▪ World map/ Globe ▪ UAE map/ UAE flag

▪ All displays maintained to a high standard e.g. no borders or work hanging off ▪ Cubbies kept clean and tidy	▪ Good housekeeping – worktops and windowsills are clutter free ▪ All displays maintained to a high standard e.g. no borders or work hanging off ▪ Cubbies kept clean and tidy

- In each Secondary subject classroom at GFS, there will be designated areas for each specific subject which is taught in that classroom.
- Secondary Form rooms will also have a designated display. This will contain information about the students within the form, notices and celebrations, such as GEM of the week.

Drawers and resources should be clearly labelled with clear font/size and pictures to encourage independence

6. Inclusion including reference to SENDo, EAL, G&T

All children have equal opportunity to display their successes and achievements. Displays need to be visual so all children can access them. GFS recognises that every pupil has specific learning needs and class teachers should cater for this in the displays presented. A register is kept of pupils who receive SENDo support, EAL Provision and Gifted and Talented pupils. Each area (EAL, SENDo and G&T) is coordinated by the Head of Inclusion and individual policies exist to inform all of the procedures.

7. Equal Opportunities

The school recognises the value of, and seeks to achieve, a diverse school community which includes people from differing backgrounds, with different skills and abilities. The school will take positive steps, through its governing body, managers and other employees, to create a school culture in which people can feel confident of being treated with fairness, dignity and tolerance, irrespective of their individual differences. This commitment extends to the whole school community and others connected with it. The school is committed to the elimination of unlawful discrimination and to the promotion of good relations between all.

8. Parental involvement

Parents should have access to the policies to inform them about the importance of displays within the school. The school welcomes parents to volunteer in developing displays in school. (See more guidance in the Teaching and Learning Policy on parent volunteers).

9. Quality Assurance

- All displays will be frequently monitored by school leaders and feedback will be provided with action points if needed
- Displays and the learning environment will form part of lesson observations and drop-ins
- The presentation of children's work both on displays will be monitored frequently

10. Resourcing

Certain whole school posters and resources will be displayed in all classrooms, for example:

- School Vision and Mission Statements
- GFS School Improvement Plan (Overview)
- Reference to the UAE, e.g. the National Anthem

Teachers will have access to school resources such as laminating, backing paper, borders etc.

11. Roles and responsibilities

- Leadership Teams will monitor the quality of displays
- Classroom boards are the responsibility of the class teacher in primary
- Form Tutor boards are the responsibility of the Secondary Form Tutor
- Classroom boards are the responsibility of the department where subjects are taught in specific classrooms
- It is the responsibility of all staff to encourage the children to keep shared learning areas tidy
- Display boards in shared areas will be allocated to staff members by the middle/extended leadership team
- Displays in public areas are the responsibility of all staff and should be continually monitored and tidied/repaired if necessary

9. Monitoring and review

This policy has been discussed and agreed by the GEMS Founders School, Dubai leadership teams for implementation.

Signed ..... Date .....22 August 2025.....
Head of Primary

Signed ..... Date .....22 August 2025.....
Head of Secondary

Signed ..... Date .....22 August 2025.....
Whole School Vice Principal

Signed ..... Date .....22 August 2025.....
Associate Principal

Signed ..... Date .....22 August 2025.....
Executive Principal/CEO/Executive Vice President of Education

Next policy review date:
February 2026