Display Standards Policy and Process

**OPERATIONAL DEFINITION**: A reference point for teachers and students to assist them with lesson tasks or automatizing information.

**INTENT:**

* To provide students with an interactive resource that can be used as a guide to support learning.
* For teachers to use as a reference point for students still automatizing information.

**MINIMUM EXPECTATIONS:**

Display must be:

* Interactive
* Description of terms/definition (with examples)
* Process
* Demonstration of students achievement

Have the following list of **changeable** display items at all times:

* This week’s explicitly taught content.
* The previous weeks explicitly taught content.
* Writing warm up elements.
* Numeracy warm up elements.
* Spelling weekly words.
* Blending warm up.
* Segmenting warm up.
* Vocabulary.
* One literacy you do/portfolio task.
* One numeracy you do/portfolio task.
* Latest reward/excursion/accomplishment (photos).
* Student goals.

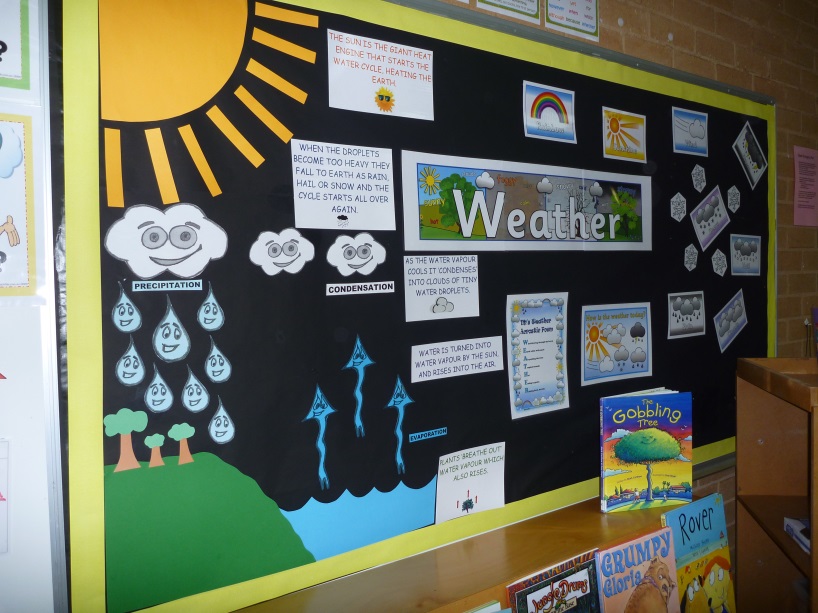
Have the following list of **permanent** display items at all time:

* Fleming 3 imperatives, 6 givens, 4 pillars.
* School rules and values.
* Issues flowchart.
* Behaviour management chart.
* Emergency/Allergies Information.

Display items should:

* Be readable by all students from their desk or the floor.
* Have an explanation of the lesson outcome and you do task (if you do/portfolio task)
* Have a title to notify teachers and students of display (e.g. Numeracy Warm Ups).
* Be marked with adequate feedback (if a you do/portfolio task).
* Follow the FSPS bookwork presentation standards.
* Be neatly presented either with a boarder, coloured backing or laminated.

**EXAMPLES:**

**DISCLAIMER:**

Please sign below to signal your understanding and compliance with Fisk Street Primary School’s position on Display Standards.

DISPLAY EXPECTATIONS

TEACHER INFORMATION CHECKLIST

ROOM NUMBER: \_\_\_\_ DATE: \_\_/\_\_/\_\_

|  |
| --- |
| Criteria/Description |
| Types of Display |
| At least one interactive display – |
| At least one description display – |
| At least one process display – |
| At least two demonstration of achievement displays – |
| Changeable Display Items |
| This week’s explicitly taught content – |
| Last week’s explicitly taught content – |
| Writing warm up – |
| Numeracy warm up – |
| Spelling weekly words – |
| Blending warm up – |
| Segmenting warm up – |
| Vocabulary – |
| At least one literacy you do/portfolio task – |
| At least on numeracy you do/portfolio task – |
| Display of either latest reward/excursion/accomplishment – |

Notes: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DISPLAY CHECKLIST

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria/Description | Rating | Presentation | | |
| Types of Display | | | | |
| At least one interactive display – | Yes/No | 1 | 2 | 3 |
| At least one description display – | Yes/No | 1 | 2 | 3 |
| At least one process display – | Yes/No | 1 | 2 | 3 |
| At least two demonstration of achievement displays – | Yes/No | 1 | 2 | 3 |
| Changeable Display Items | | | | |
| This week’s explicitly taught content – | Yes/No | 1 | 2 | 3 |
| Last week’s explicitly taught content – | Yes/No | 1 | 2 | 3 |
| Writing warm up – | Yes/No | 1 | 2 | 3 |
| Numeracy warm up – | Yes/No | 1 | 2 | 3 |
| Spelling weekly words – | Yes/No | 1 | 2 | 3 |
| Blending warm up – | Yes/No | 1 | 2 | 3 |
| Segmenting warm up – | Yes/No | 1 | 2 | 3 |
| Vocabulary – | Yes/No | 1 | 2 | 3 |
| At least one literacy you do/portfolio task – | Yes/No | 1 | 2 | 3 |
| At least on numeracy you do/portfolio task – | Yes/No | 1 | 2 | 3 |
| Display of either latest reward/excursion/accomplishment – | Yes/No | 1 | 2 | 3 |
| Permanent Display Items | | | | |
| Fleming 3 imperatives, 6 givens, 4 pillars – | Yes/No | 1 | 2 | 3 |
| School rules and values – | Yes/No | 1 | 2 | 3 |
| Issues Flowchart – | Yes/No | 1 | 2 | 3 |
| Behaviour management flowchart – | Yes/No | 1 | 2 | 3 |
| Emergency/allergies information – | Yes/No | 1 | 2 | 3 |