NEWTON INTERNATIONAL ACADEMY

SMASH

PRIMARY DISPLAY POLICY

UPDATED: AUGUST 2026

NEXT REVIEW: AUGUST 2027

Newton International Academy - Smash

أكاديمية نيوتن العالمية

"An international community of learners striving for excellence and celebrating success"

http://newtonschools.sch.qa

Primary Display Policy

Statement

At Newton International Academy the purpose of displays is to support students' learning. The work displayed should predominately be the students' and should reflect their ability. This policy supports the aims of our Curriculum Policy. The purpose of this policy is to clarify for staff the school's expectations of displays and the rationale behind them.

What should be displayed?

The following displays should be found in each classroom. All abilities should be displayed and ensure each student's work is displayed at some point in the year.

- Academic Displays: English, Mathematics, Science and Topic displays must be evident in every classroom.
- Mission, Vision and Values displays
- Classroom and School rules
- P4C Board: evidence of students' questions and thoughts and the 4 C's of P4C
- Arabic/Islamic/QH display
- Health and Safety signage/evacuation maps
- Student attendance
- Bananas for Books
- Students Houses and Points

Displays must include:

- WALT and WILF (LO and SC)
- Displayed work must be marked according to NIA's Marking Policy
- Displayed work must include the student's name
- Key vocabulary must be included in display
- Working walls should be used and be interactive and engaging
- A title or heading – bold and clearly visible

Effective Displays:

- Celebrate a students' achievements
- Create an interesting and stimulating environment
- Gives students ownership of the environment
- Working walls should be used and be interactive and engaging
- Reinforce key vocabulary
- Give students models for imaginative and innovative ways to present their work

Expectations of Teachers

- To abide by this Display Policy
- To cover all display boards in and outside the classroom
- To update displays regularly – at least every 6 weeks or at the end of the topic
- To keep displays neat

Please see checklists below for guidance:

English Display	• Large board • Individual lettering for title • WALT/LO/WILF/SC • Key Vocabulary • Range of marked, mounted, labelled children's work
Maths Display	• Large board • Individual lettering for title • WALT/LO/WILF/SC • Key Vocabulary • Range of marked, mounted, labelled children's work
Science Display	• Large board/ Half with Topic Individual lettering for title • WALT/LO/WILF/SC • Key Vocabulary • Range of marked, mounted, labelled children's work
Topic Display	• Large board/ Half with Topic • Individual lettering for title • WALT/LO/WILF/SC • Key Vocabulary • Range of marked, mounted, labelled children's work
P4C Display	• Small Board • 4Cs displayed • Question of the week with children's feedback
Arabic/ Islamic/ QH	• Large board- split in three • Range of marked, mounted, labelled children's work • Evidence of Qatar Values
Class Information	• Near CT desk • Groupings • Timetable • CT notes/ rotas/ checklists
Outside Display	• Related to class learning
Washing Line	• Model text • Unfamiliar words • Story map • Boxing-up • Short-burst writing

- Colour of backing is CT choice – borders to be consistent or match subject lettering above.
- Outside board should be backed in class colour where possible
- Please note that if you are using materials from any websites- cut or cover logos where possible

Display Board and Class Scrutiny Checklist

Displays will be judged in accordance with the Display Board policy as part of the termly Teacher performance appraisal review. Completed forms should be signed off by the relevant MMT/ SLT and then passed to the relevant Head teacher.

	Display board requirements	**CT**	**TL**	**SMT**
1	A clearly visible, typed, laminated title or heading- individual lettering, no banners			
2	Learning objective/ WALT defined and linked to curriculum theme			
3	Link to development of Values (e.g. *Respect, Responsibility, Honesty and Empathy etc*)			
4	Pupils work mounted neatly and marked by the teacher, with constructive feedback			
5	Caption(s) / text to explain the Learning 'process' / provide contextual information on how the work builds on prior learning			
6	Questions to promote curiosity and encourage interaction			
7	Key Vocabulary, Terminology, Quotes / Formula displayed			
9	Colour used effectively			
9	Components securely attached to avoid falling off			
10	Capital letters used correctly – Pupils full names given			
11	Evidence pupils involved in creating / maintaining display			
12	Boards backed with backing paper			
13	Borders used to frame the board			
14	Examples of work from all abilities displayed not just the more able pupils			
15	Class list/ Form names displayed on the wall by the door at class entrance			
16	Teacher's name displayed on the wall by above the door visible when approaching the room			
17	Furniture arranged neatly			
18	Evacuation route maps displayed on the inside of the class door			
20	Window coverings/ paper clean and in good condition			
21	All cupboards tidy and shelves labelled			
22	All furniture in usable condition			
23	Desks and wall free of graffiti			
24	White board with lesson objectives visible			
25	Arabic Board: Word of the Week, Poetry and examples of Creative writing			
26	Displays to celebrate school events e.g. Book week, Science week, National Day,			
27	Class / Form Room Noticeboard – with relevant Form notices			