



Policy for the Mounting and Display of Work

January 2015

Aims

- To provide consistency in standards of visually stimulating learning environments for all pupils;
- To establish expectations for teachers and support staff;
- To promote continuity and coherence across the school;
- To give purpose and value to children's work – every child's work matters
- To give children positive affirmation and parents feedback that the work has been appreciated and celebrated
- To develop children's aesthetic awareness

Mounting

- All work is to be mounted with a double/triple border except on the odd occasion when a single border better suites the style of work being displayed.
- Double mounted work should have mounts of different widths which are clearly defined.
- Work which is of A3 or larger should use a wider border to increase the effectiveness of the work being displayed.
- Painted work which is mounted needs to be pressed when dry (protected in between large sheets of previously used display paper, placed under heavy objects), before being mounted and pressed again after mounting. Pressing work in this way will remove any creases and lines on the work, therefore mounting is easier and the finished product is more professional.
- If the display board is coloured, then a colour could be used as the first mount and then black/white (white needs to be cartridge paper not writing paper) can be used as the second mount.
- Black/white mounting can sometimes be more effective if the colour in the display is not directly related to the actual work being displayed or if more colour is used on the display board so the black/white will stand out more and make a larger impact visually.
- Depending on the size of the work to be mounted, the following guidelines are to be considered:-
 1. A5 line 1 followed by line 3 on the guillotine.
 2. A4 line 1 followed by line 3 on the guillotine.
 3. A3 line 1 followed by line 5 or wider.

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Note all of the above can be reversed – i.e. work may have a 'thin mount then fat mount' or 'fat mount then thin mount'.

Backing, Flashing and Borders

- Backing should, except in reasoned circumstances, be ivory/cream. Black backing can sometimes enhance pupil's work – for example work on 'space' can often be more effective against a black background.
- Used display paper can be cut into strips and used for borders of display boards to compliment the colour paper used on the board – strips can vary in size but generally anything between 3-7cm works depending on how much colour you want to use.
- Drapes/Material used appropriately can enhance work displayed.
- Display paper is expensive therefore should be used sparingly, remember to use both sides where possible, used paper can become strips of border or used again for smaller mounting projects.
- Borders should be straight cut (using a guillotine). The use of purchased border roll/scalloped edges is to be avoided as this is not in line with the whole school approach to display
- Flashing should, ideally, be positioned horizontally or vertically as opposed to diagonally as this then draws the eye to the work being displayed rather than drawing the eye to the flashing behind work.

Labelling and Text

- Text on displays should be large enough to read from a distance, in a clear font (possibly, but not exclusively Sassoon) with correct punctuation.
- Labelling is important and should be used to ask open ended questions relating to the work/topic on display.
- Objectives need to be displayed alongside work, using appropriate language such as 'I can.. ..'
- Labelling can be displayed in various ways either directly on the board or free standing in front of the board. Labels on display should always be mounted. Free standing labels should either be mounted onto tent cards or placed in acrylic holder.
- All displays need relevant and clear titles.
- There needs to be a balance between computer processed work/labels, and adult/child written work/labels displayed.
- All work on display should feature the pupil's name, printed out and attached to the work in the case of artwork or handwritten by the child in the case of written work.

Displays should be changed a minimum of once a term
Plan in advance for display work – consider forthcoming pieces of work that are most appropriate to use for display and allow time for the work to be completed.