



# **HSP Environment & Display Policy**

**EDUCATE. EMPOWER. INSPIRE.**

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1	Original	Sept 2023
2	Rebranded & reviewed	July 2024
3	Reviewed & revised	September 2025

# HSPS Environment & Display Policy

## Introduction

Having an environment that is stimulating and engaging can only have a positive impact on the learning of pupils at Hoylandswaine Primary School. This policy aims to outline what is expected within the environment at HSP. The environment and displays will be audited termly using the Environment audit checklist.

## School environment

Ensuring that the school environment is inviting and fit for purpose is the role of all members of staff in school. All areas, classrooms, storerooms, break out areas and administration areas should be tidy and free from clutter to allow learners to engage actively in their learning. The classroom environment is the responsibility of that member of staff.

## Displays

To ensure that displays encourage learning wherever possible, displays should include:

- Photographs
- Key questions
- They should be Interactive where possible
- The process of learning
- Celebration of learning
- Pupil Voice

## Literacy and maths display

These will be a vehicle to support learning as well a means of celebrating the achievements of pupils. They will show evidence of skill building and include photographs of pupils' learning. They will provide children with a point of reference that they can use when they are writing. Maths displays will support the learning of skills. Vocabulary will be displayed but will be differentiated depending on age and ability. Numbers, number lines and number squares are displayed as necessary, to support learners in their calculations.

## Curriculum displays

Wider Curriculum displays will demonstrate the breadth of skills and knowledge taught in the subject across school. Again, they will contain evidence of skill building, photographs, information and promote the celebration of children's work. Curriculum displays will be in wider areas of school rather than solely in classrooms.

## Monitoring and evaluation

The classroom environment, including its displays will be monitored termly against the Environment Audit, findings will be shared with individual staff in relation to their classroom environment and targets set. An overview of the audit will be shared with all staff and any common issues discussed and addressed. Targets set will then feed into the next round of monitoring to ensure that points are acted upon.

The outcome of this audit will form part of the individuals' performance management discussion at Annual Performance Development Reviews.