



**St Stephen's**  
CE Primary School

# School Environment Policy

**Date of Sign Off:** February 2025

**Date of Review:** July 2027



## "Learning, loving and growing together as God's children"

This policy is set within the context of our school vision where we want our school to be a place where:

- everyone feels safe, welcome and valued.
- everyone feels excitement, joy and challenge through developing their God-given gifts to achieve.
- everyone flourishes and excels, grows in character, faith and wisdom and develops hope and aspiration.
- everyone is equipped to move on in their journey with confidence, resilience and motivation.
- In partnership with others we seek to serve and make a valuable contribution to God's world.

This policy seeks to establish expectations for all staff and to promote continuity and coherence across the school in the ways in which we present classrooms and display pupils' work.

**This policy directly links to the following Teachers' Standard;**

A teacher must:

- establish a safe and stimulating environment for pupils, rooted in mutual respect

### Aims of the Policy

Through this policy we aim to;

- create purposeful and productive working environments for both staff and pupils.
- ensure there is consistency across learning environments to provide all pupils with the tools they need for their learning.
- Outline the non-negotiables for the environment across both classrooms and communal areas.
- create effective displays that take account of and help to support the learning needs of all pupils;
- create effective displays for celebration of achievement that motivate and inspire all pupils to achieve their best work;
- create relevant opportunities for pupils to interact with displays to further their learning
- demonstrate continuity and progression in the achievement of all pupils

Through our classroom and communal displays we aim to:

- celebrate the Christian distinctiveness of our school and enable pupils to develop their spirituality.
- enable pupils to develop their ideas through independent enquiry;
- enable pupils to take appropriate responsibility for the aesthetic appearance of their classroom and school;
- enable pupils to make the best use of wall space for learning and for teachers to give positive feedback;
- give pupils role models of good presentation;
- reflect the current areas of study of the National Curriculum, including English and maths working walls;
- contain high quality, stimulating and interactive visual aids which celebrate pupils' achievements and which help them with the work in hand so that they attempt to solve problems for themselves;
- engage and encourage pupils' learning by promoting a sense of pride in their own achievements and the achievements of others;
- enable pupils to use ICT to enhance their learning across all areas of the curriculum.

### **Environment Guidelines**

It has been agreed that each classroom **should** contain the following elements in its display and approach:

1. A welcome sign on the door which **should** include the names of all adults within the class.
2. A prominent display board or space dedicated to reward and behaviour. This will include the Ready, Respectful and Safe posters, the weekly good learner as well as the Star of the Lesson. These **should** be presented with a photograph or the name of the child.
3. A prominent prayer/reflection area.
4. An area that pupils can share their current wellbeing.
5. A visual timetable adapted for the age group and individuals within the class.
6. A reading area with books well-displayed and accessible to children, which are organised. –see WAGOLL photos.
7. A computing board that references to the SID rules in KS1 and SMART rules in KS2. Examples of work using technology **should** be added as photographs, screen shots or QR codes.
8. Working walls in English and maths and current learning in foundation subjects.

9. A current RE board that contains key vocabulary, artefacts, questions and books related to the theme.-**in line with new Worship areas policy and ideas.**
10. Some photographs/comments relating to music **should** be evident within the classroom.
11. A piece of work from every child within a class, **should** be presented within either the classroom or corridor over the year.
12. Quality, published writing by the children **should** be prominent in the room.-Displayed in the class writing folder-from Year 3 to Year 6.
13. Surfaces within the classroom **should** be treated as display areas to contain books, artefacts and models. Stock cupboards and concealed storage (draws/cupboards) should be used for professional materials and intervention resources.
14. All surfaces **should** be clutter free and pupil tables should have either desk top organisers for equipment or pencil cases if not stored in pupil drawers. Where pencil cases are used they should be labelled and children **should** not "graffiti" these in anyway. Teacher desks **should** be clean and clear of clutter.
15. All pupils **should** be trained to keep their environment tidy. This will involve there being clear expectations of where equipment is stored, how pupils tidy up at the end of sessions and how the classroom or communal areas are left at the end of the day.
16. All staff **should** ensure that time is taken to develop these learning behaviours and to reinforce these expectations.
17. Backing paper and borders need to be monitored. At a minimum backing paper should be changed at least annually. This might be at the end of an academic or part way through a year. Any parts that look worn or dog-eared **need** to be rectified as soon as possible.
18. In our primary school environment, we prioritise creating reading areas that are inviting and accessible to all children. Our spaces feature well-displayed books organised into categories to aid easy browsing. To enhance visibility and engagement, we ensure that, wherever possible, books are arranged forward-facing. We recognise the importance of having these reading areas in our classrooms as they foster a love for reading and encourage independent exploration of various topics.

#### The learning environment – working walls

- The classroom learning environment for all subjects is based on the 'working wall approach' where teachers' modelling and prompts are displayed as part of ongoing learning in each classroom. Our slow writing approach **should** be explicit on these and include vocab, writing genre and text currently being covered but staff can work those as required to meet the needs of the children in their class.
- Children's work is used to affirm features of work that are desired.
- Vocabulary relevant to the focus of the learning is evident in all subjects including high frequency words relevant to the pupils in the class.

- There is an interactive element in displays where children have the chance to interact with the display either during the main teaching input or as part of their lesson or informally to extend their learning beyond the lesson.
- Work is not necessarily mounted as it is expected to develop rapidly and change frequently e.g. in maths in line with the different aspects to be covered.
- Teachers and pupils **may** write captions and posters by hand as part of the lesson, which are then put on the wall for reference.
- Each classroom **should** display the alphabet in upper and lower case letters and also in the appropriate handwriting style.
- Each classroom **should** also display the days of the week and months of the year.
- In terms of maths:
  - All classrooms **should** have a dedicated maths working wall/resource area.
  - VCPs/ relevant methods **should** be displayed.
  - Vocabulary linked to current unit of work **should** be displayed.
  - Maths area **should** include resources which are used in maths and appropriate for different abilities in your class. Resources **should** be clearly displayed and easily accessible.
  - Children **should** know how different resources can help them with their learning as these will have been modelled by the teacher during the guided sessions.
  - Examples of teacher models/pupils work **should** be added to the working wall if appropriate
  - Knowledge organisers should be displayed on foundation subject working walls, as well as any significant individuals noted on the planning. Pupil products should be displayed or photographs of the process, QR codes could be used. The working wall 'display' **should** include books, artefacts, photographs, examples of children's work, facts and/or explanations. The "what I know" and "pupil questions" **could** be represented on the enquiry board but staff should feel creative and able to adapt to the needs of their class. This board should build up with the enquiry.

#### The learning environment – display as celebration

- Celebration of work is **mostly** displayed in corridors and other shared areas and is not the focus of the classroom learning environment, although it is expected that the central enquiry the class is studying will be clear and in evidence within classrooms.
- Captions to explain the learning process pose questions or provide contextual information **should** be part of the celebration display. The use of fonts is optional although this is expected to be clearly legible. Captions may be produced by computer or written by hand in the agreed school handwriting style.
- The use of artefacts, fabrics or plants enhances the display. Using boxes and other devices to make parts of the display three dimensional are recommended.
- Displays as celebration of pupils' work **should** change at least termly.

## Further guidance

- Displays **should** always belong to the children and not be window dressing. They provide one of the best ways of demonstrating that a child is valued and a range of abilities **should** be evident not just selections made from the highest attainers. Work that reflects process does not always have to be the finished product.
- A good display will stimulate discussion and curiosity and **should** be changed regularly to maintain this level of interest. Above all keep it accessible and think of the target audience.
- Choose colours carefully. Muted and natural tones can provide an overall calm feel and distraction free look. The background mount should complement a piece of work not distract from it.
- All boards **should** be backed with hessian coloured paper and edged with black border roll
- Make sure work on the board that is meant to be straight is. Make sure that work at angles can clearly be read or seen
- Children's work **should** be named in line with the practice for their protection with their first name only and first letter of their surname if there is more than one pupil with the same forename
- Felt pen in displayed work rarely looks good for colouring.
- Banners as topic titles **are not** to be used. Black lettering or bunting are acceptable-see WAGOLL examples

## Equal Opportunities and Inclusion

All pupils' work **should** be displayed. It is aimed that everyone **should** make progress and gain positively from their lessons, and so the work of all pupils **should** be valued and included in displays.

## Monitoring & Review

Displays and classroom environments will be monitored regularly by the leadership team. Staff are expected to ensure their environments follow the school policy and will be expected to make changes/adaptions where elements of the policy are not in place. All working walls for foundation subjects should be photographed and added to the curriculum padlet at the end of each half term or as the topic is completed.

Compiled By: S. Denney and N. Garside

Date: July 2025

Review date: July 2027

