



St. Thomas' CE Primary School

Learning Environment Policy

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Approved by Governors
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At St Thomas' CE Primary School, we believe that the learning environment plays a vital role in supporting high-quality teaching, promoting independence, and celebrating achievement. Our classrooms and shared spaces should reflect our school's values, encourage curiosity, and inspire a love of learning. This policy sets out the standards and expectations for all learning environments across the school.

Aims

- To ensure a consistent and high-quality approach to classroom and corridor environments.
- To create purposeful, engaging, and inclusive spaces that support children's learning and wellbeing.
- To reflect the diversity, creativity, and high standards of the St Thomas' community.

Core Expectations

All learning environments across the school must include the following non-negotiables:

1. Organisation & Presentation

- Classrooms should be tidy, well-organised, and clutter-free.
- Resources must be labelled clearly, accessible to children, and well-maintained.
- Furniture should be arranged to support visibility, participation, and group learning.

2. Displays & Learning Walls

- English and Maths Working Walls must be current, interactive, and clearly support ongoing learning.
- A topic or foundation subject display should be evident and reflective of current learning.
- Displays should include key vocabulary, modelled examples, and high-quality pupil work – ensuring that all learning displayed is backed.
- All boards should be backed and bordered consistently across the school.
- Celebration displays should represent the achievements of all pupils, promoting pride and motivation.

3. Inclusivity & Accessibility

- Learning environments must support all pupils, including SEND and EAL learners.
- Spaces should reflect and celebrate diversity, equality, and inclusion.
- Visual timetables and communication supports should be clearly visible and routinely used.

4. Behaviour & Values

- Classrooms must display Behaviour Expectations and British Values.
- The environment should foster respect, resilience, kindness and challenge aligned with school values.
- Calm, purposeful behaviour should be promoted through layout, structure, and display.
- All classrooms must display a clear Prayer & Reflection area which is interactive.

5. Pupil Voice & Independence

- Opportunities for pupil input should be evident – through co-created displays or classroom roles.

- Classrooms should include prompts such as 'Help Yourself' stations, sentence starters, and challenge areas to promote independence.

Shared Spaces (Corridors and Outdoor Areas)

- Displays must showcase children's work from across the school and reflect current topics or achievements.
- No dates to be displayed on pupils' learning.
- Consider the lettering and border (using Canva) to ensure that the display 'pops' and that learning takes pride of place.
- Corridor spaces must be tidy, safe, and inviting.
- Outdoor learning spaces must be maintained to provide enriching opportunities for exploration and creativity.

Monitoring & Evaluation

- Learning environments will be reviewed at least half termly by SLT through learning walks, environment audits, and book looks.
- Staff will receive support and feedback where improvements are needed, and good practice will be shared.
- SLT will ensure learning environments align with the school's wider priorities, including attendance, behaviour, and inclusion.

Roles and Responsibilities

- The Learning Environment Champion (Beth & Katie) is responsible for:
 - ensuring that St Thomas' visions and values are reflected in the learning displayed around school
 - training staff in relation to best practice in creativity
 - training staff on any updates to Canva
 - sharing documents on Canva for all staff to access
 - reviewing the environment on release time to ensure that displays are current and reflective of our curriculum
- All staff are responsible for maintaining a positive and purposeful learning environment.
- Subject leaders should support the consistency and quality of displays linked to their subject.
- Senior Leaders will monitor standards and provide guidance, training, and resources as needed.

Review

This policy will be reviewed annually to ensure it reflects the school's priorities and promotes the best possible outcomes for all learners.

St Thomas' CE Primary School: Classroom Learning Environment Visual Checklist

Area	What to Check	☑
English Working Wall	Current modelled examples, key vocabulary, success criteria, pupil input	<input type="checkbox"/>
Maths Working Wall	Current strategies, methods, vocabulary, concrete-pictorial-abstract where appropriate	<input type="checkbox"/>
Topic/Foundation/Prayer & Reflection Display	Reflects current learning, includes key terms and pupil work	<input type="checkbox"/>
Celebration Display	Showcases a range of children's achievements (rotate regularly)	<input type="checkbox"/>
Visual Timetable	Updated daily and visible to all pupils	<input type="checkbox"/>
Key Vocabulary	Age-appropriate and subject-specific words displayed clearly	<input type="checkbox"/>

Area	What to Check	☑
Class Rules & Values	School rules, behaviour expectations, and school values visible	<input type="checkbox"/>
Inclusive Resources	Support tools for SEND/EAL pupils accessible and clearly labelled	<input type="checkbox"/>
Help/Challenge Area	Sentence starters, spelling prompts, challenge tasks or 'grab and go' resources available	<input type="checkbox"/>
Furniture Layout	Promotes collaboration and visibility; clear walkways	<input type="checkbox"/>
Resource Organisation	Clearly labelled trays/boxes, child-friendly access, clutter-free	<input type="checkbox"/>
Pupil Voice Display/Input	Evidence of children contributing to learning environment or classroom decisions	<input type="checkbox"/>
Calm, Positive Atmosphere	Consistent tone, warm displays, tidy and welcoming	<input type="checkbox"/>

Top Tips:

- Keep displays purposeful, not just decorative
- Rotate work regularly to reflect current learning
- Include children's names where appropriate and remove dates
- Use school-agreed fonts and formatting for consistency (Comic Sans)