



Classroom Environment Policy

Date Reviewed/Updated: September 2026

Next Review: September 2028

Every Child, Every Chance, Every Day; Working Together

Rationale

This policy is a guide to developing the classroom environment to ensure a shared understanding and consistency of approach across the whole school. The classroom environment should support and enrich learning; it should be vibrant, welcoming, safe and an additional learning tool, which engages pupils and builds a class community. It should create a sense of ownership and be used to support and promote learning. With thought and planning, the classroom environment will be an important resource supporting teaching, learning and assessment.

1. Aims

- 1.1 to ensure that all classroom environments are welcoming for pupils and visitors
- 1.2 to be tidy, well-resourced and labelled encouraging pupils to be independent
- 1.3 to celebrate pupils' achievements in all areas of the curriculum and boost their self-confidence
- 1.4 to provide an interactive resource to support teaching, learning and assessment effectively
- 1.5 to support pupils' learning by providing prompts, models, good examples and information which pupils can use in their lessons on a daily basis
- 1.6 to ensure that regular reference is made to the prompts and examples provided, and to ensure that they are regularly updated, so that they do not become merely 'wallpaper'
- 1.7 to develop pupils' ownership of their classroom by involving them in the use and development of their working environment
- 1.8 to enable pupils, staff and visitors to gain insight into the work going on in classrooms – work in progress, as well as finished work
- 1.9 to support pupils' understanding of where they are in their learning and what they need to do next
- 1.10 to create and maintain a positive classroom climate
- 1.11 to be safe

2. Actions

- 2.1 Planning for the whole curriculum is displayed and accessible
- 2.2 A timetable for the week is displayed
- 2.3 Objectives, success criteria and key questions are displayed on curriculum displays and referred to in lessons
- 2.4 All areas of the curriculum are displayed at some point throughout the year
- 2.5 Little Wandle, 'Grow the Code', posters are displayed and used for phonics lessons (must be displayed in front of the children when being taught phonics)
- 2.6 Maths non-negotiables for each year group to be displayed on the working wall (e.g. vocabulary for add, subtract, multiply, divide, times tables, digits, words for numbers, giant number line 0-10 etc. age appropriate).

- 2.7 Prompts, ideas and good examples that are generated during lessons are displayed on the working wall and referred to, to support future learning
- 2.8 Prompts or resources are available to support pupils' talking and thinking about their learning
- 2.9 Key questions/grids are displayed and used to trigger prior knowledge
- 2.10 Curriculum displays include statements and questions to highlight key learning points
- 2.11 Classroom environments include visual prompts and resources to support achievement of the curricular targets
- 2.12 Key words and technical vocabulary are displayed and discussed for a variety of curriculum areas
- 2.13 Collections of words or phrases are displayed and updated regularly to support learning e.g. sticky notes, cards and pocket charts
- 2.14 Vocabulary and definitions of words are referred to, discussed and used within teaching
- 2.15 Examples of work are displayed, annotated and referred to during lessons by teachers and pupils

This policy MUST be read in conjunction with the display guidance.

Reviewed by SLT in September 2026

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