



**St. George's**  
CE Primary School

# St. George's Learning Environment Expectations

## RATIONALE

*'Environment drives our behaviours, and how we think, feel and act and can be altered by light, space and exposure to beauty...'*

*'The spaces in which we spend most of our time convey important messages about what we value most....'*

*'The learning environment communicates the inner belief system of teachers and pupils...'*

*'We are propelled to mimic excellence when we are surrounded by it...'*

[A Manifesto for Excellence in Schools \(Rob Carpenter 2018\).](#)

As a teaching community at St. George's, we have co-created an evidence-informed, shared understanding of expectations for our learning environment.

As well as synthesising what has worked well in our own classrooms, we have drilled down into our systems and processes for learning to ensure our environment is an enabler of excellent teaching and learning, as well drawing upon research of what works well.

We have been heavily influenced by these writings and research findings on the learning environment:

- The University of Salford Clever Classrooms: Summary Report of the HEAD Project – [here](#)
- 'Visual environment, attention allocation, and learning in young children: When too much of a good thing may be bad' by Fisher, Godwin, and Seltman - [here](#)
- Writing by Rob Carpenter, including a blog post – [here](#) and his book 'A Manifesto for Excellence in Schools'

As with everything we do at St. George's, we start with the purpose for driving any initiative. With this in mind, we have drawn a broad line to separate the purpose of display in our communal areas and the purpose of display in our classrooms. As such, this document is split into two sections, outlining the purpose and expectations for each of the two defined areas.

*\*Please note that EYFS has a separate document to define its learning environment expectations, which has specific links to provision linked to Early Learning Goals.*

Finally, we have been mindful at all stages to ensure that these expectations have a positive impact on teacher workload. We have agreed that the expectations are impactful on school climate and teaching and learning. Therefore, learning environment routines have been designed to facilitate teaching and learning routines, rather than being additional.



*'Show our pupils and community that learning was something we prized and cherished above all else.'*

*A Manifesto for Excellence in Schools (Rob Carpenter 2018).*

As a staff, we have agreed that display in communal areas should fulfil one or all of four main purposes:

- Communicate shared vision and values
- Create an orderly, tidy, organised and beautiful environment
- Set the standard
- Celebrate children's achievements

To fulfil these purposes, we have defined our expectations of communal areas and their displays below:

Communal areas	
1.1	The area is clean, tidy and orderly, with no detritus.
1.2	Learning, displays or posters are only displayed within the defined frames or display boards: nothing is stuck to walls, doors or windows.
Displays in communal areas:	
2.1	Displays are neat and well looked after: there are no tatty borders or peeling learning/titles.
2.2	Display boards are backed with hessian for a neutral background.
2.3	Displays are bordered with straight black borders.
2.4	Titles are handwritten on black card using chalk pen to instil a pride in the art of the handwritten word.
2.5	A blurb is handwritten on black card using chalk pen to ensure context is given to the learning.
2.6	Learning is double mounted: once with a colour which is a theme throughout the display and then with black card.
2.7	Material or props are used only on one corner of the display to add to the border – the children's learning should take centre stage.
2.8	Where possible, multiple outcomes are displayed – including the process if it is an art display or both writing and other forms of communication if it is topic-based learning.
2.9	The learning displayed is aesthetically pleasing and sets the standard we want all pupils to reach: the highest quality outcomes are purposefully chosen.
2.10	Often, photographs of the learning or quotes from the children are displayed.
2.11	In frames, a sticker is added to the bottom right corner which states the title of the work, the medium used and the pupil name, like the labels displayed in art galleries.

## Changing of communal displays

As these displays take up more time to create to the defined standards, we do not have a set 'lifespan' of a communal display. This ensures that fantastic displays can stay up for longer periods of time and that staff workload is not negatively impacted upon for a low impact to reward ratio.





## Examples of high quality displays using our defined expectations for communal areas







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Examples of high quality displays using our defined expectations for communal areas







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Examples of high quality displays using our  
defined expectations for communal areas







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Examples of high quality displays using our  
defined expectations for communal areas







*'The environment builds neuroplasticity. When pupils can make physical connections between the learning spaces (eg. Learning walls) and learning concepts, this helps push working-memory learning into long-term memory, freeing up learning slots and increasing cognitive bandwidth'.*

*'It is hard to separate the environment from teaching or planning – it communicates more than just the learning content. It represents the blending of content and pedagogy so that an understanding of how learning is organised, represented and adapted is made visible.'*

[A Manifesto for Excellence in Schools \(Rob Carpenter 2018\).](#)

As a staff, we have agreed that display / environment resourcing in classrooms should fulfil one or all of three main purposes:

- Create an orderly, tidy, organised and beautiful environment.
- Support and enable learning and teaching and learning procedures.
- Give a sense of ownership and belonging to pupils.

To fulfil these purposes, we have defined our expectations of communal areas and their displays (on the next page).

### [Changing of classroom displays:](#)

Displays in classrooms have been designed so that the main features, including colours, materials and backing paper are durable and are all set up at the beginning of the academic year. The main essence of these displays do not change during the year.

The displays and working walls have been deliberately designed to be actively used as part of the systems we have for teaching and learning, through our teaching touchstones and curriculum choices. As such, most display or learning wall changes should happen as part of the lesson itself. It should, therefore have a positive impact on teacher workload. Display should not be an additional aspect of workload for a teacher – the environment should be an enabler of the high quality teaching and learning systems and processes we have developed.



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Resourcing:	
1.1	The room is organised and tidy.
1.2	Surfaces are uncluttered – including teacher desks.
1.3	Teacher desk positioning is conducive to modelling under a visualiser.
1.4	Regularly used equipment is neatly stored and 'to hand' on desks, including: <ul style="list-style-type: none"> <li>Pencils, pens, pritt sticks so that learning tasks start straight away and attention is not diverted.</li> <li>Mini whiteboards and whiteboard pens so that short generative practice can happen during teacher instruction or to break up tasks into smaller chunks.</li> <li>Green biros and green highlighters so that feedback can be immediately actioned by pupils in their exercise books.</li> </ul>
1.5	Less regularly used equipment is stored neatly and pupils know how and when to access them.
Aesthetics:	
2.1	Learning, displays, working walls or posters are only displayed on display boards: nothing is stuck to walls, doors or windows. This ensures the room remains calm and orderly, cognitive load is managed and also ensures maximum light is let in to the room.
2.2	All prompts are displayed as large as possible – they should be visible from each child's seat otherwise they are not usable.
2.3	Calming colour schemes are used, reflective of the natural environment.
2.4	Brightly coloured plastics and laminating are avoided (except when making a surface wipe clean for displays with set criteria).
2.5	Computer generated print is minimised to instil a sense of pride in the art of the handwritten word.
Uniform areas, displays, working walls and prompts:	
<i>*Please note that all uniform displays and working walls have defined colours, materials and features which are outlined after this checklist.</i>	
3.1	A Visual timetable is displayed (see SENDCO).
3.2	St. George's Behaviour Blueprint poster is displayed A3 in size, backed on black card.
3.3	A phonics poster is displayed in EYFS, KS1 and LKS2 classes where appropriate (see phonics lead).
3.4	There is a Vision and Behaviour for Learning display on the class whiteboard so that pupils can be recognised for going over and above and to reinforce the learner qualities, sporting spirits and school vision.
3.5	There is a Writing working wall display.
3.6	There is a Mathematics working wall display.
3.7	There is a Learning wall display, which interchangeably displays key vocabulary, prompts and modelling for different curriculum subjects, and is changed before or during a new lesson.
3.8	There is a Board of Excellence display which teachers add excellent pupil outcomes to regularly, without having to mount or take onerous steps to ensure learning looks valued and aesthetically pleasing.
3.9	There is an RE display table, which houses the class RE book and is clearly marked as special through use of material.
3.10	<p>There is a class library area which is seen as special and comfortable through the use of textiles and electronic lighting (fairy lights / desk lamps).</p> <p>In line with guidance in The Reading Framework published by the DfE in July 2021, it should be the books themselves that capture the imagination so this should not be overdeveloped with a use of a theme or overly decorative.</p> <p><i>'The focus should always be on what would make the biggest difference to children's reading habits, including:</i></p> <ul style="list-style-type: none"> <li><i>not displaying too many books at once</i></li> <li><i>refreshing the display</i></li> <li><i>making the books attractive and easy for children to find.</i></li> </ul> <p><i>The more choice that is presented, the less children are likely to engage. Bookshops, for instance, reduce the number of books on display by using outwardfacing shelving and tables, so customers can find new books easily. They also refresh their displays to highlight topics, titles or authors they hope will attract customers.'</i></p>
The Reading Framework (2021)	
3.11	House plants may be in the room which are kept well-watered and alive to help with air quality and make a link with the natural world. Some examples of hard wearing plants are: aloe vera; succulents; snake plant.





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## Vision and Behaviour for Learning Display

### Our Vision and Culture Statement

Be brave. Be great. Be you.  
We are fun. We are together.

Blue paper with printed writing, using Calibri Bold, backed with black card



Green paper with printed writing, using Calibri Bold, backed with black card

Whiteboard marker

Whiteboard so names can be written and wiped clean

Whiteboard tape lines in black





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## Board of Excellence Display

**Our Vision and Culture Statement**  
Be brave. Be great. Be you.  
We are fun. We are together.

Gold paper  
with flipchart marker writing



Black card

Clipboards stuck  
to card





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## Reading Working Wall Display

**Our Vision and Culture Statement**  
Be brave. Be great. Be you.  
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Black card and orange sugar paper  
with flipchart marker writing

Black card and  
handwritten  
white chalk pen

Flipchart paper  
bluetaced and  
changed each  
lesson

**Reading**

**Shared Writing**  
5.9.22  
Autobiographies:  
Deconstruction -  
auto / bio / graph / y  
↓ ↓ ↓ ↓  
'Self' 'life' 'drawn or written' 'action'  
What is an autobiography?  
A piece of writing, written  
by the author about their  
own life.

**Vocabulary**  
retracted  
synthetic  
quartet  
Previous Vocabulary

**Generative practice**  
9.9.22  
Shades of meaning:  
mundane - lacking interest  
or excitement; dull.  
predictable - able to be predicted.  
stale - no longer interesting  
because something has been  
done for too long.  
Strength of meaning:  
stale mundane predictable

Hessian as neutral  
background

Straight  
black border

Black card

orange sugar paper

Flipchart paper  
bluetaced and  
changed each  
lesson

SRA1 black card





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# Writing Working Wall Display

Our Vision and Culture Statement  
Be brave. Be great. Be you.  
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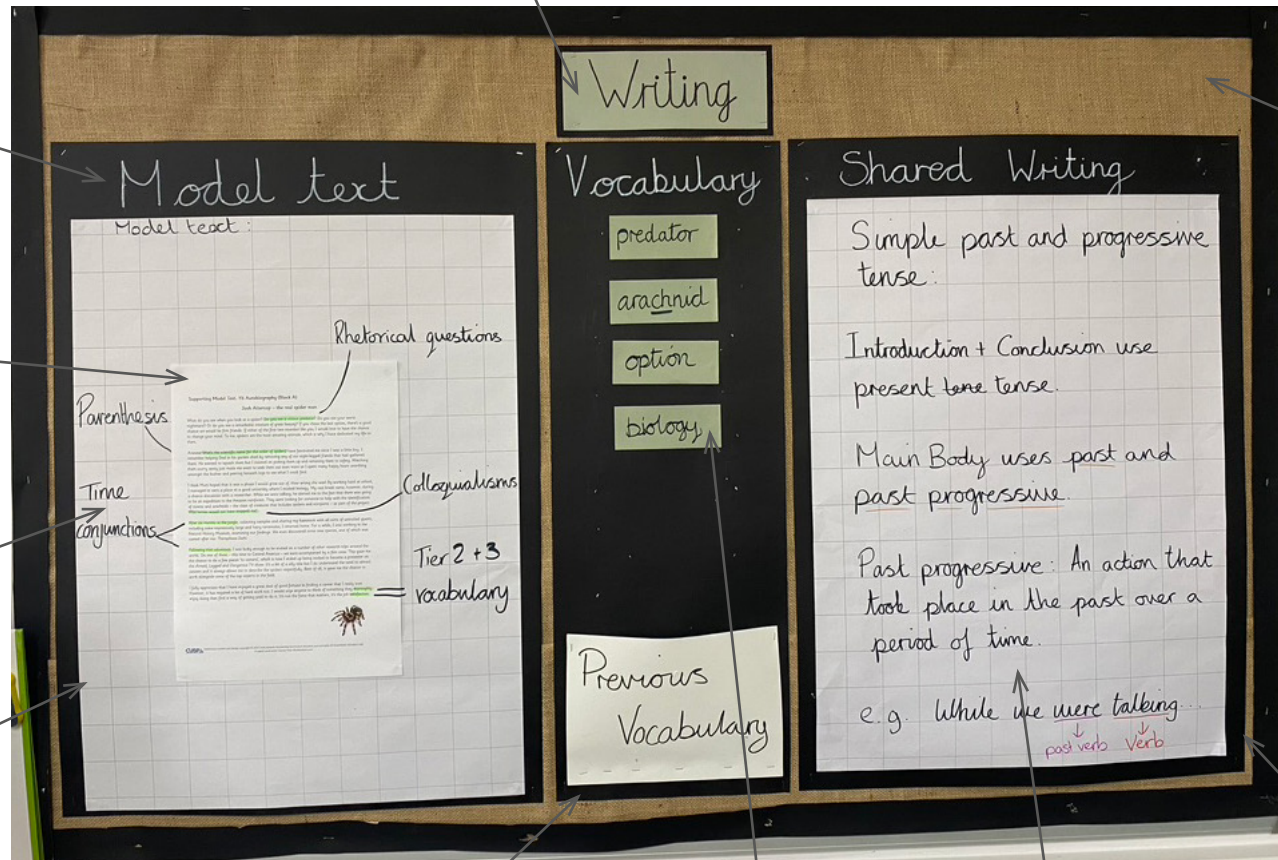
Black card and green sugar paper  
with flipchart marker writing

Black card and  
handwritten  
white chalk pen

A3 blowup  
model text

Flipchart markers  
used to label  
model text

Flipchart paper  
bluetaced  
to card and  
changed for  
each new  
model text



Hessian as neutral  
background

Straight  
black border

Black card

Green sugar paper

Flipchart paper  
bluetaced and  
changed each  
lesson

SRA1 black card



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# Maths Working Wall Display

Our Vision and Culture Statement  
Be brave. Be great. Be you.  
We are fun. We are together.

Black card and blue sugar paper  
with flipchart marker writing

Black card and  
handwritten  
white chalk pen

Hessian as neutral  
background

Straight  
black border

SRA1 black card

Flipchart paper bluetaced  
with either previous  
modelling or age related  
prompts

Black card

Blue sugar paper

Flipchart paper  
bluetaced and  
changed daily or  
weekly

SRA1 black card

**Maths**

**Prompts & Prior Learning**

8 9 2 2  
Powers of 10:

When multiplying a number by  
10 we move the integers  
1 place value column to  
the left

e.g.

	M	HTH	TTH	TH	H	T	O
				2	9	7	2
				2	9	7	2
							0

$29,720 \times 10$

1x 1 0  
2x 1 0 0 29,720  
3x 1 0 0 0

**Vocabulary**

place value  
column  
greatest  
integers  
powers

previous  
Vocabulary

**Modelled Processes**

7 9 2 2  
Read + Write numbers to 10,000,000.

Stems:

The digit before the first/  
second comma is \_\_\_\_\_

This part of the number  
is said/written as \_\_\_\_\_

The whole number is  
said/written as \_\_\_\_\_





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# Learning Wall Display

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