

Wootton St Andrew's Church of England (VA) Primary School

The Wootton Way: Journeying Together



Learning Environment and Display Policy

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1. Vision and Aims

Our Vision

Rooted in the Wootton way, journeying together in the light of love, joy, courage and trust

Together we learn and shine as we discover new things and become the best we can be. With our families, church and community, we make our school a safe, happy and caring place where everyone is valued. Inspired by St Andrew, we strive to be a light for others, demonstrating kindness, resilience, bravery and hope, and helping to make the world a brighter place.

Aims of this Learning Environment and Display Policy

Our classrooms and learning spaces are **living expressions of our vision**, designed to nurture curiosity, independence, resilience, and academic excellence. Every display and area tells part of the story of learning — what pupils have achieved, what they are learning now, and what comes next.

This policy ensures learning environments:

- Support an ambitious, knowledge-rich curriculum (Ofsted 2025)
- Visibly embody our theologically rooted Christian vision (SIAMS 2024)
- Promote evidence-informed practice (EEF 2018–2023)
- Enable pupils to flourish academically, socially, spiritually
- Provide purposeful, calm, tidy, accessible learning spaces
- Celebrate pupils' achievements and identity
- Support children to stay safe
- Protect teacher wellbeing and workload

2. Statutory/Non-Statutory Guidance and Evidence Base

Frameworks

- Keeping Children Safe in Education (2025)
- Ofsted School Inspection Handbook (2025)
- SIAMS Framework (Revised Sept 2024)
- National Curriculum (2014, updated 2023)
- Church of England Vision for Education (2016)

Evidence Base (EEF)

- Putting Evidence to Work: A School's Guide to Implementation

- Reducing Working Memory Overload: The Cognitive Load Theory
- Metacognition & Self-Regulation (2018)
- Improving Literacy KS1 & KS2 (2021)
- Improving Mathematics in Primary Schools (2020)
- Improving Behaviour in Schools (2019)

3. Types of Displays

Working Walls

- Interactive, evolving, linked directly to ongoing teaching.

Celebration Displays

- Showcase achievement, creativity, and effort.

Immersive Theme Displays

- Communicate the current cross-curricular theme to create subject identity.

Christian Distinctiveness & Pastoral Displays

- Reflect prayer, spirituality, reflection, school values, and worship.

Safeguarding Displays

- Reinforce how pupils stay safe and who they can talk to.

Retrieval and Reference Displays

- Vocabulary mats, resources, supportive materials.

4. Displays in Action

Mathematics Working Walls

- Blue colour scheme
- Title “Maths”
- Current knowledge organiser
- Key vocabulary
- Power Maths characters / values
- Number line / hundred square / times tables
- Dry-wipe plastic for current modelling/WAGOLL
- CPA resources visible and accessible
- NCETM stem sentences
- Key questions, challenges, misconceptions
- Promotes mastery and independence

Reading Working Wall

- Green scheme
- Title “Reading”
- Current whole-class text
- Author/illustrator info

- Key vocabulary
- Dry-wipe modelling space
- Comprehension questions & VIPERS
- Reading for Pleasure section
- “Ask Us About...” door poster
- Values shown in Reading

Writing Displays

- “We are learning to write...”
- Genre features
- Grammar/punctuation focus
- Shared/modelled writing
- Mini-WAGOLL
- Progression in standards
- Accessible resources
- Handwriting/letter formation current to year group

Theme / Wider Curriculum Displays

- Subject title
- Visually immersive when you enter the room
- Key artefacts, maps, timelines
- Key vocabulary, enquiry questions
- Disciplinary WAGOLLs
- Clear progression

EYFS Displays

- Multi-sensory and accessible
- Reflect continuous provision
- Celebrate children’s experiences
- Support literacy, numeracy, understanding the world

Christian Distinctiveness Displays

- Cross and Bibles
- School prayer
- Values (Love, Joy, Courage, Trust)
- Reflection area
- Spirituality examples

Safeguarding Displays

- NSPCC Pantosaurus
- “How We Keep You Safe”
- Child-height positioning
- Safe adult guidance

Other

- Marking & Feedback poster and verbal reminders
- The 5 Bs (Brain, Book, Board, Buddy, Boss)

Corridor and Whole-School Displays

- Progression of knowledge and skills across subjects
- Celebration of achievements
- Key vocabulary
- Entrance area shows school journey & values
- Parent info board
- Photograph evidence

5. Learning Environment Expectations

A purposeful environment is central to learning, behaviour, and wellbeing. Classrooms at Wootton St Andrew's must:

Promote Focus & Calm

- Reduced cognitive load
- Uncluttered, intentional layout
- Clear visual cues

Support Independence

- Accessible resources
- Clear labelling
- Retrieval systems

Encourage Safety & Inclusion

- Safeguarding posters at child height
- Clear pathways
- SEND-friendly layout

Enable Flourishing

- Pride in pupils' work
- Curiosity and resilience
- Spiritual, social, academic growth

Environmental Standards

- **Lighting:** natural where possible
- **Seating:** clear sightlines, posture reminders
- **Noise:** calm, manageable
- **Ventilation:** fresh air
- **Organisation:** tidy, labelled
- **Outdoor Areas:** purposeful, linked to learning

6. Responsibilities

Teachers

- Maintain purposeful, safe, tidy environments
- Classrooms up-to-date, current and used and consistent use of 'working walls'
- Embed safeguarding & Christian distinctiveness
- Support pupil engagement

Pupils

- Use displays independently
- Contribute to their classroom
- Show pride and care

Subject Leaders

- Ensure curriculum alignment
- Provide exemplars

Headteacher

- Monitor quality, impact, compliance
- Protect staff workload

School Business Manager/Caretaker

- Display safety/safe mounting

Governors

- Ensure strategic alignment with vision and values, safeguarding & Christian distinctiveness

7. Embedding Our School Vision and Values

- Promote Love, Joy, Courage, Trust
- Opportunities to 'Let Your Light Shine' seen in displays
- Celebrate diversity and uniqueness
- Support emotional, spiritual, academic growth
- Enable flourishing (SIAMS 2024)

8. Teacher CPD & Workload Considerations

- CPD on display best practice
- Provide templates and shared resources
- Reusable laminated items
- Manageable workload
- Protected time each term

9. Monitoring Arrangements

- Termly checks by Headteacher, Subject Leaders, Pupil Voice
- Focus on purpose, relevance, impact, safety, and vision
- Supportive, developmental feedback

10. Links With Other Policies

This Learning Environment and Display Policy should be read in conjunction with the following policies, each of which informs how learning spaces are created, maintained, and used to support pupil flourishing:

- **Teaching & Learning Policy** – environment supports high-quality instruction and retrieval.

- **Curriculum Policy & Subject Policies** – displays show core knowledge and progression.
- **Assessment & Feedback Policy** – working walls support formative assessment.
- **Behaviour / Positive Relationships Policy** – calm environments enable positive behaviour.
- **SEND Policy & SEND Information Report** – accessible display design for all pupils.
- **Safeguarding & Child Protection Policy** – visible safeguarding information keeps pupils safe.
- **Early Years Policy** – continuous provision relies on purposeful environment design.
- **Collective Worship Policy** – Christian distinctiveness is reflected in display spaces.
- **Christian Vision & Values Statement** – displays embody Love, Joy, Courage, Trust.
- **SIAMS SEF & Church School Development Plan** – environment expresses theological vision.
- **Equality, Diversity & Inclusion Policy** – displays represent all pupils and cultures.
- **Staff Mental Health & Wellbeing Policy** – workload expectations around displays are reasonable.
- **Home Learning / Homework Policy** – vocabulary and models support home learning continuity.
- **Induction, ECT & Professional Development Policy** – new staff trained in environment expectations.
- **Leadership & Monitoring Policy** – leaders evaluate environment as part of teaching quality.
- **Data Protection (GDPR) Policy** – displayed work complies with consent and privacy requirements

Appendix