

## St Catherine's Classroom Environment Policy 2025-6

### Class 2-4 **January 2026**

In St Catherine's we believe a high quality learning environment has a direct impact on the learning, contribution, attitudes and outcomes of the pupils in our school.

#### **Aim of the Learning environment:**

- To create a purposeful and relevant learning environment which supports learning, engagement and celebrates success.
- To provide equity for our pupils.
- To support the CUSP's cognitive load theory to specifically reduce 'visual noise' for pupils while learning and encourage concentration.

#### **Displays**

##### **Key Display Principles in CUSP-Affiliated Schools**

##### **Displays should be:**

- **Purposeful:** Displays are often referred to as "working walls" and are designed to actively support learning, not just decorate the room.
- **Knowledge and Vocabulary-Rich:** They could include some key vocabulary, core concepts, and "knowledge organisers" to help pupils acquire, retain, and apply precise subject-specific language.
- **Stimulating and Engaging:** The classroom environment should be bright, tidy, and well-organised but not cluttered to create an inviting atmosphere that promotes high-quality, independent learning.
- **Celebrating of Excellence:** They should be used to celebrate the accomplishments of pupils, ensuring that all children's work is valued and displayed, not just the "best" pieces.
- **Regularly Updated:** Displays should reflect the current topics or themes being studied, remaining relevant to ongoing learning.

##### **At St Catherine's**

There should be classroom displays of the following subjects.

##### **RE**

- Reference to the liturgical season, colour of display should align.
- Key words related to topic – from 'RED branches'
- Images that support Bible stories being taught.

- Images and names of Parish Priest, Bishop of Lancaster and Pope (each classroom to differ)

### **English - reading**

- Key vocabulary being taught
- Image of the book cover currently being taught.
- Reference to genre of book being read.
- Small amount of work celebrating. 5/6 pieces.
- Open/closed questions related to the book.

### **English – writing**

- Key vocabulary being taught
- Writing ‘working wall’ including current grammar, punctuation and spellings that are key in writing unit.
- Working wall of modelled writing by Teacher

### **Maths**

- A vocabulary list
  - To be added when introduced and interacted with.
  - (examples to go alongside vocab ideally though not essential in KS2)
- A worked example per lesson on the display
  - NOT put up before or after the lesson - done during.
  - Maximum of 3 examples on a display to avoid overload.
  - Could be on flipchart paper?
- Stem sentences
  - Again only relevant to the topic and added when used.

Maths displays should be ‘working walls’ - used by both the teacher and the children in every lesson. There should be a focus on promoting maths oracy so lots of vocabulary and stem sentences to support children's reasoning.

### **Science**

- Key vocabulary being taught
- Reference to science skills being learned (investigation, fair testing etc)
- Poster / image referencing current topic
- Working wall of modelled work by Teacher
- Enlarged knowledge note

### **Other display boards**

Can contain other work/photographs recording learning/behaviour charts at the Teachers discretion.

Display material should be current and relevant to subjects being taught.

There should be no display material outside the display boards on the wall.  
A visual timetable for pupils to access on a daily basis. Nothing hanging from the ceiling.  
Units and cupboards should be free of clutter including cloakrooms and intervention rooms.

## **EYFS**

Early Years – Learning journeys are on display. These include:

- Observations of pupils
- Artwork produced by pupils
- Links to understanding the world including direct quotes from pupils
- Vocabulary used and taught by adults during classroom interactions

## **Classroom Environment**

**EEF:** *‘Creating a positive and supportive environment for all pupils means reinforcing a shared language, activity, routines and strategies throughout the school. Effective teaching and learning requires positive relationships and interactions between teachers and pupils.’*

## **KS1**

Resources, where possible, should be outside the Classroom to minimise ‘visual noise’ and enable movement around the room by staff.

Pupils should be sat in mixed ability groupings.

Books relevant to topics only should be forward facing and rotated regularly.

Pupils books should be stored in trays neatly labelled for all adults to easily access.

## **KS2**

Tables should be in rows so pupils face the Teacher at all times and a ‘flight path’ of targeted support is possible and accessible.

Pupils should be sat in mixed ability groupings.

Resources, where possible should be outside the Classroom to minimise ‘visual noise’ and enable movement around the room by staff.

Pupils books should be stored in the shelves and neatly labelled so pupils and staff members are able to access them easily.

## **Learning Behaviours**

3 Learning behaviours should be clearly displayed using the materials provided at the front of the classroom so they can be referred to in all lessons.

### **Are you looking, listening and ready to learn?**

Class 1 could have the pictures and staff use the terminology on a regular basis to embed visual cues and language ready for Class 2, when is appropriate to introduce this to be decided by Class 1 staff.

### **School Values**

'Kindness, Respect and Resilience' should be displayed clearly in all classrooms using materials provided.

There should be other display boards promoting positive attitudes/learning/behaviour in classrooms