

## Learning environment expectations at Bilsthorpe FHA 2025 - 2026



In terms of the learning environment, our goal as a school, is to reduce the extraneous load (CLT\*), ensure that children focus on the right thing, promote independence and give them the best chance of remembering their learning so we need to ensure our classroom environment reflect this.

### On the door

Year group and teachers

Current enquiry question

### General classroom climate

Classrooms need to be clutter-free and organised.

Classrooms should show that we promote reading for pleasure (beyond having a bookcase).

Visualizer on the desk and used daily

### Trays/Storage

- All trays in one unit should be the same colour
- All trays must be labelled with an accompanying image
- Resources in the trays must match the label
- Manipulatives accessible for all children (see appendix for what should be in each classroom).



### Tables

- Organisers (pouches) on the back of each individual seat should be used to store stationery, whiteboards and 10 in 10 books. These should be tidied out once every two weeks at a minimum.
- Reading diaries in KS1 and KS2 should be out and being used during morning lessons (and in the afternoon if relevant)
- Workspaces should be clutter-free with ample space for children's resources for that lesson.
- No water bottles on tables.



## Working Walls

Working walls enable pupils to refer to relevant models, images or vocabulary to support their learning and aid memory of their key learning. It is essential that working walls are kept up to date to ensure children are supported by their learning environment. It is imperative that they do not become cluttered or overpopulated as this detracts from their purpose to scaffold children's learning.

Enquiry → Enquiry question displayed, sticky knowledge on orange card, image or copy of their work, knowledge organiser, key vocabulary. Enquiry books linking to the topic on display for pupils to refer to.

English → Title for unit displayed with purpose, genre and audience, learning journey s plan, A3 unit cover page, WAGOLL, key vocabulary, with wigits, current learning, with the LO.

Maths → Title for unit displayed, unit cover page, key vocabulary with wigits, current learning, with the LO and previous learning (learning that is linked to current learning). Times tables cards displayed and place value grid along the top of the display board.

Science → Title for unit displayed, knowledge organiser, key vocabulary, current learning, sticky knowledge on orange card.

This is all detailed further in 'The Silent Teacher' part of this document.

## Displays

Using the resources provided, the following should all be displayed within the classroom.

- RE display - "religion we are focusing on", images or work to remind them of their learning and "our current learning is"
- STAR learner (above the boards)
- Bilsthorpe BEST poster
- Learning Forest
- Thrive poster
- Phonics F1-Y2
- '3 before me' poster
- Reading ladder with photos showing how many times they have read

## The Silent Teacher

The classroom environment is often likened to a silent teacher due to the **crucial role** it plays in shaping children's learning experiences. Much like a teacher guides and supports students through their educational journey, the classroom environment should provide a **framework of support and scaffolding for learning**. It silently communicates **expectations, fosters collaboration, and cultivates a sense of curiosity and exploration**. Through carefully designed spaces, materials, and routines, the classroom environment sets the stage for engagement and growth. It offers opportunities for discovery, experimentation, and reflection, subtly nudging students towards deeper understanding and **independent learning**. In this way, the classroom becomes an indispensable companion to the teacher, enriching the educational journey by offering its own silent but profound guidance.

Feature	Why is it included?	Self-Check	Learning Walk
<b>Door</b> Teacher(s) name and Year group	To ensure everyone knows which adults work in those classrooms.		
Enquiry question	To ensure children, staff and visitors all know the enquiry question.		
<b>General classroom</b> Clutter-free	Classrooms need to reflect our expectations of the children which include pride in their work; we need to show pride in our environments.		
Promoting reading for pleasure	Reading is a life skill and the foundation of so much therefore we need to do all we can to promote a love of reading from a young age.		
Visualizer on desk and used daily	A visualizer is an excellent tool to clearly model the learning. It's versatility means it can be used in any lesson at any point (giving whole class feedback in the moment, modelling a Science investigation, modelling how to use manipulatives, modelling handwritten examples rather than typing etc).		
All trays in one unit should be the same colour	Consistent and reflects high expectations of ourselves and children.		
All trays must be labelled with an accompanying image	Ensure ALL children can access the resources and that ALL children can contribute to keeping the classroom tidy and clutter-free.		
Resources in the trays must match the label	Minimises disruption to learning if resources can be found easily.		
Manipulatives accessible for all children	Promotes independence and helps to ensure children can access the learning.		
Tidy pouches on the back of every chair with stationery, reading diaries and 10 in 10 books	Consistent and reflects high expectations of ourselves and children. Minimises disruption to learning if resources can be found easily.		

Displays	Why is it included?	Self-Check	Learning Walk
RE display - religion you are focusing on; images or work to remind them of their learning.	RE is the only subject which has a specific time allocation each week - we need to ensure the children receive this and can articulate their learning during this time.		
STAR learner (above the boards)	As a reminder of expectations and something that can be pointed to if children need that reminder.		
'3 before me'	To promote independence		
Bilsthorpe BEST poster	As a reminder of expectations and something that can be pointed to if children need that reminder.		
Learning Forest	As a point of reference in their learning.		
Thrive	To ensure that the environment we create shows an understanding of the thrive approach		
Phonics F1-Y3	To model consistent approach and promote independence		

### Enquiry Learning Journey

Feature	Why is it included?	Self-Check	Learning Walk
Enquiry Question	This is for reference for both adults and children as each step of the enquiry learning journey is providing us with more learning to be able to answer this question.		
Knowledge Organiser	Adults can refer to this to prompt children to refer to their own knowledge organiser and also see the big picture that the enquiry is building to.		
Key vocab from that lesson (taken from knowledge organiser with dual coded image)	The children need frequent exposure to the key vocabulary in order to be able to articulate the learning and sticky knowledge confidently and in their own words. This vocab should be dual coded using widgets to promote better retention and accessibility. The vocab should be explicitly taught and used within the lessons and children should be using it within their learning.		
Piece of sticky knowledge for each lesson (also repeated on the knowledge organiser)	The sticky knowledge generated from each lesson will be explicitly taught and then captured on the learning journey to make the transient permanent. The cumulative sticky knowledge will be referred to throughout the learning sequence so that it sticks. And teachers should explicitly refer to it and ensure the children realise that each piece of knowledge is building up their answer to the enquiry question.		
Sticky knowledge turned into Leitner Flashcard, to include the weekly visual, placed within the Leitner model system	By using the same visual as that taken from the lesson and captured on the enquiry learning journey, children build an association between this and the key learning. They are more likely to remember the sticky knowledge due to the dual coded nature and the frequency with which the Leitner system allows them to retrieve the sticky knowledge. Strengthening both the retrieval and storage strength of this knowledge within the LTM		
Board is up-to-date	Children need the permanent reference point of their learning to date to promote schema building in their LTM		

## Enquiry display outside the classroom

Outside of classroom enquiry display		Self-check	Learning walk
	<ul style="list-style-type: none"> <li>• Question clearly displayed</li> <li>• Vocabulary</li> <li>• High Quality backed work - neatly trimmed</li> <li>• Sticky Knowledge on orange card</li> <li>• Knowledge Organiser</li> <li>• Double page spread examples - high quality and backed</li> <li>• Pupil voice</li> </ul>		

## English Working Walls

Feature	Why is it included?	Self-Check	Learning Walk
Title (English)	This allows children to understand the subject they are learning. It helps them organise their schemas and think in the discipline of the subject.		
Current unit to include Purpose, Audience and Genre	By making continual reference to the purpose of a piece of writing, we are encouraging children to think like writers. We can model and promote their ability to justify their choices in terms of why they are writing, who they are writing for and the text type they are using as the vehicle for this. By displaying the unit cover page here, children are able to see a reference point on display as well as in their own books.		
Learning Journey S plan with arrow	This should be shared with children at the commencement of each writing sequence so they are aware of what they are building to and how they will get there. The arrow should be moved as part of the lesson so the children are clear as to what stage of the learning sequence they are on. It can be used to reactivate prior knowledge and situate the learning for the children.		
Current learning	This is where the most relevant piece of 'flipchart' learning is displayed. The purpose is to capture any live modelling, shared ideas, worked examples so the children have a permanent reference point as to the main learning of the lesson. It should be referred to by both adults and children within the lesson. Use of colour and dual coding can help children attend to the key learning. Previous 'flipcharts' can be displayed here to act as a prompt if children need a scaffold to reactivate prior learning. During the planning and writing stage of the sequence, all of the relevant 'flipcharts' can be displayed and referred to by both teacher as they model and children as they write. Each 'flipchart' should be titled with the LO of the lesson to specify the key learning of the lesson and to make reference for both adults and children clearer.		
Key vocab (with dual coded image)	The children need frequent exposure to the key vocabulary in order to be able to confidently apply this to their own writing. This vocab should be generated within the immersion phase of the writing sequence and dual coded to promote better retention and accessibility. The vocab should be explicitly taught and used within the lessons and children should be using it within their learning.		
WAGOLL	Children need to know the expectations and outcome of each writing sequence. The WAGOLL needs to be large enough to be seen / read. As the writing sequence progresses, this will become deconstructed and annotated.		
Board is up-to-date	Children need the permanent reference point of their learning to date to promote schema building in their LTM		

## Maths Working Walls

Feature	Why is it included?	Self-Check	Learning Walk
Title (Maths)	This allows children to understand the subject they are learning. It helps them organise their schemas and think in the discipline of the subject.		
Unit with unit cover page	By making continual reference to the unit of work, we can help the children to see where their learning fits into a sequence of learning.		
Current learning	This is where the most relevant piece of 'flipchart' learning is displayed. The purpose is to capture any live modelling, shared ideas, worked examples so the children have a permanent reference point as to the main learning of the lesson. It should be referred to by both adults and children within the lesson. Use of colour and dual coding can help children attend to the key learning. Previous 'flipcharts' can be displayed here to act as a prompt if children need a scaffold to reactivate prior learning. Each 'flipchart' should be titled with the LO of the lesson to specify the key learning of the lesson and to make reference for both adults and children clearer.		
Key vocab (with dual coded image)	The children need frequent exposure to the key vocabulary so they fully comprehend mathematical processes and concepts. The vocab should be dual coded to promote better retention and accessibility. The vocab should be explicitly taught and used within the lessons and children should be confidently using it when discussing their mathematical thinking.		
Board is up-to-date	Children need the permanent reference point of their learning to date to promote schema building in their LTM		
Place value grid and times tables chart	Place value grid on display above the Maths board and times tables charts on display near Maths display		

## Science Working Walls

Feature	Why is it included?	Self-Check	Learning Walk
Title (Science)	This allows children to understand the subject they are learning. It helps them organise their schemas and think in the discipline of the subject.		
Current unit	By making continual reference to the unit of work, we can help the children to see where their learning fits into a sequence of learning.		
Current learning	This is where the most relevant piece of 'flipchart' learning is displayed. The purpose is to capture any live modelling, shared ideas, worked examples so the children have a permanent reference point as to the main learning of the lesson. It should be referred to by both adults and children within the lesson. Use of colour and dual coding can help children attend to the key learning. Previous 'flipcharts' can be displayed here to act as a prompt if children need a scaffold to reactivate prior learning. Each 'flipchart' should be titled with the LO of the lesson to specify the key learning of the lesson and to make reference for both adults and children clearer.		
Piece of sticky knowledge for each lesson (also repeated on the knowledge organiser)	The sticky knowledge generated from each lesson will be explicitly taught and then captured on the learning journey to make the transient permanent. The cumulative sticky knowledge will be referred to throughout the learning sequence so that it sticks. And teachers should explicitly refer to it and ensure the children realise that each piece of knowledge is building up their answer to the enquiry question.		
Sticky knowledge turned into Leitner Flashcard, to include the weekly visual, placed within the Leitner model system	By using the same visual as that taken from the lesson and captured on the enquiry learning journey, children build an association between this and the key learning. They are more likely to remember the sticky knowledge due to the dual coded nature and the frequency with which the Leitner system allows them to retrieve the sticky knowledge. Strengthening both the retrieval and storage strength of this knowledge within the LTM		
Knowledge Organiser	Adults can refer to this to prompt children to refer to their own knowledge organiser and also see the big picture that the enquiry is building to.		
Key vocab (with dual coded image)	The children need frequent exposure to the key vocabulary so they fully comprehend mathematical processes and concepts. The vocab should be dual coded to promote better retention and accessibility. The vocab should be explicitly taught and used within the lessons and children should be confidently using it when discussing their mathematical thinking.		
Board is up-to-date	Children need the permanent reference point of their learning to date to promote schema building in their LTM		

## Appendix 1

What should be in each classroom?

Numicon

PV counters

Base ten

Times tables charts displayed

Tens frames

PV chart

Counting stick

Metre stick

Phonic mats (F1 Spring 2 – Year 3)

Dictionaries

Thesaurus

Synonym wheels

Spare stationery