Stamford Bridge Primary School

Learning Environments

Nurturing a love of learning through excellence, inspiration, and wonder.

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Stamford Bridge Learning Environment

2026 Vision:

Our learning environment will communicate our school values and expectations, by providing the very best to show we are expecting the best.

In 2026 our environment will:

- **Promote pride and high expectations by being surrounded by excellence.**
- **Promote care, nurture, respect, and excellent behaviour.**
- **Promote feeling safe and secure so children are ready to learn and reach their full potential.**
- **Provide a homely atmosphere reflecting nature and beauty across the school.**
- **Ensure the use of the best resources to maximise learning.**

Vision into practice:

- Calming colour schemes, reflective of the natural environment with wallpaper and fabrics that soften the spaces.
- Maximise the use of natural light and supplement with calming lighting (not strip lights)
- High quality resources to support and extend learning.
- Language prompts/ speak frames, manipulatives and artefacts are used well to enhance learning.
- Tables grouped together to facilitate the use of face partners and shoulder partners.
- Use of learning walls and topic tables as reference points for pupils to use in lessons, strengthening memory and linking prior and new learning.
- Engaging and valued book corners promoted in every classroom.
- Using display to create an attractive and stimulating environment. The work displayed should be of a high standard and be changed frequently. It should include work on different aspects of the curriculum and reflect the individual pupil's efforts as well as ability. Ideally displays should stimulate discussion and be accompanied by pupil's voice: reflections, questions and answers. Displays should be labelled with a mix of printed and handwritten pieces. Handwriting must be modelled in line with school policy.
- Classrooms and shared spaces that are clear of clutter and purposeful.
- Children's large artwork and photographs are used on walls in shared spaces.

Research that underpins our approach

Studies show that a well-designed learning environment supplements evidence-based pedagogy and curriculum design.
Environmental factors that can impact on learning.

- **Noise** -Whatever the source of noise, an excessively noisy learning environment is a poor one.
- **Light** -Current research confirms that we are all energized by natural sunlight and indeed that children learn faster in classrooms with natural light. One study of 21,000 U.S. elementary students showed that, over one school year, kids who were exposed to more sunlight during their school day displayed 26 percent higher reading outcomes and 20 percent higher math outcomes than kids in less sunny classrooms.
- **Colour** – needs to be carefully considered. Colours have an impact, red for example, Increases respiratory rates, stimulates eating, can increase blood pressure, feels exciting and invites impulsiveness: over-exposure can result in agitation. The colour red should not be

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used in a classroom environment. Greens and blues should be encouraged. See (PDF) Investigating the Impact of Environmental Factors on Learning and Academic Achievement of Elementary Students: Review (researchgate.net)

- **Plants** -Plants can reduce feelings of anxiety and depression. A 2009 study, researchers introduced leafy plants into the classroom and found a positive impact on students' well-being and behaviour, with fewer hours of sick leave and disciplinary events.

Key areas of learning in detail
Book corners

- Book corners should be inviting, stimulating and celebrate a love of reading.
- They should be calm and organised.
- Fabrics, cushions, and plants should be used to soften the area and make it feel homely.
- Displays in the book corner should include key questions, author focus displays and displays of key genres to enhance the learning.


Learning walls (Years One to Six)

Learning walls should be in place for English and maths to support children's learning. Learning walls provide a visual resource and a reference to scaffold learning. This approach enables children to know what they are learning and how this learning process develops over a period of time.

Learning walls support independent working and learning: think of the learning wall as an extra adult in the classroom. It can help support children who become stuck and direct children to new tasks when they have finished activity.

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Support whole class teaching: models and images, key vocabulary, common misconceptions, children's examples and useful prompts are displayed and referred to by the teacher to support children in their understanding. Learning walls may include extension questions, images, examples of children's work or useful prompts that directly impact the children's learning.
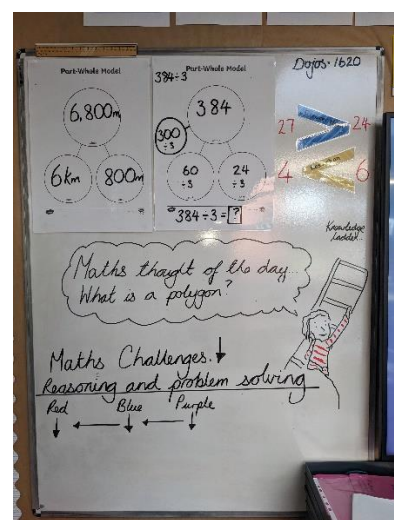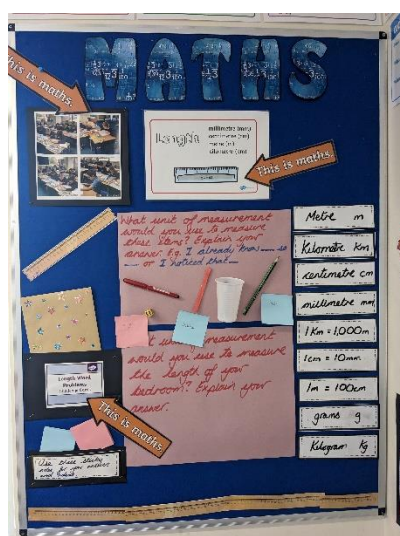
Topic Tables (All year groups)

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Topic and interest tables should create a reference and link to a learning theme. They should:

- Stimulate questions and discussion around the given theme.
- Provide children with concrete examples or artefacts.
- Display learning questions and clear links across subjects and/or prior learning.
- Generate enthusiasm and engagement in the curriculum area/theme.

Speaking frames

Speaking frames can be displayed in all areas of the classroom to increase engagement in learning and improve the children's reasoning skills.

That is an interesting opinion.

However…

In my opinion…

What do you think?

The evidence I have to support this argument is that…

Other evidence that would strengthen the argument . . .

I would also like to add…

We think/believe the opinion that….

I agree with…because…

I disagree with….because….

I like…idea,

but would like to include…

but would like to improve on it by....

Display expectations

Learning Environment self-assessment

	Rudimentary (Limited evidence or none).	**Improving** (Some evidence of good practice with inconsistency and/or limited impact, but also areas for development).	**Securing** (Clear evidence of consistently good, impactful practice).	**Exemplary** (Evidence of exemplary practice that would serve as a model for other colleagues to see).
Learning Environment	The learning environment is welcoming and well-managed; it helps to foster engagement and consistently respectful and productive relationships between teacher and pupil to pupil are developing. The learning environment identify key areas within the classroom including book corners, learning walls, topic tables and curriculum areas. Pupil books and other resources are stored neatly in an organised way. Resources are clearly labelled. There is no clutter in the classroom.	The learning environment is engaging and relationships with pupils and colleagues which are consistently respectful and productive are the norm. Learning environments are stimulating, well organised and contain evidence of high expectations. This can be identified through the organisation of resources, the quality of learning on display and through modelling.	Teachers support and coach their colleagues to develop these attributes; their learning environment is used as an example of good practice to support the development of less skilled teachers. The learning environment is aspirational, with every area providing models of excellence. Key vocabulary, examples of modelling and learning walls reflect the highest expectations and are used by pupils to enhance learning	The learning environment is an inspirational place to learn. There is multiple evidence that the environment is used as a resource to enhance learning, build collaboration, and promote the school's values.

'Just as an art gallery or museum exhibition, quality learning spaces inspire curiosity across learning domains- often raising questions and provoking deeper enquiry'

A manifesto for excellence in Schools.
Rob Carpenter

Further reading/references:
A manifesto for excellence in Schools- Rob Carpenter
Improving the Educational Environment with the Reggio Emilia Approach | ArchDaily
The Science of Effective Learning Spaces | Edutopia
(PDF) Investigating the Impact of Environmental Factors on Learning and Academic Achievement of Elementary Students: Review (researchgate.net)

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Examples: