



SARUM HALL SCHOOL

CURRICULUM POLICY

Date:	September 2026
Next Review Due:	September 2027
Reviewed by:	Deputy Head (Academic & Innovation)

1. INTRODUCTION

This Curriculum Policy outlines the school's approach to curriculum design, teaching, learning, inclusion and assessment. It should be read alongside the Teaching & Learning Policy, Assessment & Feedback Policy and the Subject Curriculum Statements.

2. CURRICULUM VISION

At Sarum Hall School, we believe that every child should experience a rich, broad and ambitious curriculum that develops knowledge, skills, character and a lifelong love of learning. Our curriculum aims to nurture confident, curious and compassionate individuals who are well prepared for future education and life beyond school.

3. LEARNING SKILLS

At Sarum Hall School, we explicitly develop the following learning skills across the curriculum:

- Communication & Collaboration;
- Creativity & Imagination;
- Problem Solving;
- Adaptability;
- Leadership; and
- Digital Fluency.

These skills are embedded across subjects and help pupils become independent, reflective and resilient learners.



4. CURRICULUM DESIGN

At Sarum Hall School, we provide a broad, balanced and purposeful curriculum that supports the development of the whole child. The curriculum at Sarum Hall School is based on the National Curriculum and adapted to suit the setting and needs of the pupils. It offers all pupils a broad and balanced curriculum that enables them to develop their talents, interests and potential. Termly Plans ensure that pupils:

- Access a full-time or part-time programme that spans linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative areas;
- Are taught knowledge and skills appropriate to their age, stage and individual aptitudes, including provision for those with SEND or EAL;
- Acquire strong foundational skills in literacy, numeracy, communication and personal development.
- Receive personal, social, health and economic education (PSHE) that reflects the school's aims and ethos;

- Learn in an environment that upholds and promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
- Develop self-awareness, emotional resilience and an understanding of their responsibilities in modern British society.

5. CURRICULUM DELIVERY

Sarum Hall School benefits from a teaching team with a wide range of subject knowledge and expertise. The balance between class teachers, specialist teachers and support staff evolves across the school to best meet the developmental and academic needs of pupils.

- **Pre-Reception and Reception (EYFS)**
Each year group has two Form Teachers. Additional support staff work alongside teachers to support learning and pupil development. Specialist teachers deliver music and PE.
- **Year 1 and Year 2**
Each class is led by a Form Teacher responsible for core subjects, including English, mathematics, humanities and PSHE. Subject specialists teach science, music, computing, art & design and PE, with Spanish taught from Year 2.
- **Year 3 and Year 4**
Specialist teachers deliver English, mathematics, science, music, computing, art & design, PE and Spanish. Form Teachers are primarily responsible for humanities and PSHE. Additional support may be deployed to support teaching and learning, including targeted support within English and mathematics.
- **Year 5 and Year 6**
Form Teachers are primarily responsible for PSHE and also teach selected subjects across the year groups. In Year 5, Form Teachers teach Science and art & design for both year groups. In Year 6, they teach English and mathematics. Other specialist teachers deliver music, computing, Spanish and PE.

6. CURRICULUM CLUSTER GROUPS

To support strong subject leadership and ensure coherence across the curriculum, Sarum Hall School has adopted a cluster model. Subjects are grouped into three curriculum clusters below. Each cluster is led by a Curriculum Cluster Lead who is a member of the Senior Leadership Team (SLT) or Senior Management Team (SMT), ensuring strategic oversight and clear lines of accountability.

- The **Languages and Humanities Cluster** includes English & phonics, history, religious education, and Spanish.
- The **Logic and Discovery Cluster** includes mathematics, science, computing, and geography.
- The **Creative & Wellbeing Cluster** includes art & design, drama, music, PSHE, and PE.
- The **Early Years Cluster** supports curriculum development, assessment and pedagogy across Pre-Reception and Reception.

Cluster leaders are responsible for driving curriculum development, monitoring progression, and supporting high-quality teaching across their subjects. They work closely with colleagues and subject heads/coordinators to promote consistency, identify cross-curricular opportunities, and share best practice. Regular meetings with the Deputy Head (Academic and Innovation) provide a forum for review, planning, and strategic curriculum development. This structure promotes collaborative leadership, supports adaptive teaching approaches, and helps ensure that all pupils benefit from a rich, balanced and well-sequenced curriculum.

Subject Curriculum Statements

To support consistency and clarity across the curriculum, each subject has an accompanying Curriculum Statement. These statements provide detailed information about the purpose, structure, key curriculum areas, teaching approaches, assessment and enrichment opportunities within each subject.

The Subject Curriculum Statements are intended to complement this policy by outlining the specific knowledge, skills and experiences pupils encounter throughout their learning journey. They provide staff with a shared understanding of curriculum expectations and progression while ensuring consistency across year groups and subjects.

Detailed progression maps, schemes of work and assessment trackers are maintained separately by subject leaders and reviewed regularly to ensure the curriculum remains ambitious, coherent and responsive to pupils' needs.

The current Subject Curriculum Statements cover all subjects taught across the school and are reviewed annually by subject leaders. Supporting guidance documents, including the Handwriting and Presentation Guidance and Mathematics Calculation Policy, provide further detail regarding the consistent implementation of key curriculum areas across the school.

7. TEACHING AND LEARNING

High-quality teaching at Sarum Hall School is driven by a strong understanding of how children learn best. We recognise that pupils vary in their needs, strengths and pace of learning, so our teaching is flexible, reflective and tailored accordingly. Teaching at Sarum Hall School:

- Encourages curiosity, independence and active engagement in learning;
- Maintains high expectations for all pupils while providing appropriate support and challenge, including those with SEND, EAL, and those who are more able or exceptionally able;
- Uses a wide range of techniques to scaffold learning appropriately, such as targeted questioning, visual aids, modelling, structured tasks and guided support;
- Promotes high standards of handwriting, presentation and recording across the curriculum, in line with the school's Handwriting and Presentation Guidance;
- Involves well-planned lessons with clear objectives, responsive feedback and thoughtful use of assessment to adjust teaching in real time;
- Makes effective use of adult support, technology and differentiated resources to maximise access and challenge for all pupils;

- Promotes a positive learning environment where all pupils are encouraged to take risks, learn from mistakes and develop resilience;
- Fosters the development of core learning skills such as critical thinking, collaboration, independence, and adaptability, preparing pupils for success in an ever-changing world; and
- Embeds core British values across the curriculum, helping pupils become thoughtful, respectful and responsible members of the community.

We aim for all pupils to:

- Enjoy learning and achieve their full potential;
- Develop independence, confidence, and a growth mindset;
- Respect diversity and contribute positively to the school and wider community; and
- Be equipped with the skills to thrive in both the physical and digital worlds.

8. INCLUSION

Adaptive Teaching

At Sarum Hall School, effective teaching and learning are underpinned by a combination of adaptive strategies, thoughtful groupings, and the purposeful use of technology.

As a non-selective school with mixed-ability classes, we recognise that pupils learn in different ways and at different paces. Adaptive teaching is central to our approach, with teachers planning activities, scaffolds and support tailored to individual learning needs. Teaching & Learning Assistants work alongside class teachers to provide targeted intervention and personalised support where needed.

In some subjects, lessons are delivered in smaller, half-class groups. These groupings are flexible and may be based on academic needs, learning preferences, or social dynamics to create a focused and inclusive learning environment.

Our aim is to develop independent, confident learners. To achieve this, staff adopt a variety of teaching styles that reflect how pupils learn best. These include:

- independent and collaborative tasks;
- open-ended questioning to encourage critical thinking;
- individual and group research;
- investigative and problem-solving activities;
- open discussion of findings and ideas in different formats; and
- opportunities for pupils to make decisions and take responsibility for their learning.

Technology plays an important role in supporting and extending learning. Our dedicated IT suite and classroom resources enable pupils to become confident, independent users of a wide range of digital tools. From Year 2 onwards, each pupil is issued a personal iPad to enhance both computing lessons and wider curriculum access. Additional technology is integrated across subjects to reflect the digital demands of modern life and to support diverse learning styles.

Together, these strategies nurture resilience, adaptability, collaboration and curiosity - core skills that prepare pupils for future learning and life beyond school.

SEND

We are committed to meeting the individual needs of all pupils, including those with learning difficulties, disabilities, or special educational needs (SEND). The Head of Learning Support works closely with class teachers to provide guidance and tailored strategies that help every pupil access the curriculum and make progress. Support may take the form of:

- in-class support;
- small group teaching;
- one-to-one sessions;
- practical adjustments, such as providing written materials on pale-coloured paper for pupils with dyslexia.

Teachers are encouraged to use adaptive teaching strategies in their everyday planning and delivery. This includes adjusting the level of challenge, varying the way content is presented, providing scaffolding, and using a range of resources to support different learning needs. The goal is to ensure that all pupils are included in classroom learning and supported to succeed, whether through differentiation, targeted intervention, or collaboration with the Learning Support team.

More Able

A number of pupils are identified as More Able or Exceptionally More Able. Teachers provide appropriate challenge through adaptive teaching, extension opportunities, higher-order questioning and enrichment activities. The Head of Learning Support is available to support staff in meeting the needs of identified pupils and ensuring they are appropriately challenged.

Equal Opportunities

At Sarum Hall School, we are committed to providing all pupils, regardless of ethnicity, culture, religion, belief, home language, family background, learning difficulty, disability, or ability, equal access to all aspects of school life. We recognise and celebrate individuality and diversity, and we work to ensure that every child is valued as a unique individual.

We believe it is essential that children feel confident in themselves and respectful of others. Practitioners act as positive role models, actively challenging stereotypes and promoting inclusive attitudes through their words and actions.

Our curriculum and wider provision are designed to meet the needs of all pupils, including those with special educational needs, disabilities, those who are more able, and pupils from diverse linguistic or cultural backgrounds.

9. DIGITAL LEARNING & AI

Technology is integrated across the curriculum to enhance teaching, learning and communication. From Year 2 onwards, pupils are issued with a personal iPad, enabling them to access digital resources, collaborate effectively and develop digital fluency across a range of subjects.

Pupils are taught to use technology safely, responsibly and ethically through both the Computing and PSHE curricula. They learn about online safety, digital citizenship, privacy, communication and the impact of their online actions.

As digital technologies continue to evolve, pupils may be introduced to concepts such as Artificial Intelligence (AI) in an age-appropriate manner. They are encouraged to consider both the opportunities and challenges presented by emerging technologies and their impact on society.

Technology is used to support creativity, communication, problem-solving and independent learning while complementing, rather than replacing, high-quality teaching and human interaction.

10. ENRICHMENT

Learning extends beyond the classroom through clubs, educational visits, visitors, performances, competitions, leadership opportunities, residential experiences and wider enrichment activities. These experiences broaden pupils' horizons, deepen curriculum understanding and support the development of confidence, character and personal interests.

11. ASSESSMENT OVERVIEW

Assessment is an integral part of teaching and learning at Sarum Hall School and is used to monitor progress, identify next steps and inform future teaching. Assessment supports adaptive teaching by helping staff identify strengths, address misconceptions and provide appropriate support and challenge for individual pupils. Assessment takes a variety of forms, including:

- Ongoing formative assessment through questioning, discussion, observation and feedback;
- Subject-specific assessments and independent application tasks;
- Pupil self-assessment and reflection activities;
- Standardised assessments, including CAT4, NGRT, NGST, PTM and PTE assessments where appropriate; and
- Internal assessments and end-of-unit or end-of-topic evaluations.

Assessment information is gathered from a range of sources and is considered alongside teacher professional judgement. The school uses both formative and summative assessment to monitor attainment, track progress and evaluate the effectiveness of curriculum provision.

Each subject uses a curriculum assessment tracker to monitor attainment and progression against key learning objectives. Assessment information is used to support adaptive teaching, identify pupils requiring additional support or challenge, and celebrate achievement.

Progress is reported to parents through grade cards, parents' evenings and written reports. Further information can be found in the school's Assessment & Feedback Policy.

12. MONITORING AND REVIEW

The Deputy Head (Academic and Innovation), Curriculum Cluster Leads and Subject Leaders are responsible for monitoring curriculum provision, progression and standards across the school. This policy will be reviewed annually to ensure it continues to reflect the needs of pupils, statutory requirements and the strategic priorities of the school.