



SARUM HALL SCHOOL

CURRICULUM – TEACHING AND FEEDBACK POLICY

Date:	September 2025
Next Review Due:	September 2026
Reviewed by:	Deputy Head (Academic & Innovation)

INTRODUCTION

This Curriculum Policy outlines the approach to teaching, learning divided into two main parts: [Teaching and Learning](#) and [Feedback](#).

THE CURRICULUM

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 which enables all them to develop natural talents and potential. Termly Plans ensure that pupils:

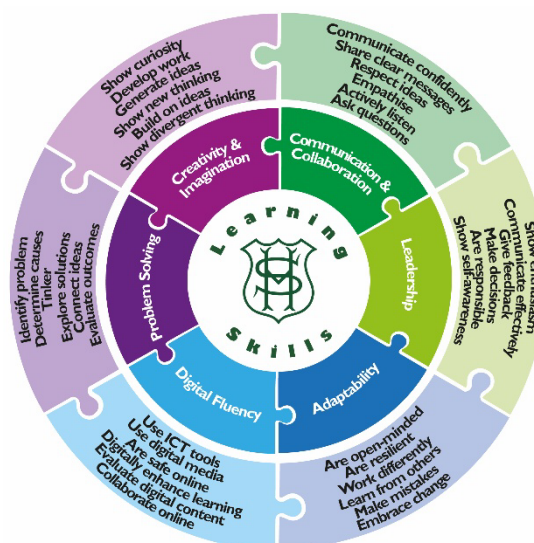
- Access a full-time or part-time programme that spans linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative areas.
- Are taught knowledge and skills appropriate to their age, stage and individual aptitudes, including provision for those with SEND or 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.

Develop self-awareness, emotional resilience and an understanding of their responsibilities in modern British society.

CORE LEARNING SKILLS

We recognise that pupils have diverse ways of learning, so we employ a variety of teaching methods to bring out the best in each child. Our curriculum fosters the development of core learning skills, such as resilience, collaboration, adaptability and independent thinking, which are essential for success both academically and beyond. We set high expectations and aim to nurture confident, reflective learners who are equipped for future challenges.



a) 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.
- Is inclusive and adaptive, with strategies that support pupils at different starting points—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.
- 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.
- 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.
- Be equipped with the skills to thrive in both the physical and digital worlds.

STRATEGIES FOR TEACHING AND LEARNING

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;
- 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.

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**

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.

TEACHING STRUCTURE

Sarum Hall School benefits from a teaching team with a wide range of subject knowledge and expertise. The balance between class teachers and subject specialists 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 and a Teaching & Learning Assistant. 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, phonics, maths, humanities and PSHE. Subject specialists teach science, music, computing, art & design, and PE.
- **Year 3 and Year 4**
 - Form Teachers deliver English, humanities and PSHE. Subject specialists teach maths, science, music, computing, art & design, and PE. Spanish is introduced from Year 3.
- **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 maths. Other specialist teachers deliver music, computing, Spanish, and PE.

SEND AND MORE ABLE/EXCEPTIONALLY ABLE PUPILS

At Sarum Hall School, 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.

A number of pupils are identified as More Able or Exceptionally More Able. The Head of Learning Support is available to offer advice to all teachers regarding all pupils identified.

PLANNING

All teachers are actively involved in planning an evolving and coordinated curriculum. Collaboration and consistency are ensured through the following processes:

Regular staff meetings, including full teaching staff meetings, phase meetings, and dedicated curriculum meetings for the EYFS, Key Stage 1 and Key Stage 2.

Subject policies and curriculum content are developed collaboratively by teaching staff, under the guidance of Subject Heads/Coordinators and the Deputy Head (Academic and Innovation). Form and subject teachers produce half-termly overviews and detailed termly plans. These outline learning objectives, key skills and concepts, teaching strategies, success criteria, resources, cross-curricular links, assessment opportunities (including assessment for learning), and evaluations.

Teachers of English and Maths prepare weekly plans, which include learning objectives, adaptive strategies employed, the role of Teaching & Learning Assistants, homework ([see Homework Policy](#)), resources and ICT links, assessment points, and a brief evaluation.

All planning is reviewed regularly by the Deputy Head (Academic and Innovation), the Senior Management Team, and subject leaders to ensure consistency, quality and progression across the curriculum.

INCLUSION AND 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.

b) FEEDBACK

PRINCIPLES OF EFFECTIVE MARKING AND FEEDBACK

Effective marking and feedback at Sarum Hall School are guided by the following principles and are developed in consultation with subject leaders and curriculum cluster groups to ensure consistency and relevance across subjects:

- **Timely** – Feedback should be given as soon as possible, ideally within the lesson, so it can immediately influence learning;
- **Focused** – Written feedback should link directly to the learning outcome. It should be clear, specific, and forward-looking, concentrating on the key objectives and the development of pupils' skills and knowledge.
- **Actionable** – Feedback must provide clear, practical next steps that pupils can act on to improve their understanding or performance;
- **Balanced** – Feedback should acknowledge strengths while identifying areas for improvement in a constructive and motivating way;
- **Subject-Appropriate** – Marking and feedback approaches vary by subject and are shaped in collaboration with curriculum cluster groups to reflect the specific skills, formats and outcomes relevant to each discipline;
- **Praise** - Praise should be purposeful and linked to the learning. Overusing praise, or giving it without reason, reduces its value.

FEEDBACK SUGGESTIONS FOR CLUSTER GROUPS

Languages & Humanities cluster (Subjects: English & Drama, History, Religious Education, Spanish)	
Teacher's Marking and Feedback	Pupil's Response to Feedback
Live and Verbal Feedback • Prioritise in-the-moment verbal feedback; record with VF when given. Structure and Expression • Focus on improving clarity, sentence structure, and depth of writing. • Use CL or // where needed to guide better written communication. • Remind pupils to consider audience and purpose. Correct SPaG, but Selectively • Use SP above words to highlight key spelling errors (e.g., topic vocabulary, common exceptions, high-frequency words).	Responding in Purple Pen • Pupils should respond to feedback using purple pen by: ○ Correcting mistakes. ○ Adding clarification. ○ Upleveling or extending answers using sentence stems (e.g. "I improved this by..."). Use Challenge to Extend Thinking • Mark with CH to prompt pupils to deepen their response or attempt a more complex task. • Encourage use of secondary sources (e.g. dictionaries, thesauri, reference books) to uplevel their work,

- Correct only 2–3 words per piece to maintain focus. - Ask pupils to reuse the corrected word in a new sentence of their own. Emphasise Use of Evidence - Encourage pupils to support ideas with facts, quotes, or examples. - Use ^ where evidence, detail or word is missing. Highlighting good examples - Use green highlighter for strong vocabulary choices, effective sentence structures, or well-developed ideas.	Use Self and Peer Assessment Regularly - Build in opportunities for pupils to correct mistakes and evaluate their own or a partner's work - Responses should be written in purple pen
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Logic and Discovery Cluster (Subjects: Maths, Computing, Science, Geography)	
<u>Teacher's Marking and Feedback</u> Live and Verbal Feedback - Prioritise in-the-moment verbal feedback during practical, investigative, or coding work. - Record Use VF when verbal feedback is given Focus on Process and Understanding - Feedback should prompt children to think, not just correct - Mark the method and reasoning, not only the final answer. - Emphasise explanations, use of data, and subject-specific vocabulary Highlighting good examples - Use green highlighter to show correctly applied methods, clear working out, or accurate answers that demonstrate the learning objective	<u>Pupil's Response to Feedback</u> Encourage Pupil Response - Pupils respond to feedback using a purple pen. - Pupils correct highlighted mistakes in purple pen, showing corrections alongside the original attempt - Pupils also encouraged to improve their explanations, explain their workings or complete missing steps. - Self-explain: pupils explain why a method or procedure works, strengthening conceptual understanding and reasoning. Use Challenge to Extend Thinking - Mark with CH to prompt pupils to: - Tackle a more complex task - Apply knowledge to a new context - Explore alternative methods or solutions Use Self and Peer Assessment Regularly - Incorporate structured reflection prompts or success criteria - Encourage pupils to evaluate their progress, identify errors, and set personal targets - Promote constructive peer feedback, particularly on reasoning, clarity of explanation, and accuracy of methods.

Creative Cluster (Subjects: Art & Design, Music, PE, PSHE)	
Teacher's Feedback Live and Verbal Feedback • Prioritise verbal feedback and class discussion during creative, practical, and performance-based activities • Use questioning and reflective prompts to encourage pupils to think about their choices, express personal responses, and engage in group dialogue Capture and Share Progress • Use Seesaw (or similar platforms) to record and share: ○ Artwork and design pieces ○ Performances in music, drama, and PE ○ Reflections, photos, audio, or video clips that show learning journeys and celebrate creativity and wellbeing • Add comments to posts that highlight the skills used, the learning demonstrated, and next steps for development	Pupil's Response to Feedback Use Self and Peer Assessment Regularly • Build in opportunities for pupils to reflect on their own creative process or wellbeing journey • Use structured reflection prompts or success criteria to guide feedback • Encourage pupils to evaluate progress, identify strengths, and set personal targets Use Challenge to Extend Thinking • Mark with CH to prompt pupils to: ○ Refine or extend their creative response ○ Explore alternative interpretations, styles, or techniques ○ Reflect more deeply on personal, social, or emotional themes

Early Years Cluster	
Mark the moment • Feedback is mostly verbal and given immediately during play or adult-guided tasks.	Observe, don't just correct • Teachers and TLAs should record what the child said or did on Tapestry, not just what they got "right".
Value child voice • Pupil responses, choices, and interests should be recorded where possible.	Support reflection at their level • Use pictures, stickers, symbols, or adult prompts to help children think about what they've done.
Build independence • Encourage children to talk about their learning, using simple self-assessment tools.	Use Challenge to Extend Thinking • Mark with CH to prompt pupils to:

MARKING AND FEEDBACK CODE

The marking and feedback code is used across the school to help pupils recognise the type of feedback they are receiving and understand how to respond. It applies to both verbal and written feedback, ensuring it is clear, purposeful, and manageable for both pupils and staff.

Year 1 to Year 6

MARKING CODES	Code	Meaning	Teachers Guidance
	S	Support Given	Add code at the point where support is given.
	LP or 	Learning Point (1 point with skill identified CC, L, A, DF, PS, CI)	Award Learning Points for small recognition given for academic effort or achievement linked to the Learning Skills
	     	Learning Skills Sticker (3 points)	Award higher-value Learning Skills stickers to highlight consistent academic effort or achievement beyond the everyday expectation linked to the Learning Skills.
	GW	Good Works	Use Good Works stickers or certificates for outstanding effort or achievement that stands out across the class.
	✓	Correct	Accurate understanding, answer or method
	•	Check this answer	Indicate that the pupil should check the response for accuracy or logic.
	//	Start a new section or paragraph	Mark where a new paragraph or section should begin.
	^	Something missing	Point out something missing – a step, word, idea, or label.
	VF	Verbal Feedback	Give feedback aloud; note it in the margin to show where the interaction started.
	T	Target / Next step	Set a clear target or improvement point for future work.
	CH	Challenge yourself / develop further	Add a prompt or question to extend the pupil's thinking.
	SP	Spelling Error	Mark incorrect spelling above the incorrect word (max 2-3 key words) for pupil correction.
	~~~~~	Clarify meaning	Indicate where the response needs to be clearer or better expressed.
	<b>P</b>	Punctuation Error	Mark where punctuation is missing or incorrect.

## LEARNING POINTS, STICKERS AND GOOD WORKS

Type of award	Learning Points (LP) – value 1 point	Stickers – value 3 points	Good Works
<b>Meaning</b>	Learning Points given for small recognition given for academic effort or achievement linked to the Learning Skills	Learning Skills stickers given to highlight consistent academic effort or achievement beyond the everyday expectation linked to the Learning Skills.	A Good Works certificate is truly outstanding effort or achievement that stands out across the class. <i>Do not award Good Works certificates to the whole class for one activity – they are for stand-out moments.</i>
<b>Examples for when to use them</b>	• <b>CC</b> – gave a clear explanation to a peer during a shared task     • <b>L</b> – Voluntarily supported another pupil who was struggling to understand a task.     • <b>A</b> – Adjusted their method after feedback to improve their result.     • <b>DF</b> – Used an online tool confidently to complete a project.     • <b>PS</b> – Worked through a challenging question using multiple steps.     • <b>CI</b> – Used an original idea in a story or project.	• <b>CC</b> – Listened well in a class discussion and asked thoughtful, relevant questions.     • <b>L</b> – Took the lead during a table group activity by managing time and keeping the team focussed.     • <b>A</b> – Adapted confidently to an unexpected challenge.     • <b>DF</b> – Tried a new feature in a programme they hadn't used before.     • <b>PS</b> – Asked a good question that helped the group make connections and move forward.     • <b>CI</b> – Suggested a fun twist on a class activity.	• A pupil produces work that is exceptional in depth, quality, creativity, or sustained effort.     • A pupil has consistently demonstrated exceptional academic achievement across multiple lessons.

## EYFS

	Code	Meaning	Teachers Guidance
<b>MARKING CODES</b>	<b>I</b>	Independent	Indicate where the pupil completed the task independently, without adult input.
	<b>S</b>	One-to-one support given	Indicate if the task was completed with 1-to-1 adult support. An adult may have scribed or guided the pupil.
	<b>VF</b>	Verbal Feedback	Give feedback aloud; note it in the margin to show where the interaction started.
	<b>✓</b>	Correct	Accurate understanding, answer or method
	<b>.</b>	Check this answer	Indicate that the pupil should check the response for error or if it is incomplete.

## **PRESENTATION EXPECTATION**

- From Reception onwards, all written work should be completed in pencil.
- As there are no margins in Reception and Year 1 books to point out errors, pupils will write on every other line. From Year 2 onwards, pupils will write on every line.
- Pupils who develop fluent, neat handwriting may be awarded a Pen Licence, allowing them to use blue pen. All children who handwrite will use blue pen by Year 5 (except in Maths where pencil use remains standard).
- Teachers and TLAs should mark and give feedback in green pen.
- Pupil reflections and responses to feedback should be completed in purple pen.
- Corrections or edits should be made by crossing out neatly with a single ruled line.
- Doodling, scribbling, or drawing on books, including labels, is not permitted.

## **BOOKS**

Pupils' work is reviewed regularly by the SLT, including the Deputy Head (Academic and Innovation), Curriculum Cluster Group Leads, and Subject Heads/Coordinators. Moderation takes place each regularly to ensure consistency, progression, and high standards.

Exercise books in all year groups and subject areas should be labelled with ([Templates](#)):

- Pupils' first name and initial of surname (if someone else shares first name in class);
- Subject area;  
Year group.