



SARUM HALL SCHOOL

CURRICULUM – TEACHING AND FEEDBACK POLICY

Date: October 2024
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Reviewed by: Chen Lee

INTRODUCTION

Our Curriculum Policy is divided into two main parts: [Teaching and Learning](#) and [Feedback](#).

THE QUALITY OF EDUCATION PROVIDED (CURRICULUM)

The curriculum policy is supported by the Termly Plans which provide for:

- (a) full-time and part-time supervised education for pupils in the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 which gives pupils a programme of activities so that they gain experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education;
- (b) pupils below compulsory school age in the Early Years Foundation Stage, a programme of activities which is appropriate to their needs and gives them the opportunity to learn and make progress in relation to personal, social, emotional and physical development and communication and language skills;
- (c) subject matter appropriate for the ages and aptitudes of pupils, including those pupils with a SEND;
- (d) pupils to acquire skills in speaking and listening, literacy and numeracy;
- (e) pupils to have the opportunity to learn and make progress;
- (f) where a pupil has SEND, education which fulfils their requirements;
- (g) where a pupil has English as an Additional Language (EAL), education which fulfils their requirements;
- (h) personal, social, health and economic education which reflect the school's aims and ethos;
- (i) adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life;
- (j) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society;
- (k) do not undermine the fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

a) TEACHING AND LEARNING

Attitudes to teaching and learning are important at Sarum Hall School as they reinforce the ethos of the school. It underpins the relationship between the staff, pupils and parents and their expectations of each other. In order to achieve success in teaching and learning, a clear understanding of the curriculum and its organisation is vital.

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.

THE QUALITY OF EDUCATION PROVIDED (TEACHING)

The teaching and learning at Sarum Hall School:

- (a) enables all pupils, including those who have SEND, to acquire new knowledge and make progress according to their ability, so that they increase their understanding and develop their skills in the subjects taught;
- (b) fosters in all pupils the application of intellectual, physical or creative effort, interest in their work, and the ability to think and learn for themselves;
- (c) involves well-planned lessons, effective teaching methods, suitable activities and wise management of class time;
- (d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons;
- (e) demonstrates good knowledge and understanding of the subject matter being taught;
- (f) utilises effectively classroom resources of a good quality, quantity and range;
- (g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- (h) utilises effective strategies for managing behaviour and encouraging pupils to behave responsibly;
- (i) uses adaptive strategies , such as resources and adult support to support the needs of all pupils, including those with SEND, More Able and Exceptionally Able, EAL and those in the EYFS;
- (j) actively 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.

The school has in place a framework for pupils' performance to be evaluated.

AIMS

At Sarum Hall School, we aim to promote independent learning, through our teaching, to meet the needs of each individual pupil. We aim that all of our pupils will:

- enjoy their learning experiences across the curriculum and co-curriculum;
- achieve their potential;
- gain confidence in their own abilities in order that they can lead full and independent lives;
- develop an enquiring mind;
- develop an awareness of cultural, social and spiritual differences;
- develop a responsible and independent attitude towards their work;
- develop an understanding, tolerance and respect towards other people and their property;
- be prepared for the opportunities, responsibilities and experiences of life in British society;
- develop confidence and skills to succeed both in the physical and digital world.

ACHIEVING OUR AIMS

Our pupils will be enabled to learn successfully through the attitudes encouraged by their teachers, themselves and the community as a whole.

Teachers:

- have high, yet realistic, expectations within an ethos of individual excellence;
- recognise and appreciate that all pupils develop and learn in different ways and at different rates;
- provide a wide variety of different and challenging learning experiences appropriate to their age and ability;
- evaluate each piece of work through careful marking, including positive and constructive comments;
- create and provide a happy and stimulating environment which gives a sense of security, ensuring the safety and welfare of pupils;
- ensure that different cultures and backgrounds are reflected and valued throughout the school;
- ensure that British Values are actively promoted;
- keep abreast of changes in the world of education.

Pupils:

- understand exactly what they are learning and what the learning objective(s) is/are;
- learn to understand how to improve by achieving any targets set by themselves or the teachers;
- are encouraged to become independent thinkers and participate fully in lessons;

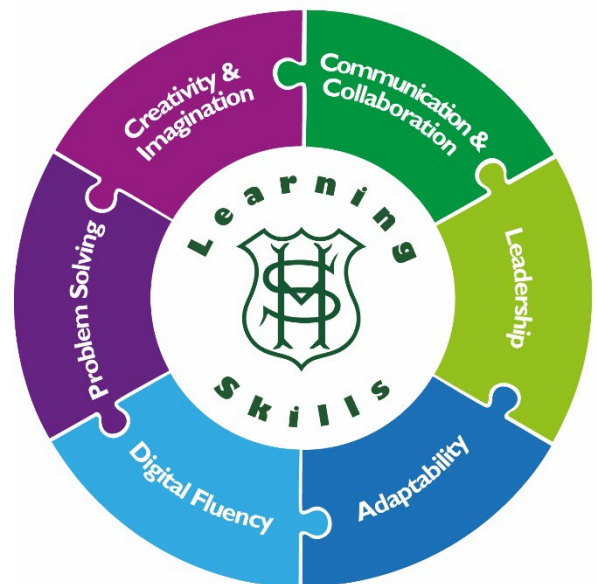
- realise that making mistakes is acceptable and part of the learning process;
- have the confidence to ask for help;
- have time to reflect and evaluate their work to enable improvement;
- appreciate and evaluate the work of their peers;
- know, understand and adhere to the Golden Values.

School Community:

- be realistic about their pupil's abilities;
- encourage positive self-esteem and independence in all pupils;
- create an atmosphere of mutual respect and trust;
- establish boundaries for acceptable behaviour and support the school's behaviour and discipline procedures;
- create a positive and cooperative relationship with teachers;
- ensure that a happy, well-resources environment is created which everyone can access.

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 pupil. Our broad, balanced and purposeful curriculum fosters core learning skills essential for success throughout a child's academic and adult life. We hold high expectations for our pupils and support their development into becoming independent, adaptable and critical thinkers.



Technology

We believe that the use of technology enriches pupils' learning experiences, both as a tool and as a source of research and information. Our innovative IT classroom encourages pupils to become confident, autonomous users of a wide range of technological resources and to understand the role that technology plays in 21st-century life. Pupils from Year 2 onwards have their own personal iPad to use in computing and other areas of the curriculum, with other ICT integrated as necessary.

STRATEGIES FOR TEACHING AND LEARNING

In order for the school to achieve their goals in teaching and learning, different strategies have been developed in order to promote best practice.

As we are a non-selective school with mixed-ability classes. The abilities of different pupils are catered for through adaptive teaching strategies planned by the teacher, and with support from Teaching & Learning Assistants. Some lessons across the year groups are taught in half classes. The groupings are based on a few factors that may include academic ability, learning styles and/or social friendships.

CLASS AND SPECIALIST TEACHING

Sarum Hall School's staff has a wide range of skills and subject knowledge. Throughout the school the balance of class/specialist teachers changes in order to meet the needs of the pupils.

- **Nursery and Reception (Early Years Foundation Stage)**
Each year group has two Form Teachers and a Teaching and Learning Assistant. Specialist teachers teach music and PE.
- **Year 1 and Year 2**
Each class is taught by a Form Teacher who is involved in the planning and delivery of the core subjects (English, phonics, maths, humanities, and PSHE) with subject specialist teachers delivering lessons in science, music, computing, art and design, PE and library time
- **Year 3 and Year 4**
Each class is taught by a Form Teacher who is involved in the planning and delivery of the core subjects (English, humanities, PSHE) with subject specialist teachers delivering lessons in maths, science, music, computing, art and design, PE and library time. Spanish is introduced from Year 3.
- **Year 5 and Year 6**
Each class is taught by a Form Teacher who is involved in the planning and delivery of PSHE. The Year 5 Form Teachers teach art and design and science for both year groups, whilst the Year 6 Form Teachers teach English and maths. Other subject specialist teachers deliver lessons in music, computing, Spanish, PE and library time.

TEACHING STYLES

The emphasis is to encourage pupils to become independent and confident learners. To encourage this, staff adopt various teaching styles, taking into account how different pupils learn:

- independent and collaborative work;
- open-ended questioning;
- individual and group research;
- investigative work and problem solving;
- encourage open discussion of findings and results in a variety of ways;
- providing opportunities for pupils to make decisions.

LEARNING SUPPORT FOR PUPILS WITH LEARNING DIFFICULTIES, DISABILITIES AND/OR SPECIAL EDUCATIONAL NEEDS

The Head of Learning Support is available to offer advice to all teachers regarding all pupils with special needs. She uses various teaching styles including:

- supporting teaching within a class;
- group teaching;
- individual teaching;
- photocopying written work onto pale-coloured paper for pupils with dyslexia.

MORE ABLE AND EXCEPTIONALLY MORE ABLE

A number of pupils are identified as More Able or Exceptionally More Able and placed on a More Able register. The Head of Learning Support is available to offer advice to all teachers regarding all pupils identified under these categories.

PLANNING

All teachers are involved in the planning of an evolving and coordinated curriculum. This is achieved by:

- Regular staff meetings, including a full staff meeting for teachers, phase meetings and a curriculum meeting for the EYFS, Key Stages 1 and 2;
- Policies and the curriculum for subjects are developed by all staff teaching under the direction of the Subject Heads/Coordinators and the Deputy Head (Academic and Innovation);
- Form and subject teachers prepare a half termly overview and termly plans reflecting the curriculum: outlining learning objectives, skills/concepts, teaching strategies/activities, success criteria, resources, cross-curricular links and assessment opportunities including assessment for learning and an evaluation.
- Maths and English teachers prepare weekly plans which include learning objectives, differentiated activities, where/how a Teaching & Learning Assistant will be supporting pupils, homework if applicable, resources and ICT links, assessment opportunities including assessment for learning and an evaluation;
- All planning is regularly checked by the Deputy Head (Academic and Innovation), the Senior Management Team and the Heads/coordinators of subjects.

HOMEWORK - See Homework policy.

SUBJECTS HEADS/COORDINATORS

Subject Heads/Coordinators play a role in monitoring the teaching and learning of their subject throughout the school. They evaluate their subject at the end of each academic year.

Areas for developments are then shared with SLT which may be used to inform the School Development Plan.

CLASS/SUBJECT ROOM RESOURCES

The school has a wide range of relevant and good resources, including ICT resources, to enhance pupils' learning. Subject Heads/Coordinators have an overview of the resources and teachers can liaise with them to order new resources as appropriate.

The form/subject teacher is responsible for the resources and ensures:

- resources are appropriate, accessible, well-organised and readily available in their classroom;
- pupils are encouraged to select suitable materials for the task at hand. Where appropriate, the pupils choose, collect and return the resources independently.

EQUAL OPPORTUNITIES

We provide all pupils, regardless of ethnicity, culture, religion, belief, home language, family background, learning difficulties, disabilities, or ability, equal access to all aspects of school life and work to ensure that every child is valued fully as an individual. Practitioners, as role models, are aware of the influence of adults in promoting positive attitudes and use that influence to challenge stereotypical ideas.

INCLUSION

At Sarum Hall School we value and acknowledge children's individuality and ensure that we provide for the individual needs of all children, promoting and valuing diversity and differences. We believe it is important that children learn to feel good about themselves and value and respect others. In the EYFS we set realistic and challenging expectations that meet the needs of our children. We achieve this by planning to meet the needs of all pupils, children with special educational needs, children who are more able, children with disabilities, children from all social and cultural backgrounds, children of different ethnic groups and those from diverse linguistic backgrounds.

b) FEEDBACK

BOOK LOOKS

Pupils' work is looked at closely by the SLT, Deputy Head (Academic and Innovation), SMT and Subject Heads/Coordinators. Pupils' work is moderated every half term.

LABELLING

Exercise books and folders in all year groups and subject areas should be labelled with:

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

See [Templates](#) folder.

FORMATIVE FEEDBACK

- Pupils' work should be reviewed by teachers at the earliest appropriate opportunity so that it might impact on future learning more effectively.
- The key purpose of feedback is to promote learning. Feedback should provide clear, actionable steps for improvement. Teachers should use their understanding of individual pupils to use feedback motivationally. It will form part of a scaffold that develops pupils' metacognition and independence.
- Feedback may be framed in the form of follow-on tasks that provide an opportunity for pupils to redraft or re-do a previous task; rehearse or repeat aspects of a task to build confidence or fluency; revisit a concept after re-teaching; retrieve and relearn key facts; or use additional research to develop their work by applying a wider range of ideas.
- Once feedback has been given, pupils need to be enabled to respond so they can craft and improve their work and then develop new techniques to put their feedback into practice.

PRESENTATION

- From Reception, pupils are expected to complete all written work in pencil. When pupils have developed fluency and speed, and their writing is neat and legible, they will receive a Pen Licence and progress to writing in blue pen (excludes some subjects like maths).
- Teachers and Teaching & Learning Assistants should mark and provide feedback in **green**. Pupil reflection on the feedback (Y1-Y6) should be completed in **purple** pen.
- All crossing out should be done with a single ruled line.
- No doodling/drawing/scribbling on the books, especially on the labels.

STICKERS / STAMPS

Outstanding or good work can be celebrated with the Good Works or House Points stickers. In addition to this, teachers can use their own stickers/stamps.

RE-ORDERING STAMPS AND STICKERS



<https://www.schoolstickers.com/mini-metallic-gold-house-point-stickers>



<https://www.primaryteaching.co.uk/products/p201/pedagogs-marking-stamper-punctuation-20mm->



<https://www.primaryteaching.co.uk/products/p204/pedagogs-marking-stamper-look-carefully-20mm->



<https://www.primaryteaching.co.uk/products/p199/pedagogs-marking-stamper-aa-capital-lower-case-20mm->



<https://www.primaryteaching.co.uk/products/p198/pedagogs-marking-stamper-full-stop-20mm->



<https://www.primaryteaching.co.uk/products/p197/pedagogs-marking-stamper-finger-spaces-20mm->










<https://schoolmeritstickers.com/buy/stamper-267>

PHOTOGRAPHS OF ACTIVITIES

- Photographs of activities in lessons are recorded in books and/or posted on Seesaw/Tapestry.
- Digital work is often completed on Purple Mash (Reception and KS1) and Google Classroom (KS2).

MARKING AND FEEDBACK CODE

Symbols from the code are displayed in every classroom. Pupils from Year 2 have a copy in their planners. Certain codes have online alternatives to be used with digital work.

	Rec/KS1	KS2	Online	Meaning	Guidance
Marking Codes	SA			Self-Assessed	Pupil add code to top of work
	PA			Peer-Assessed	Pupil add code to top of work
				Support Given	Teacher add code at the point where support is given.
				Good Works - See the Headmistress	Use Good Works stickers or teacher's own Good Works stamp.
	HP or 			House Point	Use HP stamps
Feedback Codes	VF			Verbal Feedback Given	Teachers to mark in margin where verbal feedback was given. Pupils to write in purple from that point (does not have to be for the entire lesson).
	T			Target/Next steps	Teacher add at the end of the work
	✓✓		++	Indicate a particularly good answer	Teacher mark the point where it applies
	SP			Spelling Correction	KS1 – Teacher write spelling error in the margin. KS2 – Teacher write code on the line with the spelling error and pupils need to find it and correct with purple pen
	 Rec Y1	P		Missing Punctuation	Teacher mark the point where it is missing
		CL		Missing Capital Letter	Teacher mark the point where it is missing
	^			Missing Word	Teacher mark the point where it is missing
	BW			Use Better Word	Teacher mark the point where it applies
		RTQ		Re-read the Question/Sentence	Teacher mark the point where it applies
	R			Respond to teacher's comment	
	↓			Remember to Leave a Space Between Each Word	Teacher mark the point where it applies
	/			New line	Teacher mark the point where it applies
	//			New Paragraph Needed	Teacher mark the point where it applies
				Does this Make Sense?	Teacher underline the point where it applies

Learning Skills			
			