St Margaret's Academy

Learning Framework

Curriculum, Teaching, Learning and Assessment Policy

Reviewed Annually – Latest Review Autumn Term 2026

1. Purpose

This policy sets out the principles that underpin curriculum design, teaching, learning and assessment at St Margaret's Academy.

It reflects our commitment to providing every pupil with an ambitious, inclusive and enriching education that enables them to flourish academically, socially and emotionally. The policy establishes shared expectations whilst recognising the professional expertise of staff and the differing needs of pupils, subjects and phases. It is underpinned by evidence-informed practice, inclusion and a commitment to reducing unnecessary workload.

2. School Vision and Values

Together at St Margaret's, we nurture happy, successful, resilient and curious learners who are empowered to achieve their potential, care for others and make a positive difference in our community and the wider world.

Our values underpin all aspects of school life:

- Kindness
- Respect
- Responsibility
- Aspiration

These values shape the curriculum we design, the relationships we build and the expectations we hold for every member of our school community.

3. Curriculum Intent

At St Margaret's Academy we believe every child can succeed. Our curriculum is ambitious, inclusive, broad, memorable and carefully sequenced. It enables pupils to acquire the knowledge, skills and personal qualities required for future success.

Our curriculum aims to:

- Develop happy, confident and successful learners.
- Promote curiosity and creativity.
- Build resilience and independence.
- Foster kindness, responsibility and respect.
- Enable all pupils to make strong progress from their individual starting points.
- Develop cultural capital through rich and meaningful experiences.
- Prepare pupils for life in modern Britain and a rapidly changing world.

We recognise that pupils learn differently and at different rates. Through adaptive teaching, scaffolded support and high expectations, we ensure every learner can access an ambitious curriculum. Particular consideration is given to pupils with SEND, hearing impairments, disadvantaged pupils, vulnerable learners and those working at greater depth.

4. Curriculum Design

Our curriculum is:

Ambitious

All pupils study a broad, balanced and challenging curriculum which meets statutory requirements and promotes excellence for all learners.

Sequenced

Knowledge and skills are carefully planned and organised so that new learning builds upon previously taught content. Retrieval opportunities support long-term retention of learning.

Inclusive

Curriculum planning recognises and responds to the diverse needs of learners through adaptive teaching, strategic scaffolding and responsive support.

Enriching

Learning is enhanced through:

- Educational visits
- Visitors
- Sporting opportunities
- Outdoor learning and Forest Schools
- Arts and cultural experiences
- Community engagement activities
- Pupil leadership opportunities

5. Personal Development

Personal development is woven throughout school life and delivered through:

- Assemblies
- Jigsaw PSHE
- Religious Education
- Curriculum enrichment
- Educational visits
- Pupil leadership
- Safeguarding education
- Community engagement opportunities

Through these experiences pupils develop character, confidence, citizenship, resilience and an understanding of their responsibilities within society.

6. The St Margaret's Teaching, Learning and Assessment Framework

At St Margaret's Academy, effective teaching is characterised by six interconnected principles. These principles provide a shared language for teaching and learning whilst allowing teachers to exercise professional judgement according to context, curriculum and pupil need.



Our pedagogy	Examples
Strong beginning and end	• Hook pupils in by triggering an emotion. • End of lesson reflection / self assessment or plenary
Regular recall and retrieval	• Flashbacks • Primary Task Design • Learning journeys in subject books
Modelling to guide learning	• Communicate clear goals / learning questions so that pupils know precisely why they are doing the activity. • Create positive pupil attitudes to learning e.g. use peer to peer collaboration for teaching each other • Clear modelling of handwriting and presentation expectations
Scaffold and support	• Know the child and adapt the learning to meet their needs. • Be enthusiastic "in the moment" with the pupils, being a facilitator, not a dictator, minimal teacher talk, learning with them, reflecting, questioning, adapting, reforming groups, changing the direction of learning. • Ensure the learning really means something to the pupil; give it purpose and context to stimulate them and provide meaningful experiences • Be creative in planning sequenced activities that involve different learning styles and spaces • Strategic and effective use of TA's • Appropriate support for SEN and stretch for GDS
Independent practice	• Provide time for immersion in practising the skill/s. • Provide pupils with choice e.g. how they may present their learning outcome, the type of test they will do in science, the enquiry question where appropriate. • Reinforcing Learning behaviours (active thinking, motivation and resilience)
Reflection and assessment	• Give bespoke individual feedback; listening, questioning, peeling children off from the group, consistent marking • High teacher expectations for pupil engagement and outcomes. • strong relationships between staff and pupils encourage and nurture growth.

Principle 1: Strong Beginnings and Meaningful Endings

Learning begins by capturing pupils' interest, activating prior knowledge and establishing purpose. Learning concludes through reflection, consolidation and celebration of success.

Principle 2: Retrieval and Memory

Teachers regularly revisit previously taught content, helping pupils strengthen long-term memory and make connections between concepts.

Principle 3: Explicit Teaching and Modelling

Teachers clearly explain new concepts, model expert thinking, demonstrate expected outcomes and break learning into manageable steps.

Principle 4: Adaptive Teaching and Support

Teaching is responsive to individual needs. Appropriate scaffolding, support and challenge ensure all learners can access an ambitious curriculum and experience success.

Principle 5: Independent Application

Pupils are increasingly supported to think independently, solve problems, collaborate effectively and demonstrate ownership of their learning.

Principle 6: Reflection, Feedback and Assessment

Assessment is embedded within teaching and learning. Teachers use questioning, observation, discussion and feedback to identify misconceptions, inform next steps and support progress.

7. Assessment

Assessment is an integral part of teaching and learning and is used to:

- Inform future teaching.
- Identify strengths and misconceptions.
- Support curriculum planning.
- Monitor attainment and progress.
- Ensure timely intervention and support.

Assessment approaches are proportionate, manageable and focused on improving outcomes for pupils.

The academy uses a combination of:

- Daily formative assessment.
- Teacher assessment.
- Standardised assessment materials.
- Moderation activities.
- Statutory assessments.

Assessment information is used to improve teaching, evaluate curriculum effectiveness and ensure pupils receive appropriate challenge and support.

8. Feedback and Responsive Teaching

Feedback exists to improve learning.

At St Margaret's Academy, feedback should:

- Be timely.
- Be meaningful.
- Promote independence.
- Be proportionate.
- Lead to improved outcomes.

Teachers will use professional judgement to determine the most effective form of feedback, including:

- Verbal feedback.
- Live marking.
- Whole-class feedback.
- Written feedback.
- Demonstration and modelling.
- Peer and self-assessment.

Pupils will be given opportunities to act upon feedback, edit work, address misconceptions and improve future performance.

There is no expectation for excessive written marking where alternative approaches are more impactful. See Appendix A for codes and further guidance.

9. Learning Environment

Learning environments should be calm, inclusive, purposeful, organised and welcoming. They should promote independence, celebrate achievement and create a strong sense of belonging for all pupils.

10. Roles and Responsibilities

All stakeholders contribute to successful implementation of this policy.

Trustees

Provide strategic oversight and hold leaders to account for educational standards and curriculum effectiveness.

Senior Leaders

Monitor curriculum quality, support staff development and ensure equitable outcomes for pupils.

Teachers

Deliver high-quality inclusive teaching, assess learning effectively and maintain high expectations.

Teaching Assistants

Support learning, independence and inclusion through effective partnership working with teachers.

11. Monitoring and Quality Assurance

Monitoring is developmental rather than compliance-driven. Its purpose is to improve teaching, learning and outcomes for pupils.

Evidence may include:

- Learning visits.
- Work reviews.
- Assessment analysis.
- Professional dialogue.
- Pupil voice.
- Planning reviews.
- Curriculum reviews.
- Pupil progress meetings.

Monitoring focuses on impact rather than adherence to prescribed teaching methods or lesson formats.

12. Professional Development

Professional development is central to school improvement and maintaining high standards. Staff are expected to engage fully in opportunities for learning, reflection and collaboration.

Professional development will align with:

- School priorities.
- Curriculum development.
- Research-informed practice.
- Inclusive education.
- Individual career development goals.

Policy Statement

At St Margaret's Academy, we believe that every child deserves an ambitious, engaging and inclusive education. Through our curriculum, values and shared Teaching, Learning and Assessment Framework, we work together to ensure that all pupils flourish academically, socially and emotionally and are empowered to achieve their potential, care for others and make a positive contribution to their community and the wider world.

Appendix A: Whole School Marking and Feedback Codes

At St Margaret's Academy, marking and feedback are designed to support pupil progress, celebrate success and address misconceptions. Staff will use professional judgement to determine the most effective form of feedback. The codes below provide consistency across the academy whilst recognising the differing developmental stages of pupils.

Principles

- Feedback should move learning forward.
- Verbal feedback and responsive teaching are prioritised.
- Marking should be manageable and sustainable.
- Pupils should have opportunities to respond to feedback where appropriate.
- Not every piece of work requires written marking.
- Monitoring will focus on the impact of feedback rather than compliance with marking expectations.

Reception Marking Codes

Green or Pink Circle Round Stampers

Used to identify success or areas for development in:

- Phonics
- Finger spaces
- Letter formation
- Full stops
- Capital letters
- Vocabulary

Additional Codes

Code	Meaning
I	Independent work
CI	Child-initiated learning
S	Supported work

Reception Feedback Expectations

- Work may be highlighted in green or pink to celebrate success or identify next steps.
- Adults may provide occasional written comments for staff information and assessment purposes.
- Feedback will predominantly be verbal, immediate and linked to learning behaviours and curriculum goals.

Key Stage 1 Marking Codes

Colour Coding

Colour	Meaning
Green	Good work / achieved / got it
Pink	Think again / practise / next step

General Marking Codes

Code	Meaning
✓	Work seen and correct in relation to the Learning Question
● (Dot)	Error identified
VF	Verbal feedback given
S	Supported work
😊	Self-assessment

KS1 Achievement Stampers

Green stampers indicate achievement in:

- Punctuation
- Capital letters
- Finger spaces
- Handwriting
- Counting
- Tens and Ones place value
- Four operations and calculation
- Spelling
- Letter and number formation

Stamper Guidance

- Green circle or underline = Secure
- Pink circle or underline = Still developing / further practice required

Key Stage 2 Marking Codes

Colour Coding

Colour	Meaning
Green	Good work / achieved / got it
Pink	Think again / practise / next step
Purple	Pupil response, editing, polishing and improvement

General Marking Codes

Code	Meaning
✓	Work seen and correct in relation to the Learning Question
● (Dot)	Error identified
VF	Verbal feedback given
S	Supported work
😊	Self-assessment
P	Punctuation error
Sp	Spelling error

Purple Polishing

Pupils may use purple pen to:

- Respond to teacher feedback.
- Edit and improve work.
- Correct misconceptions.
- Refine vocabulary and presentation.
- Demonstrate reflection and self-improvement.

Whole School Codes

The following codes may be used across all year groups where appropriate:

Code	Meaning
I	Independent
S	Supported
VF	Verbal Feedback
✓	Correct / achieved
●	Error identified
😊	Self-assessment