



Sledmere and Wetwang Federation

TEACHING, LEARNING AND ASSESSMENT POLICY – January 2026

Adopted by Sledmere and Wetwang Federation Policy Review Group

Signed: Andrew McCormack

Position: Chair of Governors

To be reviewed by Governors January 2027

Vision

‘Learning and growing in the love of God’ (1 John 4:16)

Rationale

This teaching for learning policy outlines what our school has agreed about teaching and learning. The implementation of this policy will enable all pupils to be provided with high quality teaching and learning opportunities and experiences across the whole curriculum embodying Quality First teaching, see attached. These opportunities and experiences will cater for our pupils’ interests, aptitudes and particular needs.

This policy statement defines how our school’s mission, aims and curriculum statements are reflected in the ethos, teaching and learning in our school. It will ensure that the principles of good teaching and learning are applied across the whole curriculum in a flexible and stimulating way.

We have adapted a knowledge engaged approach. We want children to learn skills alongside knowledge, ensuring that both were explicitly developed. For example, they wanted pupils to learn how to construct arguments and balance evidence alongside knowledge of historical chronology. Our curriculum is designed to ensure so that pupils can achieve both knowledge and skill. (See our Curriculum Development Statement.)

Intent

Effective teaching and learning are the core purposes of our school. We believe that the quality of teaching is fundamental to the quality of education provided by the school and the main way in which pupils will learn and make progress. It is also the means through which we offer a curriculum that will meet all pupils’ needs.

At our school we recognise and accept that our teachers and teaching assistants all have different styles and methods, but believe there are common features of good teaching and promoting pupil learning to which all pupils are entitled and should have equal access to.

Staff, governors, parents, carers, outside agencies and members of the wider community will work in partnership so that the school can both sustain and improve the effectiveness of teaching and how well pupils learn.

As a learning community, and a place where we encourage all pupils to be engaged and productive learners, we believe that good teaching and learning should:

- recognise parents and carers as first educators;
- ensure every pupil is given the opportunity to succeed by providing an inclusive education within a culture of high expectations;
- build on what pupils already know by structuring and pacing teaching so that our pupils know what is to be learnt, how and why;
- evaluate and assess how well our pupils are achieving so that pupils are partners in their learning;
- recognise that pupils learn best in different ways and use methods and resources that enable them to learn effectively;
- make learning vivid and real and develop our pupils’ understanding through enquiry, creativity, e-learning and problem solving;
- make learning a challenging, worthwhile and enjoyable experience by stimulating learning through matching teaching techniques and strategies to a range of learning styles;
- provide pupils with the opportunities to develop learning skills across the curriculum;
- enable our pupils to become confident, resourceful, enquiring, critical, reflective and independent learners and also have the skills and capacity to work and learn with others;
- make pupils aware that learning is open-ended and not narrow and rigid;
- give pupils opportunities to demonstrate what they learn and know;
- develop pupils’ self-esteem and self-respect and encourage them to respect the ideas, attitudes, values and feelings of others;

- have high expectations of all pupils and encourage them to see themselves as lifelong learners.

Implementation

Typical Teaching Sequence

Sequence	Phase	Purpose
1	Parachute	Engage/ Review of prior knowledge
2	Teaching L.O. • Model • Question • Check for understanding • Present new materials using small steps/ revisit • Scaffolds	Inform/ Reactivate prior knowledge Sequence concepts and model
3	Tasks	Guided – Prompted – Independent
4	Brain Break/ Mini-plenary	Re-engage/ Reflect
5	Tasks	Guided – Prompted – Independent
6	Plenary 1	Understanding performance
7	Plenary 2	Reflection/ Next steps

Approach to planning

We use the National Curriculum at the heart of our curriculum planning for Foundation Subjects.

We have a two-year cycle of planning for Class 1 and 2 and a three-year cycle for Class 3.

- Long-term planning is created which shows an overview of every subject and includes enrichment activities.



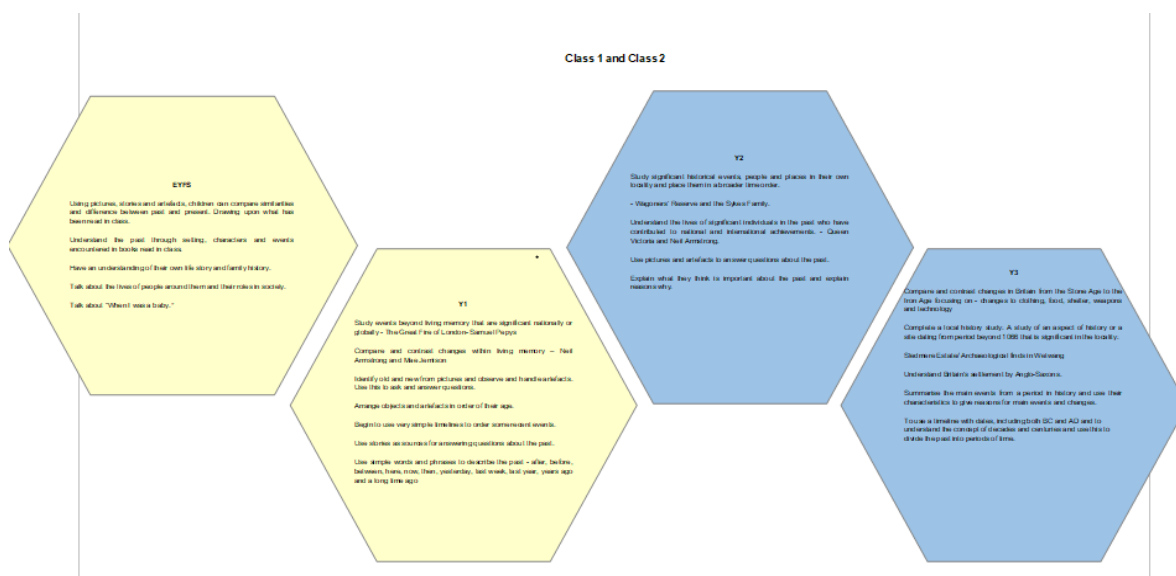
Sledmere C of E Primary School - Curriculum Plan – Cycle B (Class 3) 2025 – 2026

Year 4/5/6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	What was the Roman legacy in Britain? (History)	How do the impressionist and post-impressionist movements differ? (Art)	What was life like during the Bubonic Plague outbreak of the 14 th Century? (History)	What was Britain's role in the slave trade from Africa? (History)	How do Geographers work? (Geography)	Young Leaders (RE)
English	Roman Diary - Richard Platt English focus: handwriting, word families, nouns using prefixes, different, word classes, sentence types, noun phrases, adverbial openers, prepositional phrases. Setting Description Plan, draft, edit, improve and publish.	The boy who painted the world – me lady Bremen The Colour Collector by Roger McGough	Children of Winter - Berlie Doherty	Freedom (1783) – Catherine Johnson Still I Rise by Maya Angelou	Impossible Creatures – Kathrine Rundell	Skellig – David Almond If by Rudyard Kipling
Maths	White Rose Scheme of Work Ready to Progress Criteria KIRFS – See Progression document Times Table Rock Stars	White Rose Scheme of Work Ready to Progress Criteria KIRFS – See Progression document Times Table Rock Stars	White Rose Scheme of Work Ready to Progress Criteria KIRFS – See Progression document Times Table Rock Stars	White Rose Scheme of Work Ready to Progress Criteria KIRFS – See Progression document Times Table Rock Stars	White Rose Scheme of Work Ready to Progress Criteria KIRFS – See Progression document Times Table Rock Stars	White Rose Scheme of Work Ready to Progress Criteria KIRFS – See Progression document Times Table Rock Stars
Science	Sustainability Energy KS2 Data Handling Working scientifically	States of Matter (Y4) Working scientifically	Animals including Humans (Y4) Working scientifically	Forces (Y5) Working scientifically	Living Things and their Habitats (Y6) Working scientifically	Sound (Y4) Working scientifically
Geography	Comparing Britain and Italy; Using maps; Locational knowledge; Human and Physical geography Aerial images		Using maps to identify areas plagued by the Black Death		Locational knowledge, Place knowledge, Human and Physical Geography Fieldwork – Local area/ York/ Hull	

- Coverage trackers have been created which map out the coverage across each cycle. These are easy to read and they show how the requirements of the National Curriculum have been met and exceeded. Coherent learning sequences have been planned for.

Year 1													
Strand		Aut 1 Cycle A 2023 - 2024	Aut 1 Cycle B 2022 - 2023	Aut 2 Cycle A 2023 - 2024	Aut 2 Cycle B 2022 - 2023	Spr 1 Cycle A 2023 - 2024	Spr 1 Cycle B 2022 - 2023	Spr 2 Cycle A 2023 - 2024	Spr 2 Cycle B 2022 - 2023	Sum 1 Cycle A 2023 - 2024	Sum 1 Cycle B 2022 - 2023	Sum 2 Cycle A 2023 - 2024	Sum 2 Cycle B 2022 - 2023
		What was school like in Victorian Times? (History)	What toys did our Grandparents play with?	Is Rio like Seville? Wetwang?	Where is London and what is it like?	Who has been into space?	What can stories tell us about other countries?	How can art help us find out about animals?	How long ago did the dinosaurs live?	Would DT have helped to find out about dinosaurs?	What happens in the sky?	How can we be superheroes?	What can you create with wood/land objects?
		Timelines Victorian schools significant people – Samuel Wilderspin	Changes within living memory		The Great Fire of London				Events beyond living memory; significant individuals – Mary Anning		Significant individuals – Griville and Wilbur Wright	Changes beyond living memory	
Historical Concepts	Describe an aspect of everyday life within or beyond living memory.												
	Describe the role of a monarch.												
	Describe important events in the school's history.												
Stories and Sources	Identify old and new from pictures and observe and handle artefacts. Use this to ask and answer questions.												
	Arrange objects and artefacts in order of their age.												
	Begin to use very simple timelines to order												

- Progression trackers have also been created which highlight how the objectives of the National Curriculum are built upon over pupils' time in school. Skills and knowledge are added to each year.



- Medium-term plans have also been created which allow teachers to ensure they are covering the correct objectives. Teachers are also able to use these to track pupils who are on working towards end of year objectives; on track or on track to be greater depth within the objectives.



Sledmere and Wetwang Federation – History Overview – Class 3

Summer2
What was <u>life like</u> under Henry VIII? (History)
N.C: A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 Key questions: Who was Henry VIII? What significant events happened during his lifetime? Why did he marry 6 times? Why did Henry VIII break away from the church in Rome? What happened to Henry's children? What was <u>life like</u> for Tudor people who weren't in the court? Vocabulary: parliament democracy peasantry monarch reign court

Assessment

We believe that:

- Assessment should be effective and timely so children achieve at least age-related expectation and no child falls behind.
- Assessment is an integral part of quality-first teaching and learning.
- Assessment is inclusive of all abilities.
- Assessment provides information which is clear, reliable and free from bias, and informs teaching.
- Assessment for diagnostic purposes should be a priority for all classroom teachers and should be viewed as a potentially powerful learning event.
- Assessment is efficient and effective.
- Assessment supports informative and productive conversations with pupils and parents.

Approaches we use to achieve this are through the use of formative and summative assessment strategies in a shared cycle of assessment activities.

We believe in on-going assessment to check pupils' understanding of curriculum elements. Teaching is then adjusted.

Information we capture through assessment processes is therefore used to identify gaps in pupils' knowledge and skills and depth of understanding, but also to improve future curriculum design.

Formative assessment	Summative assessment
Day to day in-school formative assessment is an integral part of teaching and learning. It helps children to measure their own strengths and areas for development. It allows teachers to understand pupil performance on a continuing basis, enabling them to identify when pupils are struggling, when they have consolidated learning and when they are ready to progress. In this way it supports teachers to provide appropriate support (responsive teaching and/or corrective activities) or extension (enrichment activities to deepen understanding) as necessary and informs progress. Examples used include: observations, questioning, feedback, progress sweeps, discussions with children, pupil self-assessment	We hold assessment weeks and data drops three times a year. Approaches to parent reports and pupil progress meetings are applied consistently across school. Staff attend moderation activities involving others within the Federation and beyond, in order to ensure accuracy of Teacher Assessments. The use of standardised tests for reading and maths places our pupils in the wider context, comparing their results to their peers on a national basis. Question level analysis also enables the tests to be used formatively. We use the Sonar Online assessment tool to record assessments for core and foundation subjects. Bespoke assessment tools have been created to support assessment of subjects and enable analysis of strengths to support pupils. E.g. Assessment 2025 and 2026 C3 Sledmere Art.xlsx Strengths and areas for development are shared with governors in order to monitor the impact of our teaching and learning.

This information is then transferred to Sonar and shared with the Subject Leader via the online platform. Adjustments can then be made to planning which are fed back to the teacher.

Impact

The impact of our approach to teaching and learning is evident through the attainment and progress of our pupils in every subject. Our pupils have a love of learning and they are clear about their strengths and areas which they may have to improve in.

Review

This policy will be reviewed at least yearly. Its effectiveness will be monitored by the Headteacher and governors and fed back to the Full Governing Board.