



# LAURUS

TRUST

## **Teaching and Learning Policy Primary Schools**

**Author:** Mrs L Woolley

**Last Reviewed:** June 2017

**Next review Date:** June 2018

**Reviewed by:**

**The Laurus Vision is for everyone regardless of background or circumstance to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them.**

**Purpose of this policy**

The purpose of this policy is to help all members of our Laurus Trust Primary School communities to understand the processes involved in ensuring quality teaching and learning. It is intended to give guidance on, and in doing so, lay down expectations of outstanding practice and explains how this is sustained through rigorous monitoring. Individual subject guidance provide a further breakdown of how this policy will be implemented across all aspects of teaching and learning.

The elements in the following table are what we perceive to be the 'essentials' of high quality teaching and it should be noted that at any one time a number of initiatives will be running in order to ensure high standards are maintained and these will be detailed either in related 'useful references' or can be discussed with relevant school staff.

Core principles	What outstanding 'looks like'	How we achieve this										Useful references	How we monitor it
		Appraisal & monitoring	Professional Learning	Sharing best practice	Expectations of progress	Curriculum coverage	Assessment for/of learning	Behaviour for learning	Marking and Feedback	Quality first teaching	Additional Interventions		
<b>Teaching that leads to Progress</b>	Much of the teaching is outstanding and never less than consistently good. As a result, almost all pupils including disabled pupils, those who have special educational needs and those for whom the pupil premium provides support, are making rapid and sustained progress.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	<ul style="list-style-type: none"> <li>School specific Teaching and Learning Handbooks</li> <li>Trust Assessment &amp; Target Setting Policy</li> </ul>	<p>The monitoring of all aspects of Teaching and Learning at Laurus Trust Primaries is carried out by SLT and SMT through a number of ongoing routines:</p> <ul style="list-style-type: none"> <li>Regular monitoring of core subject areas</li> <li>Monitoring conducted by Subject Leader (of planning, lessons and pupil outcomes)</li> <li>Book moderations</li> <li>In-house Analysis of school data</li> <li>External SIP checks including annual achievement visit and analysis of external data</li> <li>Termly Pupil Progress Reviews</li> <li>Pupil Voice</li> </ul>
<b>Expectations</b>	Teachers have consistently high expectations of pupils.	✓	✓		✓		✓		✓		<ul style="list-style-type: none"> <li>School specific Teaching and Learning Handbooks</li> </ul>		
<b>Learning</b>	They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.	✓	✓	✓		✓			✓		<ul style="list-style-type: none"> <li>National Curriculum</li> </ul>		
<b>Checking of understanding</b>	Teachers systematically and effectively check pupils' understanding throughout lessons, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.		✓				✓		✓	✓	<ul style="list-style-type: none"> <li>Marking and Feedback Policy</li> </ul>		
<b>Attainment of pupils in English and Maths</b>	The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.	✓	✓	✓	✓	✓			✓		<ul style="list-style-type: none"> <li>School specific Teaching and Learning Handbooks</li> <li>English and Maths Guidance</li> <li>Calculation Policy</li> </ul>		
<b>Climate for learning</b>	Teachers and other adults generate high levels of engagement and commitment to learning across the whole school.		✓				✓	✓		✓	<ul style="list-style-type: none"> <li>Behaviour and Anti-bullying Policy</li> <li>School specific Teaching and Learning Handbooks</li> </ul>		
<b>Assessment for learning</b>	Consistently high quality marking and constructive feedback from teachers ensures that pupils make rapid gains.		✓				✓	✓	✓	✓	<ul style="list-style-type: none"> <li>Marking and Feedback Policy</li> </ul>		
<b>Strategies for teaching that match pupils' needs</b>	Well-judged teaching strategies, including sharply focused and timely support and intervention, match individual needs accurately so that pupils learn exceptionally well across the curriculum.		✓				✓		✓	✓	<ul style="list-style-type: none"> <li>School SEND and Inclusion Policies</li> <li>SFPs/EHCPs / PEPs</li> <li>Home Learning Guidance</li> </ul>		
<b>Attitudes to learning</b>	Pupils' attitudes to learning are exemplary. Staff and pupils are unreservedly positive about both behaviour and safety. Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning.		✓					✓			<ul style="list-style-type: none"> <li>Behaviour and Anti-bullying Policy</li> <li>School specific Teaching and Learning Handbooks</li> </ul>		

## Equality Impact Statement

Names and titles of people involved with this assessment	<b>Elise Drake – SENCO</b> <b>Lisa Woolley – Headteacher</b>
Impact assessment carried out with regard to identified characteristics	Race <input type="checkbox"/> Disability <input type="checkbox"/> Gender <input type="checkbox"/> Age <input type="checkbox"/> Religion & belief <input type="checkbox"/> Sexual orientation <input type="checkbox"/>
Summary of any issues/proposed changes	N/a
Date	30.05.2017
Date of next review	30.05.2018