



Teaching and Learning Policy for Laurus Trust Primary Schools

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 provide an overview of the processes involved in ensuring consistently high-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. Our Teaching and Learning Handbook provides further clarification about how this policy will be implemented across all aspects of teaching and learning.

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	High-quality teaching	Additional interventions		
Teaching results in progress	Much of the teaching is outstanding and never less than consistently good. As a result, 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.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	- Teaching and Learning Handbook - Trust Assessment, Recording and Reporting Policy - Early Career Teacher (ECT) Policy - EYFS Policy	The monitoring of all aspects of Teaching and Learning at Laurus Trust Primaries is carried out through a number of ongoing routines: - Trust Director for Primary Curriculum - Academic Lead in all Laurus Trust Primaries (LTP) - Regular monitoring of all subject areas (planning, lessons and pupil outcomes) - Book moderations - Lesson Observations - Phase Moderations across LTP - School Focus Plans and EHCPs - In-house analysis of school/trust data - Formal Executive Head Primary Visits - Curriculum Conversations - Termly Pupil Progress Reviews - Reporting to governors - Pupil Voice
Expectations	Teachers have consistently high expectations of all pupils.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	- Teaching and Learning Handbook - SEND Policy - Early Career Teacher (ECT) Policy - EYFS Policy - EAL Policy - LAC Policy - Attendance Policy	
Learning	They plan and teach lessons that enable pupils to learn exceptionally well across the curriculum.	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	- National Curriculum/EYFS Framework - Teaching and Learning Handbook - EYFS Policy - SEND policy 8 Year Overviews	
Checking of understanding	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.		✓		✓		✓		✓	✓	✓	- Teaching and Learning Handbook - EYFS Policy - SEND policy (SFPs) - Marking and Feedback Policy	
Attainment of pupils in English and Maths	The teaching of reading, writing and mathematics is highly effective and cohesively planned and implemented across the curriculum.	✓	✓	✓	✓	✓				✓		- Teaching and Learning Handbook 8 Year Overviews - SEND policy (PIVATs)	
Climate for learning	Teachers and other adults generate high levels of engagement and commitment to learning across the whole school.		✓	✓			✓	✓		✓	✓	- Behaviour and Anti-bullying Policy - Teaching and Learning Handbook - SEND policy	
Assessment for learning	Consistently high-quality marking and constructive feedback from teachers ensures that pupils make rapid gains.		✓				✓	✓	✓	✓		- Teaching and Learning Handbook - Marking and Feedback Policy 8 Year Overviews - Subject Medium Term Plans	
Strategies for teaching that match pupils' needs	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.	✓	✓		✓		✓		✓	✓	✓	- SEND Policy - SFPs/EHCPs - Teaching and Learning Handbook	
Attitudes to learning	Pupils' attitudes to learning are exemplary. Staff and pupils are unreservedly positive about behaviour and safety. Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning.	✓	✓		✓			✓		✓		- Behaviour and Anti-bullying Policy - Teaching and Learning Handbook - Safeguarding Policy	

EQUALITY IMPACT STATEMENT

Names and title of people involved with this assessment	Rachel Robinson Assistant Trust Director of Inclusion
Impact assessment carried out with regard to identified characteristics	☒ Race ☒ Disability ☒ Gender ☒ Age ☒ Religion and belief ☒ Sexual orientation
Summary of any issue/proposed changes	n/a
Date	June 2024
Date of next review	June 2026