

Stocksbridge High School



STOCKSBRIDGE
HIGH SCHOOL

Teaching and Learning Policy 2025-2026

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Contents

Changes to this edition	1
1. Purpose	2
2. Aims.....	2
3. Links other Documents	2
4. Teaching and Learning Principles	2
5. Quality Assurance	9

Changes to this edition

- Introduction of Positive Climate
- Introduction of the SHS Great Lesson Model
- Development of quality assurance processes

This policy replaces all previous teaching and learning policies and is the first edition.

1. Purpose

This policy details the principles which underpin all teaching and learning activities at Stocksbridge High School, as part of Minerva Learning Trust. The policy should be read in conjunction with the Minerva Learning Trust teaching and learning policy 2025-2026. It provides an overview of the expectations of teaching and learning and details the quality assurance processes in place.

2. Aims

This policy lays out the measures the school has taken to ensure high quality teaching and learning for all pupils, including those with SEND.

3. Links other Documents

This policy operates in conjunction with the following Trust and school policies:

Minerva Learning Trust Teaching and Learning policy 2025-2026

Minerva Learning Trust Quality Assurance policy

Minerva Learning Trust Managing Capability policy

Minerva Learning Trust Early Career Teacher policy

Minerva Learning Trust Curriculum policy

Minerva Learning Trust Performance Development policy

Minerva Learning Trust SEND policy

Stocksbridge High School Assessment and Feedback policy (under review)

Stocksbridge High School School Development Plan 2025-2026

4. Teaching and Learning Principles

As a Minerva Learning Trust school, Stocksbridge High School works to the below common set of teaching and learning principles from which we have developed our own plans.

- The **planning** of engaging and challenging lessons. Lessons demonstrate clear learning outcomes, opportunities for interleaving and retrieval and are designed to support the individual needs of students and to stretch and challenge all.
- The **explanation** of core concepts. These link to knowledge, address misconceptions and are delivered in small steps.
- There are frequent **checks on learning**. Questioning is targeted and there is no opt-out. Checks on learning develop students' thinking and promote a culture of strong literacy.

- The **modelling** leads the practice and is scaffolded and well structured. Working collaboratively, students have the opportunity to practise independently.
- **Feedback** is regular, constructive and live. Feedback addresses misconceptions and plugs gaps.
- **Teaching is responsive.** This allows for misconceptions to be addressed in a timely manner and for short, mid and long term planning to be adapted to suit the needs of all learners.
- Opportunities for students to **practise** are built into lessons. This practice fosters independence and is personalised to all learners.



At Stocksbridge High School our teaching and learning principles align with both the Minerva Teaching and Learning policy and our school values: **Be positive; Be kind; Be confident; Be reflective.** The approaches we take to teaching and learning are based on Rosenshine’s Principles of Instruction and the work of Doug Lemov – Teach Like a Champion.

Teaching and Learning Principles



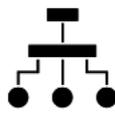
Challenge

- Single challenging learning objective
- Excellent subject knowledge
- Carefully designed challenge tasks for all
- Tasks designed to increase independence over time



Explanation

- Core concepts in small steps
- Address common misconceptions
- Explicit vocabulary instruction



Modelling

- Guided practice
- Use of visualisers
- Examples of excellence
- Disciplinary reading and writing
- Scaffolding for extended tasks



Questioning

- Cold-Calling
- Give thinking time
- Targeted questioning
- No opt-out
- Expect to expand



Practice

- Activating prior knowledge (recall and retrieval)
- Independent practice
- Back-fading of scaffolds
- Oral rehearsal



Feedback

- Live feedback
- Whole class feedback
- Circulating and checking for understanding
- Use of planners
- Feedback and improvement tasks
- Feedforward planning

Be positive

Be kind

Be confident

Be reflective

Our principles are underpinned by a developing culture of error in which pupils are encouraged to view mistakes as valuable learning opportunities. In doing this we aim to foster resilience, **reflection, positivity, confidence and kindness** as pupils and staff work together to truly engage with learning. This environment promotes open communication, where students feel safe to take risks and ask questions without fear of judgment. We are developing a teaching and learning culture that embraces errors, prepares students for real-world challenges, builds adaptability and helps them to learn and thrive in an ever-changing landscape.

SHS Great Lesson Model	RECALL PC 1	EXPLICIT INSTRUCTION I do PC 2	MODEL We do PC 2,3	INDEPENDENT PRACTICE You do PC 1,3	CHECK ON LEARNING INTENT PC1,2,3
<ul style="list-style-type: none"> • Timers used for activities • Narrated countdown used for transition between lesson phases and activities • Hunting for gaps and misconceptions • Adapting teaching in response to pupils' needs. 	Do Now Knowledge retrieval and recall.	Link to prior learning. Introduce new learning and learning intent. Introduce key vocabulary Learning Intent Demonstrate	Co-construction WAGOLL Success criteria Using vocabulary in context	Independent application Pupils 'Thinking hard' Silent Solo (book-based activities)	Recap, recall, retain. Next steps – short and medium term
	Checking for Understanding				
	Regular, purposeful, targeted questioning. Cold-call as first questioning technique.				Mini-whiteboards. Red/Amber/Green. Multiple choice. Hinge questions.
Embedded Feedback					
Active observation. Live feedback (individual, whole class).				Pink pen (teacher) Green pen (pupil).	

Lessons at Stocksbridge High School are structured in 5 parts, contained within the SHS Great Lesson Model, clearly aligned to our teaching and learning principles

Challenge

It is vital that our pupils are challenged to think hard and apply their learning independently and with **confidence**. Whilst a high level of challenge is expected for all pupils, teachers scaffold and support all pupils to reach the learning objectives.

All lessons have challenging learning intentions. Learning intentions are shared during the explicit instruction or 'I do' phase of the lesson. There is no limit placed on pupils and tasks are carefully designed to increase pupils' **confidence** and independence over time.

Our staff commit to a strong ethos of continuous professional development and are willing to collaborate and share expertise with others both within and beyond the school.

Explanation

Core knowledge and concepts are delivered in small steps during the explicit instruction phase (I do) phase of the lesson. Common misconceptions identified and addressed by the teacher. Teachers **reflect** on the needs of the class and individual pupils and adapt their explanations to ensure all pupils can approach learning activities with **confidence**.

Modelling

Live and prepared modelling is an essential part of our practice and occurs during the model or 'We do' phase of the lesson. Visualisers are used to display live models, prepared examples and examples of pupil responses, enabling **positive** feedback and clear demonstration of core knowledge, skills and concepts. Disciplinary reading and writing approaches are used to support pupils' development of subject expertise. Scaffolding, which is reduced over time, is used to ensure that pupils build **confidence** in applying their knowledge and understanding during the independent practice (You do) phase of the lesson.

Questioning

Teachers at SHS use cold-calling as our initial questioning technique. This may be followed by a range of other questioning strategies. The teacher will give thinking time and will phrase questions in a **positive** manner, requiring pupils to extend and expand their thinking and their

responses. Praise and **positive** reinforcement is used as a key element of building a culture of error.

Practice

All lessons begin with a 'Do Now' activity that activates prior knowledge and is used by teachers to inform their understanding of the pupils' learning. Teachers identify common errors, or misconceptions, and use this information to adapt current learning, and plan future learning, to close those gaps.

Pupils are expected to work independently, and with clear purpose, for the 'You do' phase of every lesson. These activities are designed to be challenging and will require pupils to 'think hard'. There may be several opportunities in a lesson for students to apply knowledge independently, or one longer phase of independent application. The aim is to build resilience and self-reliance so that students become **confident**, independent learners.

Checking for Understanding and Giving Feedback

Teachers check for understanding in a range of ways throughout lessons, utilising assessment for learning techniques. Teachers adapt their teaching to address the needs of the students, addressing misconceptions and adapting future learning opportunities to ensure gaps are closed.

Teachers circulate the room, whilst pupils are working, checking student work to identify individual and broader areas of strength and **positivity**, misconceptions and points of development. Teachers immediately address this at student or whole class level. Pupils use the red, orange and green planner pages, as directed by the teacher, to support identification of student understanding and ensure teacher responsiveness to pupil need.

Teachers intervene in learning where they identify errors, misconceptions or gaps or where pupils' learning can be stretched further. Following conversations, teachers leave a 'trace' in pupil books, using pink pen, to support the pupils to make improvements and corrections to their work. Pupils then **reflect** upon and respond to feedback in green pen.

All students receive individual feedback consistently and regularly that is appropriate and personalised to address misconceptions and facilitate learning.

Each subject area has a bespoke feedback policy, aligned to the whole school feedback policy, that further defines the use of formative assessment and feedback in that area.

The Local Governing Body is responsible for:

- Assuring the quality and effective implementation of the teaching and learning policy.

The Headteacher is responsible for:

- The effective implementation of the teaching and learning policy.
- Line management of the Deputy Headteacher for Quality of Education.
- All quality assurance activities related to the teaching and learning in the school.
- Ensuring all pupils are supported and enabled to access the curriculum.

Senior Leaders are responsible for:

- The consistent implementation of the teaching and learning policy in all subject areas with a particular responsibility for subject areas that they line manage.
- Quality assurance activities, as outlined in the policy, with the subject leader.

Staff members are responsible for:

- Upholding the principles of both the Minerva Learning Trust and the Stocksbridge High School teaching and learning policy.
- Adhering to the Minerva Learning Trust teaching and learning policy, the Stocksbridge High School teaching and learning policy and all related policies, procedures and methods of instruction, as directed by the Deputy Headteacher for Quality of Education.
- Identifying gaps in learning at an individual level, adapting teaching to close those gaps and ensuring that all pupils, including those with SEND, are supported to make sustained progress over time.
- Providing feedback in line with both the teaching and learning policy and the feedback policy of their subject area.
- Ensuring their own participation in all continuous professional development.
- Providing a **positive**, adaptive environment in their own classroom and subject area in which pupils are supported to develop their understanding and knowledge.
- Praising pupils where they have shown **confidence, kindness, positivity** and **reflection** and where they have made significant contributions to learning through use of the reward system.
- Communicate with parents regarding **positive** feedback and areas for **reflection** and development for the individual pupil.

Parents are responsible for:

- Ensuring their child attends school and lessons on time every day and is equipped with all necessary equipment.
- Supporting their child to approach all learning activities with **positivity** and **confidence**.
- Supporting their child to reflect on their learning.
- Ensuring their child completes homework on time.
- Communicating all relevant information with staff regarding the attendance, behaviour and learning of their child in lessons.
- Attending parent meetings and events to discuss their child's learning.

Students are responsible for:

- Attending lessons on time with all necessary equipment.
- Approaching all learning activities with **positivity** and **confidence**.
- Completing all learning activities, both independently and with the support of staff.
- **Reflecting** on their own learning, both independently and with the support of staff.
- Responding **positively** to feedback in all forms, and taking action to address misconceptions, errors and areas for improvement.
- Completing all homework assignments on time.

5. Quality Assurance

To uphold this, we will:

- Put the needs of individual students above any external accountability pressures.
- Engage with a positive culture of self-reflection and peer-observation as well as coaching support for teaching and learning, within and between Minerva Learning Trust schools.
- Monitor and evaluate the quality of teaching, learning and progress of all students, including those with additional needs. Ensure we support middle leaders with implementing quality assurance processes.
- Ensure that a robust quality assurance process is in place for all teaching staff over the academic year.
- Ensure that all teachers whose lessons are not deemed secure are given clear targets to help them improve and a programme of support to help them to meet these targets. Any teacher noted as a cause for concern based on other evidence (such as departmental/SLT learning walks or work scrutiny exercises) is considered for action under the Trust's Managing Capability Procedures Policy.
- Ensure that the Performance Development process supports teacher development but also evidences that the overall quality of their teaching and feedback shows progress in relation to individual areas of personal development.
- Develop links with the community, including business and industry in order to extend the curriculum, deliver highly innovative enterprise initiatives to enhance learning and teaching.
- Create and maintain an effective partnership with parents and carers to support and improve student's progress, personal development and well-being.
- Ensure teaching and learning is high profile and high priority within the school.