



Teaching & Learning Policy

Luke Ruston | September 2026

Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through **Motivation, Commitment & Care**



Minsthorpe
Community College

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Section 1

Vision Statement

Section 1.1

'Learning & Teaching the Minsthorpe Way'

Teachers and Student Support colleagues at Minsthorpe Community College (MCC) strive to plan and deliver lessons to a consistently high standard rooted in fundamental Core Principles of effective pedagogy and active ingredients that support the implementation of the principles. We insist on excellent standards of behaviour for learning from all students and it is our daily goal to inspire students to learn and think critically. We support and challenge students so they can achieve well, make progress, be lifelong learners and effective members of society. At Minsthorpe Community College, we insist upon clear communication and expectations that create a climate of consistency, so every student benefits from effective teaching.

This **Vision Statement for Learning & Teaching (L&T)** supports the **College Vision**:

Minsthorpe Community College: A place where everyone plays a part in strengthening our learning community through **Motivation, Commitment & Care**.

This vision for Learning & Teaching also links directly to our whole College **Curriculum Intent** and is closely correlated to Teachers' Standards.

<https://www.gov.uk/government/publications/teachers-standards>

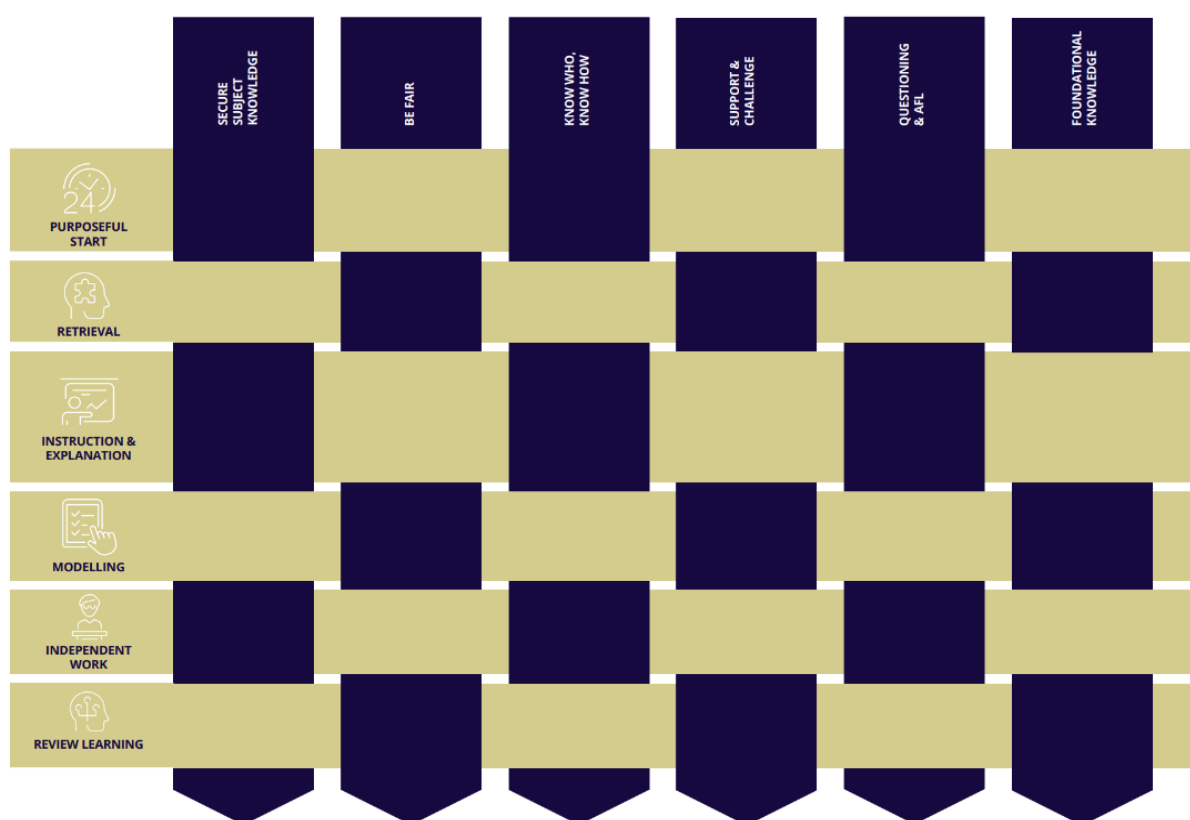
Section 1.2

Core Principles of Quality Teaching & Lesson Structure

Students at MCC have three lessons per day each lasting 1 hour & 40 minutes. It is essential that teachers **plan and structure** each lesson effectively and consider how students learn, retain and apply new knowledge and skills.

The Core Principles outlined below describe our approach to structuring teaching across all Curriculum Areas (CAs); this is not a linear model and includes active ingredients that support the implementation of the principles and promote effective teaching:

Learning & Teaching **The Minsthorpe Way**



The Core Teaching Principles may be repeated during a lesson or over a series of lessons. It is not a wholly prescriptive list, but these Core Principles should be the basis for the planning & delivery of all lessons across the College. The Core Principles outlined above are all under-pinned by other important active ingredients of high-quality teaching which should weave through all lessons and over a series of lessons:

CORE TEACHING PRINCIPLE	SECURE SUBJECT KNOWLEDGE	BE FAIR	KNOW WHO, KNOW HOW	SUPPORT & CHALLENGE	QUESTIONING & AFL	FOUNDATIONAL KNOWLEDGE
THE TEACHER WILL:	IMPACT (WHY)					
 PURPOSEFUL START	- Ensure the classroom is well organised and the climate for learning is positive to welcome learners. - Greet students on arrival and instruct students to sit down promptly. - Display BE FAIR slide, set high expectations from the start of the lesson and maintain these throughout. - Guide students to complete an initial learning activity which activates their memory and prepares them for learning. - Register students in silence. - Link the lesson content to prior learning and lesson sequencing - explicitly setting the context for learning.					- No wasted learning time. - Appropriate climate for learning is established at the start of every lesson. - Students have clarity around the intended focus and purpose of each lesson. - BE FAIR is followed.
 RETRIEVAL	- Scaffold and adapt activities to retrieve core information. - Insist on, and support all students to actively engage in retrieval tasks which promote the use of memory. - Produce written responses in a format that assists long-term memory i.e. writing in full sentences or with clear headings. - Ensure written retrieval activities are self-assessed, and responses are corrected in green pen after teacher feedback.					- Knowledge and skills are revisited frequently allowing students to retrieve information and create strong long-term memories. - misconceptions are continuously addressed and gaps in students' knowledge are identified and rectified.
 INSTRUCTION & EXPLANATION	- Insist on silence whilst delivering instructions and explanations. - Use clear language to deliver new learning in succinct chunks in order to plan for student's cognitive load. - Regularly check understanding of new learning during explanations. - When setting activities and tasks, inform students: - What they should do. - The time it will take. - How it should look. - Explicitly how they should work (e.g. in silence/independently, paired or group work, responding to questions.)					- Students receive clear and explicit teaching of the content of the curriculum in order that knowledge and skills are developed and retained. - Students have a clear understanding of the tasks/activities in order that they can engage fully.
 MODELLING	- Insist on silence when modelling. - Explicitly model how to successfully complete a task - live model, narrate thought processes and chunk the steps. - Invite student contributions as appropriate - "I do, we do, you do". - Ensure students are actively engaged in the task (listening/reading, watching, writing.) - Discuss the skills which students will use in their work and where appropriate provide worked and non-examples.					- Students are explicitly shown the cognitive process of successfully completing tasks with their teacher as the expert guide. - Students are given detailed teacher explanations and opportunities for guided practice. - Students develop the skills to successfully analyse the characteristics of high quality worked examples and where appropriate non-examples.
 INDEPENDENT WORK	- Set clear expectations for tasks, insisting on silence if students are working individually. - Ensure students write a title to indicate their independent work. - Scaffold and adapt independent tasks according to the needs of their group or individuals. - Circulate the class during independent work and providing support, making adaptations and live marking, where appropriate. - Address misconception by returning to modelling, reteaching or providing further whole class guidance, where appropriate.					- Students are given adequate time to deliberately put in to practice the required skills and knowledge across the curriculum with appropriate scaffolds. - Students are engaged in tasks throughout the lesson.
 REVIEW LEARNING	- Implement a meaningful review at key points in the lesson (e.g. Q&A, written/spoken task.) - Provide opportunities for students to reflect upon their work/learning and make improvements, thinking about next steps. - Make links to prior and future learning. - Establish clear routines for preparing to leave the classroom. - Dismiss students in a calm and orderly manner (on time) with the teacher standing at the door to oversee students exiting safely.					- Regular reviews of learning to support retention of information and development of long-term memory. - BE FAIR Everywhere is followed.



To further aid members of staff to teach lessons with no disruptions and to support students in their cognitive processes, please ensure the following:

- Desks should be organised in rows so that all students are facing the front of the classroom;
- Music should **not** be played in the background during lessons;
- Individual teams to decide whether students line up before entering the classroom. This will be dependent on the size and layout of the block.

Section 1.4

Written Feedback

The College recognises that marking should be seen as one type of feedback which informs students and teachers; creates positive student outcomes and drives future planning. The approach outlined below is based on research found in three key documents:

EEF Teacher Feedback to Improve Pupil Learning – Guidance Report 2021

DfE, *Reducing Teacher Workload: Marking Policy Review Group Report*, April 2016

EEF *Marking Review: A Marked Improvement?* April 2016

The underlying principle of written feedback must be to impact on student progress, not to satisfy other stakeholders. The College supports the statement 'mark less, but mark better' and agrees that 'all marking should be meaningful, manageable & motivating'. To facilitate this, every Curriculum Team has an agreed Assessment & Feedback Policy which explicitly provides an overview of Key Pieces of Work (KPOW) for each Year Group & how these should be marked with exemplars.

Marking with Impact:

This section refers to the marking of written work, including work submitted electronically and practical projects.

- Students should be given written feedback on pieces of assessed writing using S followed by T and (where appropriate) A. Students should then be given time to respond to these comments thereby improving their work e.g. correcting errors, redrafting work or answering specific questions to consolidate/extend understanding.
- The teacher should ensure that students understand the feedback and it is good practice to provide a model or guidance as to how to respond effectively.
- Short, sharp, specific feedback with more detailed responses from students is most effective. It is important that students of all abilities are challenged by the target and that teachers have high expectations in terms of the reflection/response. Students must be pushed to achieve excellence in their written work and high standards of presentation should be modelled and expected.
- Teachers may decide to provide 'Whole Class Feedback' on work that is not an identified assessment. Whole Class Feedback should address common misconceptions and errors to prepare students for future assessments.

EEF research confirms the impact of feedback on disadvantaged students. Teachers must ensure all students, but particularly this vulnerable group, are supported to make progress by providing high quality, adapted feedback and by targeting these students during response/reflection time.

- Students' responses to teacher feedback should be monitored by the teacher, however, we do not support 'double or triple marking'. Peer/self-assessment are advocated where appropriate.
- It may be appropriate to re-teach common misconceptions, errors, or underdeveloped skills before asking students to respond to written feedback.
- In line with Curriculum Area policy, teachers may choose to use self & peer assessment and verbal feedback to 'mark' assessments requiring short answers, however, students should still be given time to respond to this and to correct errors.
- In line with Curriculum Area policy, teachers will share a grade on identified assessed pieces only when appropriate.
- A teacher should use their professional judgement/discretion to decide the extent to which they provide written feedback on other class work. There is no strong evidence to suggest that acknowledgement marking (tick & flick) contributes to progress. Similarly, comments such as 'target met', 'verbal feedback given' do not impact on progress and need not be used.

Marking for Literacy:

- It is not expected that teachers correct/identify every literacy error in every piece of written work.
- In line with the Curriculum Area policy, teachers should use the codes below to support the development of students' literacy skills. Some Curriculum Areas may have also adopted additional subject-specific codes.
- The codes should be used, where appropriate, to indicate to students where an error has been made, with further comments or corrections being added at the teacher's discretion under A (accuracy) at the end of a piece of work. Teachers are encouraged to mark for A (accuracy) across the curriculum to address common errors.
- Spelling errors should be corrected based on knowledge of the individual student. For example, by prioritising the most important area for that particular student to improve first, rather than highlighting every single error.
- Where appropriate, students should write out the correct spelling three times and/or show understanding of the word by writing it in a sentence.
- Teachers must insist on well-presented written work and should praise neat work, whilst targeting students to improve illegible/careless work.
- Work should start with a date & title and home learning should be clearly labelled by students.

Teachers should plan time for students to proofread and, if necessary, to redraft written work before marking (see Whole College Literacy Policy).

Marking Codes	
✓	Answer / section of work is at the expected level
✓✓	Answer / section of work is above expectations
Sp	Spelling error
Gr	Grammar mistake
//	New paragraph needed
??	Not clear, i.e. explanation or working out
^	Something missing, i.e. a word or a working out
S	Success – a subject specific comment at the end of a piece relating to positives in the work
T	Target – a subject specific comment at the end of a piece of work which suggests areas to be improved next time or a specific task/question to respond to
A	Accuracy – a literacy related comment, i.e. spelling, grammar, punctuation or presentation
R	Reflection/Response – students should either respond to a specific task/question or write a reflective comment about the strategies needed to improve

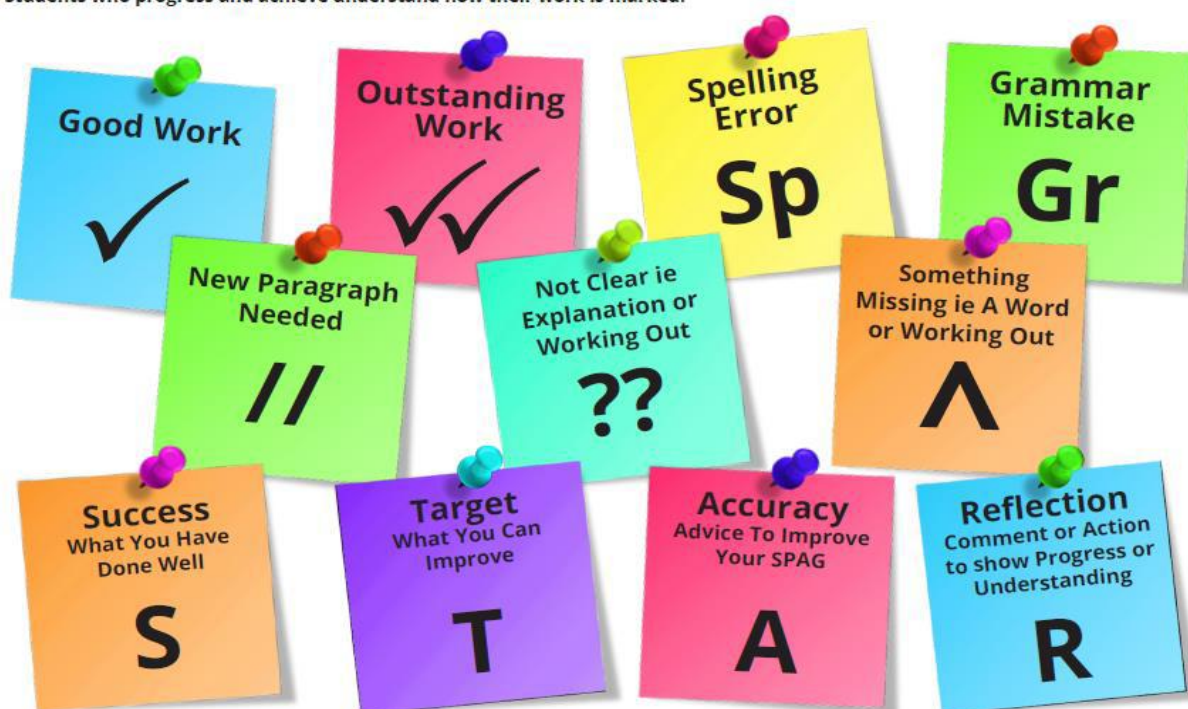
The marking codes are not an exhaustive list, but do represent the common codes found across Curriculum Areas.

Student friendly versions of the marking codes:

How Your Work Is Marked

Students who progress and achieve understand how their work is marked:

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Section 2

Related Policies & Professional Development

Section 2.1

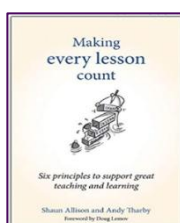
Related MCC policies:

[Link for Policies](#)

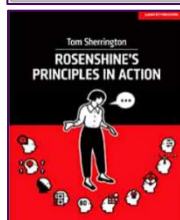
- Curriculum;
- Assessment & Feedback;
- Literacy & Numeracy;
- Home Learning;
- Whole College QA policy;
- MCC Adaptive Teaching model;
- Behaviour & Discipline Continuum.

Professional Development:

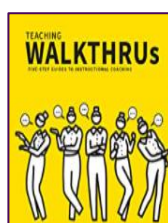
Our Core Principles of Quality Learning & Teaching are formed based on a wide range of experience and expertise within MCC, but equally through accessing well-regarded pedagogical texts. These are listed below:



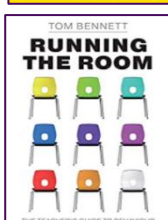
Allison & Tharby, *Making Every Lesson Count*, Crown House Publishing Limited 2015



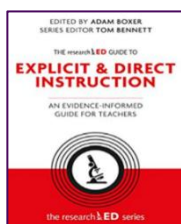
Sherrington, *Rosenshine's Principles in Action*, John Catt Educational Limited 2019



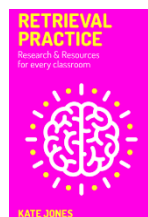
Sherrington & Caviglioli, *Teaching Walkthrus (Vol I, II, 111)*, John Catt Educational Limited 2020/21



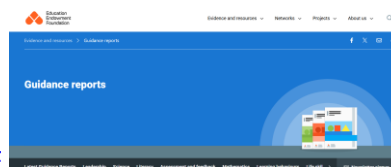
Bennett, *Running The Room*, John Catt Educational Limited 2020



Boxer, *The ResearchEd Guide to Explicit & Direct Instruction*, John Catt Educational Limited 2019



Jones, *Retrieval Practice*, John Catt Educational Limited 2019



EEF Guidance Reports and Summaries [Guidance reports | EEF](#)

The Great Teaching Toolkit: Evidence Review: Model for Great Teaching: Evidence based Education [A Model for Great Teaching - Evidence Based Education](#)

Adaptive teaching:

EEF blog: Moving from 'differentiation' to 'adaptive teaching'. John Eaton, Education Southwest
<https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptive-teaching>

Adaptive Teaching – what the Core Content Framework for ITTs can help us understand about the shift from differentiation to adaptive teaching. Alister Talbot, Huntington Research School
<https://researchschool.org.uk/huntington/news/adaptive-teaching>

Checking for understanding that leads to actions: adaptive teaching, Corinne Settle

[Checking for understanding that leads to action: adaptive... | EEF](#)

'Differentiation is dead, long live adaptive teaching', Alex Quigley
<https://www.tes.com/magazine/teaching-learning/general/adaptive-teaching-vs-differentiation-inclusive-teaching>

'Adaptive teaching: What is it anyway?' Alex Quigley

<https://www.theconfidentteacher.com/2023/12/adaptive-teaching-what-is-it-anyway/>

Alex Quigley [The 'Adaptive Teaching' Collection](#)

Adaptive Teaching – the Four Verbs approach

[Adaptive teaching – the four verbs approach – primarytimerydotcom](#)

Our ongoing Professional Development & Learning programme is planned and structured to develop the knowledge and skills of teachers and student support staff around the Core Principles of Learning & Teaching whilst giving them a growing awareness of key elements from the texts listed above.

Early Career Teachers will have full access to the Early Career Framework giving them enhanced professional development and mentoring during the formative stage of their career.

<https://www.gov.uk/government/publications/early-career-framework>

Final Section

Equality Assessment

This policy has been assessed with regard to its impact on equalities issue, with specific reference to the aims of the Equality Act 2010. The equality impact assessment focused on race, gender, disability, pregnancy and maternity, age, sexual orientation, gender reassignment and religion/belief.

Updates

Sept 26
Section 1.1 and 1.2 wording changes

Policy Review Schedule

Policy last reviewed:	Due for next review:	Role Responsible:
January 2023	January 2024	Luke Ruston
September 2024	January 2025	Luke Ruston
January 2025	January 2026	Luke Ruston
September 2025	September 2026	Luke Ruston
September 2026	September 2027	Luke Ruston