



Seahaven Academy

The best in everyone™

Part of United Learning



Teaching and Learning Handbook

**An introduction to how
Seahaven Academy
provides excellent learning
opportunities for all of our
students.**

Contents

Introduction: Ethos and Philosophy

Teaching and Learning at Seahaven Academy	p.5-6
Subject Knowledge and Pedagogy	p.7-10
Resilience and Independence	p.11
Stretch and Challenge	p.12
Feedback and Marking	p.13
Literacy	p.14-15
SEND	p.16-17

CPD

Pathways and opportunities	p.18
TLCs	p.19-20
Access to coaching	p.21

Appendices

Standard Operating Procedures	p.23
Baseline Expectations	p.24
Marking Policy	p.25-26
Formative Assessment and Hinge Questions	p. 27-28
Modelling	p.29
Rosenshine	p.30
Homework policy	p.31-33
EEF Foundations for Good implementation	p.34
Coaching - Grow Model	p.35
Grow Proforma for notes	p.36
Cover	p.37
Protocol for Continuity of Learning During Emergency Closure	p.38-39
Policy and Protocols for Live Streamed Lessons Seahaven Academy	p.40
Bibliography and Further Reading	p.41

Teaching and Learning at Seahaven Academy

In order to deliver United Learning's vision of 'the best in everyone' we believe that **every** student at Seahaven Academy is entitled to, and deserves, a high quality learning experience in **every** lesson of **every** day in **every** term. We expect and, will insist that, all teaching is consistently good or better with all teaching staff striving to secure consistently outstanding practice.

Our aim is therefore to:

- ✓ Raise standards of attainment and accelerate student progress
- ✓ Ensure consistency in the high quality teaching and learning experiences provided for all our students

Underpinning our work to develop this outstanding practice are the 4 Seahaven Pillars These are:

- 1) Subject Knowledge and Pedagogy
- 2) Resilience and Independence
- 3) Stretch and Challenge
- 4) Feedback and Marking



These areas inform whole school, department and individual development towards providing excellent opportunities for all of our students both within and beyond their school experience.

We ensure that literacy provides the foundation and is a key thread which is woven throughout all that we do across the school. Our approach to securing and enhancing numeracy understanding and skills is developed through content specific to particular subjects in conjunction with the maths department.

Shared Approach, Understanding and Language

Central to our continuous improvement in T&L has been a commitment to developing a shared language and approach based on research informed practice. This has had a significant and ongoing impact on improvement. Fundamental to this are Barak Rosenshine's Principles of Instruction to secure a shared understanding of the characteristics of effective teaching; developments in pedagogy through CPD enables teachers to apply and develop the principles in the context of each subject.

We incorporate techniques from the Uncommon Schools 'Teach Like a Champion' approach for 'enabling all students, particularly those not born to privilege, to achieve at dramatically higher levels'.

All new staff, from ITT to Senior Leader are required to undertake a T&L induction programme that includes reading core documents, attending development sessions and undertaking learning walks with SLT/HoD/independently to familiarise with these approaches and their application at Seahaven.

In order to support staff to achieve these high standards we provide:

- ✓ An **induction programme** and **buddy** for all new staff during their first term at the school
- ✓ **Bespoke induction** enhancement appropriate to experience and responsibilities
- ✓ A **personalised coaching** programme available to **all staff** as part of the structured CPD programme and individually assigned as needed
- ✓ High quality **INSET** with a **research informed** approach
- ✓ On-going **CPD** opportunities throughout the year to explore a variety of educational **research** and relate this to the **context** of your own teams and classrooms
- ✓ **CPD** opportunities to work with other schools across **East Sussex** through their Hub meetings and **teach meets**
- ✓ Further **CPD opportunities** through the extensive **United Learning Network and the South Coast Cluster Group**: subject based forums and conferences, learning visits to partner schools, working with Specialist Leaders in Education, webinars and access through the **United Hub** to current information and colleagues across the country, People Development Pathways – including formally accredited qualifications
- ✓ **Sharing of great teaching and learning** – including an open door policy, Teaching and Learning Communities (**TLCs**) subject development meetings and bulletin inserts.
- ✓ Learning walks with **developmental feedback**
- ✓ Rigorous **self evaluation** at an individual, departmental and whole school level driving the school forward
- ✓ Individual **Performance and Development reviews** that:
 - a) Discuss, explore and put in place mechanisms to support and improve employee performance;
 - b) Inform the Continuous Professional Development (CPD) of all employees, with reference to the Career Pathways (UL Hub);
 - c) Enable a meaningful conversation about **career aspirations and support**, which can be fed into the whole school **talent development process**; *and*
 - d) Link **individual objectives** and performance with the **development of departments and the school**.

We therefore expect all teachers to:

- ✓ Use guidance in the Teaching and Learning Handbook, including **Standard Operating Procedures** to consistently plan and deliver high quality learning experiences (appendix 1)
- ✓ Follow the guidance in the Marking, Literacy, Homework and Assessment, Recording and Reporting Policies (see appendices)
- ✓ Plan lessons and sequences of lessons that challenge and extend all learners, making use of Departmental Schemes of Work and other relevant guidance
- ✓ Prioritise and take responsibility for their **professional development**, support and training
- ✓ Share best practice with colleagues and contribute to school improvement

Subject Knowledge

Subject knowledge is at the heart of the work we do, underpinning our Teaching and Learning at Seahaven and hence the first of our pillars alongside pedagogy. As a United Learning school, we maintain a focus on the importance of powerful knowledge.



“Powerful knowledge: Our most important purpose is to teach young people things they would not learn outside school, which free them to think and act more powerfully in their lives.” United Learning

In ‘The Dignity of the Thing: Blog ‘Senior Curriculum Leadership 1’ Christine Counsell states, “A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower-attaining or

disadvantaged pupils to clamber in to the discourse and practices of educated people, so that they gain the powers of the powerful.”

A knowledge rich curriculum is shown to be transformative to students lives (see the work of Daniel T. Willingham ‘Why Students Don’t Like School’).

This is why subject knowledge and subject pedagogy is so important to us at Seahaven. It has the power to transform lives and bring about social mobility for our students.

We place high priority on subject knowledge and pedagogy in our approach to CPD, ensuring that departmental meetings are subject development time incorporating collaboration in developing these aspects of individuals and teams. We expect our teachers to be continually developing to ensure they have:

- a vast range of factual knowledge about their subject;
- a deep understanding of the theoretical aspects of their subject;
- a conceptual framework for organizing their knowledge;
- knowledge of the ‘big ideas’ in their subject;
- a range of ‘stories’ about their specialist subject which aids the giving of explanations.

A “knowledge rich” curriculum	
Is	Is Not
A change in emphasis through, re-establishing the importance of pupils knowing precise factual knowledge, without the ‘they can just look it up on google’ mindset	A change to the structure or content of what is being taught and how
A ‘swing back’ to help pupils to recognise the importance of precise factual knowledge	A return to ‘elitism’ and ‘chalk and talk’ methods
A re-think about how knowledge and ‘skills’ (what we might call ‘concepts’) support each other	A division or artificial separation between ‘knowledge’ and ‘skills’

During departmental development time key questions such as these will be asked:



1. What are the key topics/concepts/ideas that we are teaching over the next period?
How do we teach these concepts/ideas well?
What are the key learning points that students need to master in these topics?
Who teaches this topic well? How?
Who is 'worried' about teaching this topic? Why?
What resources can we share to help teach these concepts/ideas
2. What is the key knowledge/skills that students need to be secure with in order to tackle these new topics?
3. What are the opportunities for repetition and review?
4. What are the 'hinge questions' to help students understand each topic/concept? How might we reframe questions to support students who are struggling? (See Appendix 5 on Dylan William for more information on hinge questions')
5. What are the possible misconceptions that students could have? How will we address these?
6. How can we ensure high quality explanations are supported through effective modelling? (see Appendix 6 - Allison and Tharby Making Every Lesson Count)
7. What are the really hard bits of this topic? How can we explain these well – particularly to students with a low starting point?
8. What opportunities are there to stretch the students with a high starting point? What 'Think Hard' questions can we use? (see Doug Lemov on 'Think ratio' from Teach like a Champion)
9. What strategies/scaffolding can be used to support students who are 'stuck'?
10. What opportunities are there for 'deliberate practice'? What will we use to provide this – exam questions, assessments?
11. What opportunities are there for focused feedback this month e.g. tasks that lend themselves to live marking, peer critique, self-checking?

Subject Pedagogy

At Seahaven we adopted Rosenshine's principles of instruction as the basis for our approach to teaching and learning, supporting our commitment to a shared language and approach based upon research informed practice. This has now been adopted across UL and as such we are able to work with colleagues within school and across the group sharing, enhancing and embedding practice.

THE PRINCIPLES OF INSTRUCTION

TAKEN FROM THE INTERNATIONAL ACADEMY OF EDUCATION

This poster is from the work of Barak Rosenshine who based these ten principles of instruction and suggested classroom practices on:

- research on how the brain acquires and uses new information
- research on the classroom practices of those teachers whose students show the highest gains
- findings from studies that taught learning strategies to students.

Copyright
HOW2
teachinghow2.com

01 DAILY REVIEW
MO TU WE TH FR
Daily review is an important component of instruction. It helps strengthen the connections of the material learned. Automatic recall frees working memory for problem solving and creativity.

02 NEW MATERIAL IN SMALL STEPS
Our working memory is small, only handling a few bits of information at once. Avoid its overload — present new material in small steps and proceed only when first steps are mastered.

03 ASK QUESTIONS
The most successful teachers spend more than half the class time lecturing, demonstrating and asking questions. Questions allow the teacher to determine how well the material is learned.

04 PROVIDE MODELS
Students need cognitive support to help them learn how to solve problems. Modelling, worked examples and teacher thinking out loud help clarify the specific steps involved.

05 GUIDE STUDENT PRACTICE
Students need additional time to rephrase, elaborate and summarise new material in order to store it in their long-term memory. More successful teachers built in more time for this.

06 CHECK STUDENT UNDERSTANDING
Less successful teachers merely ask "Are there any questions?" No questions are taken to mean no problems. False. By contrast, more successful teachers check on all students.

07 OBTAIN HIGH SUCCESS RATE
A success rate of around 80% has been found to be optimal, showing students are learning and also being challenged. Better teachers taught in small steps followed by practice.

08 SCAFFOLDS FOR DIFFICULT TASKS
Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of cognitive apprenticeship.

09 INDEPENDENT PRACTICE
Independent practice produces "overlearning" — a necessary process for new material to be recalled automatically. This ensures no overloading of students' working memory.

10 WEEKLY & MONTHLY REVIEW
The effort involved in recalling recently-learned material embeds it in long-term memory. And the more this happens, the easier it is to connect new material to such prior knowledge.

These principles will be apparent within and across lessons and are shown by research to be the most impactful when teaching novices. They are not a tick list process for the design of every lesson.

Rosenshine's principles of instruction provide the basis for the transfer of subject knowledge from teacher to students in lessons. All new staff commence their T&L induction by reading the 2012 paper <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf> which is revisited at regular intervals through whole school CPD.

The United Learning Approach to Rosenshine’s Principles of Instruction:

“ In his 1986 teaching functions paper Rosenshine writes:

*“Three of these functions form the **instructional core**: demonstration, guided practice, and independent practice. The first step is the demonstration of what is to be learned. This is followed by guided student practice in which the teacher leads the students in practice, provides prompts, checks for understanding, and provides corrections and repetition. When students are firm in their initial learning, the teacher moves them to independent practice where the students work with less guidance. The objective of the independent practice is to provide sufficient practice so that students achieve overlearning (Brophy, 1982) and demonstrate quickness and competence. A simple version of this core is used frequently in the elementary grades when a teacher says: “I’ll say it first, then you’ll say it with me, and then you’ll say it by yourself”.”*

This seems like critical guidance, and helps us to understand the intention behind Rosenshine’s principles, summarised at UL as:

- Prior review
- Instructional core (I>we>you):
 - Demonstration (explanation and modelling) of new material in small steps
 - Guided practice with prompts and scaffolds
 - Independent practice with monitoring and feedback from teacher
- Future review

I DO, WE DO, YOU DO

I DO	WE DO	YOU DO (I watch)	YOU DO
<ul style="list-style-type: none">• Direct Instruction• Model• Think Aloud	<ul style="list-style-type: none">• Interactive• Checks, Prompts, Cues	<ul style="list-style-type: none">• Provide Feedback	<ul style="list-style-type: none">• Student Assumes Full Responsibility

At each of these points – every single one of them – we check the understanding of all pupils by asking lots of questions and providing correction and feedback.

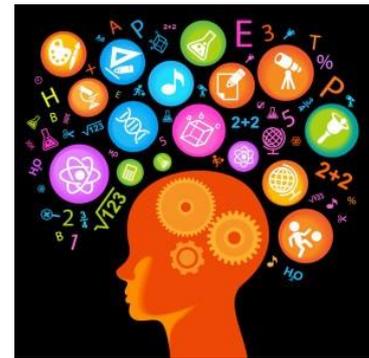
This model – the instructional core sandwiched between prior review and future review, with checking for understanding at each point – captures the essence of Rosenshine’s principles of instruction and provides an answer to that question of what Rosenshine looks like in the classroom.”

See Appendix 7 for further explanation of the principles.

Resilience and Independence

Throughout their school experience, we work on developing the character of our students, referred to by United Learning as ‘education with character’. This also helps to build determination and confidence, two of the key areas in the United Learning ethos.

Daniel T. Willingham states that ‘Memory is the residue of thought’ and if we do not expect students to work hard then they will be unable to recall the facts of their learning and will be less resilient when attempting to deepen or broaden their knowledge.



Some ideas to support this are:

- James Nottingham’s Learning Pit to build resilience <https://www.jamesnottingham.co.uk/learning-pit/>
- Carol Dweck’s work on Growth Mindset (Dweck, Growth Mindset: Changing the way you think to fulfil your potential (London: Hatchette, 2017)
- Dunlosky’s work on revision techniques

Directly teach student what revision looks like in your subject to build their independence and self-regulation of their own learning. <https://www.aft.org/sites/default/files/periodicals/dunlosky.pdf>

The EEF’s work on Metacognition (the awareness and understanding of one's own thought and learning processes) and Self-regulation (cognition, metacognition and motivation) should be used to support teachers developing resilience and independence in their students.



Education
Endowment
Foundation

**METACOGNITION AND
SELF-REGULATED LEARNING**
Summary of recommendations

<p>1</p> <p>Teachers should support the personalisation of learning and aim to develop their pupils' metacognitive knowledge.</p> <p>1 Teachers should ensure that all pupils have the opportunity to develop their metacognitive knowledge and skills.</p> <p>2 Teachers should ensure that all pupils have the opportunity to develop their metacognitive knowledge and skills.</p> <p>3 Teachers should ensure that all pupils have the opportunity to develop their metacognitive knowledge and skills.</p>	<p>2</p> <p>Explicitly teach pupils how to plan, monitor and evaluate their learning.</p> <p>1 Teachers should ensure that all pupils have the opportunity to develop their metacognitive knowledge and skills.</p> <p>2 Teachers should ensure that all pupils have the opportunity to develop their metacognitive knowledge and skills.</p> <p>3 Teachers should ensure that all pupils have the opportunity to develop their metacognitive knowledge and skills.</p>	<p>3</p> <p>Model your own thinking to help pupils develop their metacognitive and cognitive skills.</p> <p>1 Teachers should ensure that all pupils have the opportunity to develop their metacognitive knowledge and skills.</p> <p>2 Teachers should ensure that all pupils have the opportunity to develop their metacognitive knowledge and skills.</p> <p>3 Teachers should ensure that all pupils have the opportunity to develop their metacognitive knowledge and skills.</p>	<p>4</p> <p>Set an appropriate level of challenge to develop pupils' self-regulation and metacognition.</p> <p>1 Teachers should ensure that all pupils have the opportunity to develop their metacognitive knowledge and skills.</p> <p>2 Teachers should ensure that all pupils have the opportunity to develop their metacognitive knowledge and skills.</p> <p>3 Teachers should ensure that all pupils have the opportunity to develop their metacognitive knowledge and skills.</p>	<p>5</p> <p>Personalise and develop metacognitive skills in the classroom.</p> <p>1 Teachers should ensure that all pupils have the opportunity to develop their metacognitive knowledge and skills.</p> <p>2 Teachers should ensure that all pupils have the opportunity to develop their metacognitive knowledge and skills.</p> <p>3 Teachers should ensure that all pupils have the opportunity to develop their metacognitive knowledge and skills.</p>	<p>6</p> <p>Explicitly teach pupils how to organise and effectively manage their learning where necessary.</p> <p>1 Teachers should ensure that all pupils have the opportunity to develop their metacognitive knowledge and skills.</p> <p>2 Teachers should ensure that all pupils have the opportunity to develop their metacognitive knowledge and skills.</p> <p>3 Teachers should ensure that all pupils have the opportunity to develop their metacognitive knowledge and skills.</p>	<p>7</p> <p>Schools should support teachers to develop knowledge of these approaches and support them to be applied successfully.</p> <p>1 Teachers should ensure that all pupils have the opportunity to develop their metacognitive knowledge and skills.</p> <p>2 Teachers should ensure that all pupils have the opportunity to develop their metacognitive knowledge and skills.</p> <p>3 Teachers should ensure that all pupils have the opportunity to develop their metacognitive knowledge and skills.</p>

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/metacognition-and-self-regulated-learning/>

Stretch and Challenge



“A rising tide lifts all the boats” John. F. Kennedy

All of our work on subject knowledge, pedagogy, resilience and independence should aim to provide appropriate stretch and challenge for all our learners, regardless of their starting point or ability. We are aiming for learning without limits, which means pushing people to achieve the best possible outcomes.

We aim to provide academic excellence for all our students and this begins with curriculum design and continues through all we do including the independent work that we set for our students (see Appendix 8, Homework Policy). Our expectations of the students are ambitious and should provide them opportunities to access learning beyond their time at our school. This will be supported by giving them opportunities to think creatively.

We work around the principle of the Mastery Curriculum, meaning that all students will achieve certain benchmarks before moving on and therefore, whilst setting challenging tasks for all, we must provide support and scaffolding to ensure students can achieve them.

Staff are encouraged to plan not only to ensure mastery but to prepare students for the demands of the next stages of their learning and looking to the next key stages is an important part of planning the curriculum for our students.

Stretch and challenge for all should be a feature of all of our teaching all of the time.

Useful sources:

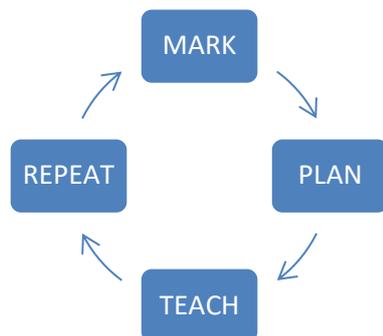
<https://www.sec-ed.co.uk/blog/taking-the-lid-off-stretch-and-challenge-in-the-classroom/>

<http://teachertools.londongt.org/>

<https://www.tes.com/news/five-ways-put-challenge-heart-your-lesson>

Feedback and Marking

Continuous feedback is an essential element of our teaching and learning. This is used formatively by teachers to inform planning and decide on the support and interventions needed to enhance students' learning.



At Seahaven we have a policy whereby in addition to our ongoing assessment in class (AFL) students are given formal written feedback each month.

Written feedback can take many forms and departments will identify within their own policies which methods they have found to be the most effective. Some possible approaches include:

- Live marking
- Verbal feedback
- Whole class feedback
- Dot marking
- Peer and self-assessment (teacher guided)

Some useful research related to different types of feedback include:

John Hattie and Helen Timperley The Power of Feedback (2007)

Dylan William Inside the Black Box (2001)

Daisy Christodoulou Making Good Progress (2017)

DFE report on 'Eliminating Unnecessary Workload around Marking (2016)

Podcast from EEF 'Trialled and Tested Embedding Formative Assessment'

<https://evidencebased.education/trialled-and-tested-embedding-formative-assessment/>

See Appendix 3 for Feedback and Marking Policy requirements and expectations

Literacy

Seahaven Academy is a school dedicated to improving students' literacy. We recognise that reading, writing and speaking are the means by which young people make sense of their subjects, themselves and the wider world. Every teacher at Seahaven Academy is a teacher of literacy.

The Literacy Policy at Seahaven Academy has been built using the EEF's 'Improving Literacy in Secondary Schools' guidance report which makes clear that 'young people who leave school without good literacy skills are held back in every stage of life¹'. The teaching of literacy is more than just teachers' shared responsibility; it is a shared opportunity, too. Our school recognises that, 'by attending to the literacy demands *of their subjects*, teachers increase their students' chances of success *in their subjects*.'²

Explicit Vocabulary Instruction (Disciplinary Literacy)

Consciously planning for and teaching subject specific vocabulary ensures students can access, understand and communicate the subjects they study. Teachers receive regular CPD on research-based strategies for the teaching of vocabulary which ensures they can

- Provide explicit vocabulary instruction to help students access and use academic language
- Prioritise teaching Tier 2 and 3 vocabulary which students are unlikely to encounter in everyday speech
- Consider which words to teach as part of curriculum planning

Marking for Literacy

The Seahaven Sins are displayed in all classrooms. The Sins were compiled from teacher feedback about the most common mistakes in students' written work. All students agree to check their work for the Seahaven Sins and all teachers agree to address them when marking work because 'teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning'.³

Teaching Talk: Full Sentence Feedback

All classrooms have FSF signs that teachers use to remind students of the need to respond to questions they pose in full sentences. By encouraging thoughtful, cogent and complete responses, teachers encourage students to organise their thoughts before communicating them clearly to the class. Through Full Sentence Feedback we use 'accountable talk' as 'a useful framework to ensure talk is high quality and emphasise how talk can be subject specific.'⁴

Literacy in a Post-Covid World

The EEF's Covid Rapid Evidence Assessment (June 2020) makes teachers' adherence to quality literacy teaching vital in order to address the report's predictions.

1. School closures are likely to reverse progress made to narrow the gap in the last decade
2. Sustained support will be needed to help disadvantaged pupils catch up¹

¹ <https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/>

² <https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/>

³ <https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/>

⁴ <https://educationendowmentfoundation.org.uk/tools/guidance-reports/improving-literacy-in-secondary-schools/>

Reading at Seahaven Academy

'There is a magic bullet in education, after all'⁵

The single most valuable intervention teachers can provide students is tools to assist their becoming better readers. Seahaven Academy believes that the modelling of, not just reading but, enjoyment of reading is fundamental to our students catching the 'bug'.

Reading Culture and Form-Time Reading

Three mornings a week all form tutors read, aloud, to their tutees. Shared reading of a class novel offers 'the rich, regular exposure to the words, ideas and knowledge enshrined in fiction that helps support students' school success.'⁶ Further, opportunities to discuss the stories read feed powerfully into developing a strong reading culture. At Seahaven we read together and, importantly, *we talk about reading* together. All teachers at Seahaven Academy have regularly updated 'Mr/Ms X is currently reading...' posters on their classroom doors.

Reading Lessons in English

Once a week, students at Seahaven have an English lesson dedicated to reading and skills. These lessons are made up partly of time for students to read their own book and partly of talking and writing about their experience of reading. Students fill out a weekly reading log as part of their English homework which facilitates dialogue between student and teacher.

Intervention for Struggling Readers

At Seahaven Academy, we are proactive in our identification of struggling readers and the support we offer those students who have the weakest levels of literacy. Interventions offered beyond differentiated classroom activities and support include

- Small group sessions for those with SEN
- Small group sessions for challenging students whose poor behaviour can be used to mask their struggle with literacy
- Reading Wise tailored support
- Other individual phonics interventions

⁵ <https://www.tes.com/news/there-magic-bullet-education-after-all>

⁶ Quigley A, Closing the Reading Gap, Routledge, 2020

Special Educational Needs and Disability (SEND)

Key Staff: Clare Macey (Director of Learning Support), Jackie Cook (Assistant SENCO), Teaching Assistants

'High quality teaching, differentiated for individual pupils, is the starting point in responding to pupils who have or may have SEN. Additional intervention and SEN support cannot compensate for a lack of good quality teaching.'

SEND Code of Practice (2015)

Every teacher is responsible and accountable for the progress and development of all students in their class, even where students access support from teaching assistants or specialist staff. Teaching and supporting students with SEND is therefore a whole school responsibility requiring a whole school response.

High quality teaching which is differentiated to meet the needs of the majority of students is the first response to supporting students with SEND. Please refer to the SEND Handbook for an overview of the types of SEND at Seahaven Academy and strategies to support them.

Identifying Special Educational Needs

A student has a learning difficulty or disability if he or she:

- ✓ Has a significantly greater difficulty in learning than the majority of others of the same age, or
- ✓ Has a disability which prevents or hinders them from making use of facilities generally available in a mainstream school.

It is important to note that a student who has a disability may not necessarily have a specific educational need and that English as an Additional Language (EAL) is not SEND, however an EAL student could also have SEND.

The SEND Code of Practice (2015) states a student is identified as having SEND if their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to students of the same age.

If you have a concern about a student in your class with potential undiagnosed needs or a student with SEND who is experiencing difficulties accessing the curriculum, please complete the SEND Concern form – see SEND Handbook for further details.

Levels of SEND and coding

SIMS and Go4Schools show two levels of SEND; E and K. E means the student has an Education, Health and Care Plan and K means the student is SEND support level.

What is an Education, Health and Care plan?

An Education, Health and Care plan (EHCP) is a legal document which:

- identifies the student's special educational **needs**
- the additional or specialist **provision** (support, therapy etc) required to meet their needs
- the **outcomes** (capabilities, achievements) the provision should help them to achieve
- the placement (the school or college they should attend).

Full EHCP's are accessed via the SEND Register and a condensed 'Snapshot' is also available.

SEND Support level

SEND Support involves a combination of support being made available via the classroom teacher, Teaching Assistant, small group intervention or 1:1 support.

Planning for SEND in the classroom

The majority of SEND can be met through high quality teaching:

- ✓ Focused lesson planning with clear objectives, identified according to needs of all students
- ✓ Teachers knowing their students well and understanding the implications of SEN on learning
- ✓ High levels of student involvement and engagement with their learning
- ✓ High levels of challenge and expectations
- ✓ Appropriate use of questioning, modelling and explaining
- ✓ An emphasis on learning through talk and discussion
- ✓ Pace of lessons adjusted to reflect how students are learning
- ✓ Teachers providing students with effective feedback on learning
- ✓ Students accepting responsibility for their own learning and work
- ✓ Teachers effectively deploy additional adult support towards improving learning and increasing independence

There is a range of information you can refer to when planning to meet the needs of your students. Further details can be found in the SEND Handbook, however, please ensure you regularly visit the SEND Register, where you have access to these key documents:

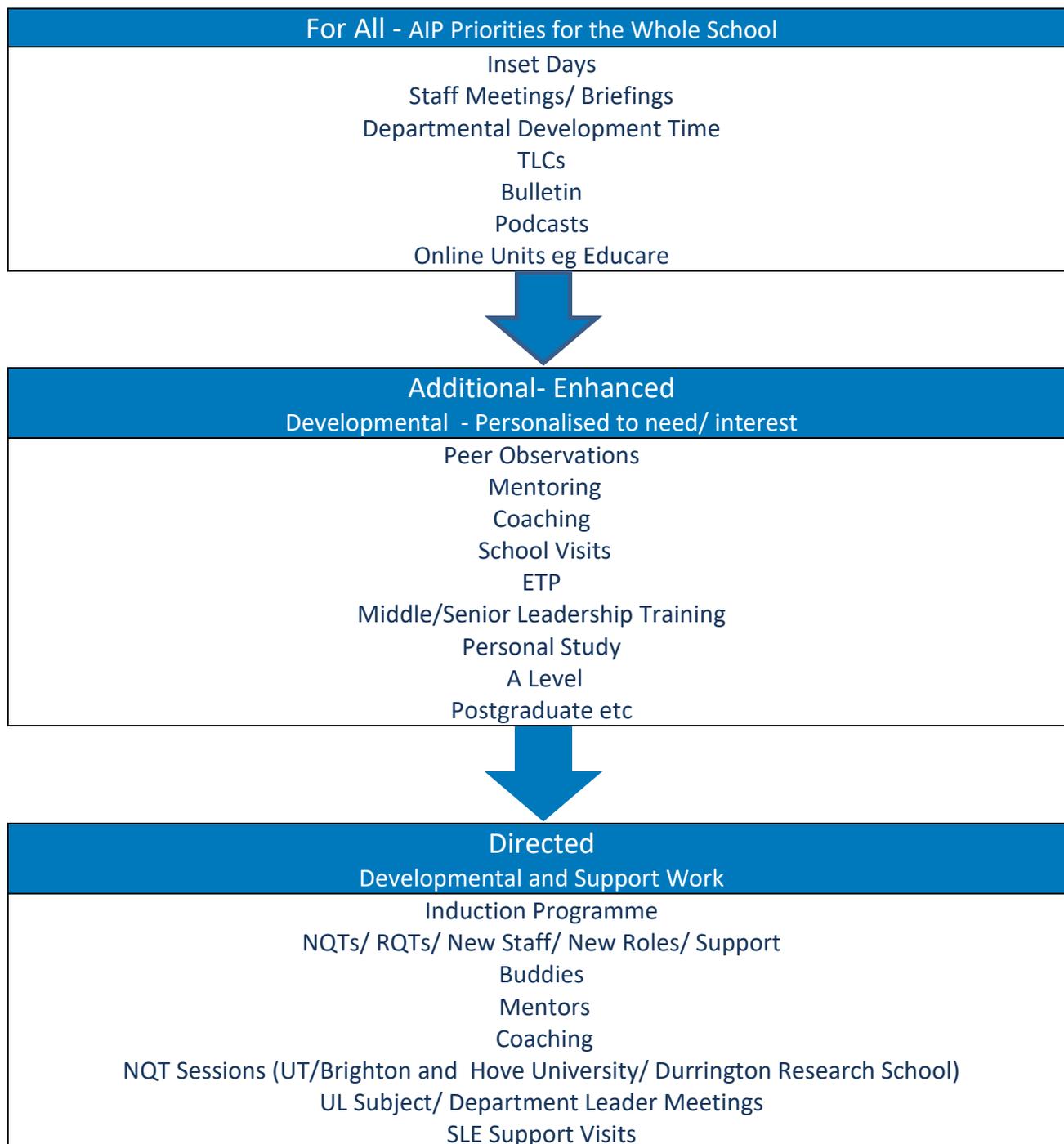
- The Full EHCP and condensed 'Snapshot'
- Pupil Profile document, which offers personalised information about all students with SEND and strategies to support their learning
- Assess, Plan, Do Review Sheets to show the current impact of SEND and focused, planned support

Please speak to any member of the Learning Support department for advice and support and refer to the SEND Handbook for more detailed information on SEND at Seahaven Academy.

Continuous Professional Development

Our programme of CPD is research informed and focuses on the 'why, not the what'. "As teachers, what areas of professional development should we focus on to have the most impact on our learners?" Evidence Based Education's Great Teaching Toolkit Evidence Review (June 2020) will support our focus on individual and collective professional development (<https://www.greatteaching.com/>). We use the EEF model of implementation as a basis for the development work we do with staff (see Appendix 9) and expect them to be proactive in their own development; ensuring leadership at all levels is also a key principle.

CPD Strands



Teaching and Learning Communities (TLCs)

These sessions take place throughout the year and provide an opportunity for individuals to explore aspects of research to enhance their teaching and learning, working either in cross curricular or subject specialist teams.

Staff will explore aspects of professional learning and development relating to our pillars, effective instruction as identified by Rosenshine, Kirschner and Sweller (see useful links at the end) linking deliberate practise, including Lemov's 'Teach Like a Champion'.

Each group has a leader who will facilitate the development of the ideas supported by the DH Teaching and Learning.

The process follows the EEF suggestions for implementation.

Session 1: Identify the issue and begin to discuss how the research might be used to address this. Read around the topic

Session 2: Discuss how this might be implemented in the classroom and share possible approaches and previous outcomes. Look at application in the classroom, observed by peer. Further reading.

Session 3: Reflection. Feedback from peer observation and discussion with the wider group. Further reading.

Inset Term 3: Each group will deliver progress so far to the whole of the teaching staff.

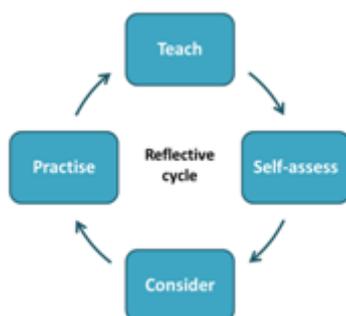
Session 4: Plan to scale up where aspects have been successful. Change approach as appropriate. Peer observations to follow. Further reading and reflection.

Session 5: Review and reflection from observation. Final steps planned as reflection.

Session 6: Feedback on the whole cycle and planning for whole staff implementation as appropriate.

Inset Term 6: Each group will deliver an overview of the year and make suggestions for implementation in the classroom across the whole school.

The TLCs contribute towards teaching staffs' Performance Management; progress and implementation will be discussed at regular intervals with line managers.



Dedicated time for research informed reflective practice is essential for our continuous improvement as individual practitioners, departments and whole staff. All teaching staff are expected to be fully committed to this improvement cycle, supported by colleagues, line managers and SLT.

<https://www.cambridge-community.org.uk/professionaldevelopment/gswrp/index.html>

TLC Review and Reflection Sheets

Personal Action Plan:

Name:		Date:	
Focus:			
Goal:			
Links to departmental/whole school priorities:			
Preparation for feedback to group			
What have I tried out since the last workshop:			
Who observed me:			
What I learned from this:			
Planning for the next stage (circle) 1 2 3 4 5 6			
Techniques that I am going to use:			
How I will use these techniques:			
Class(es) I am going to use them with:			
Problems I may have and how I plan to resolve them:			
Who is going to support me with this and how?			
I am going to do less of:			
Notes:			

Peer Review Sheet:

Discuss the focus prior to the lesson. Give to your partner when entering the lesson to complete:

Teacher being reviewed:	Subject:	Year/Class:		
Reviewee:	Date:	Period:		
Section of lesson seen (circle all that apply)	Start	Middle	End	All

Specific focus of review (to be completed by the teacher)	
Evidence to be collected (teacher)	Comments (reviewer)
Evidence to be collected (teacher)	Comments (reviewer)
Evidence to be collected (teacher)	Comments (reviewer)

Questions you want to ask during discussion (reviewer)



Action(s) agreed following the lesson review

Peer Coaching Approach

R REALITY

Focus on 'Now'

Help the client to raise their awareness around the goal and their situation. Reality can lead to opening up new & exciting options for the client.

Where are you right now with your goal?

What has stopped you from doing more?

What obstacles are you facing?

What resources do you have to help you?

G GOALS

A clear goal is key

Help your client to set a relevant, empowering goal, and understand their motivation for moving forward.

How challenging is this goal for you?

What's the most important thing to focus on first?

What will motivate you to achieve this goal?

O OPTIONS

Explore all the options

Encourage and inspire the client to plan and problem solve in an creative way.

What could you do that would move you closer to achieving your goal?

If you could start from scratch, what could you do?

What would your best friend tell you to do?

W WILL

Take actions forward

Clarify with the client on What/When/How they will be taking actions towards their goal. Encourage responsibility within the client.

Which option feels right for you?

How will you do that?

When will you do this?

What support do you need?

Access to Coaching

At Seahaven Academy the coaching programme supports our aspiration to achieve consistently outstanding learning and teaching across the school. Coaching supports teachers to raise the level of challenge and achievement in their classrooms, in order that all students are able to make significant and excellent progress.

At Seahaven coaching is available to all teaching staff as part of their professional development. This underpins our ethos and commitment to our staff and their development, as well as placing learning at the core of our organisation. A coaching approach is used in conjunction with the peer observation element of TLCs.

Coaching is designed to bring about change and improvement in the medium to long term. It is about learning, reflection and growth, and about improving performance over time. The effective use of questioning is paramount to this process (see Appendix xx). Coaching involves someone working with an individual or small group with the ultimate aim of improving their performance.

At Seahaven coaching is seen as helping people to help themselves through a series of inputs, which encourages them to reflect on their own practice in order to generate an improvement in the quality of learning and teaching.

Coaching is not about making judgements. As such, the coaching system remains entirely confidential and separate from the performance management system.

There are three types of coaching at Seahaven Academy:

1. Peer coaching as part of the TLCs. This sort of coaching supports the development of new classroom strategies and/or action research. (see Appendix 9 for strategies to support with this).
2. Leadership Coaching – this is provided for Leaders on particular development programmes such as NPQs, ULMLP or that request coaching. This may be provided by trained coaches internally or from external coaches through UL.
3. Intervention Support 1:1. Teachers in need of specific coaching will be identified through the school's quality assurance or performance management processes. A more effective teacher will be asked to coach a teacher in need of support.

Annually, there will be an evaluation of the impact that coaching has had on Teaching and Learning through analysis of quality of teaching and learning data (quantitative) and the evaluation of TLCs (qualitative).

Appendices

1. Standard Operating Procedures
2. Baseline Expectations
3. Feedback and Marking Policy
4. Effective questioning and formative assessment in the classroom
5. Hinge Questions
6. Modelling
7. Rosenshine's Principles of Instruction
8. Homework Policy
9. EEF Foundations for Good Implementation
10. Coaching – The GROW Model, adapt questions to focus area
11. GROW Proforma for note taking
12. Cover
13. Protocol for Continuity of Learning During Emergency Closure
14. Policy and Protocols for Live Streamed Lessons Seahaven Academy
15. Bibliography and Further Reading

1. Standard Operating Procedures (SOPs)

At the beginning of every lesson teachers will:

- ✓ Meet and greet students at the door
- ✓ Check and correct uniform as students enter the learning environment
- ✓ Ensure that students sit in the seating plan designed by the teacher to maximise learning progress – this should be available in Blue Folders
- ✓ Ask all students to place their equipment on the desk, ready to start
- ✓ Take the register at the beginning whilst students are purposefully engaged. If a student is missing telephone extension 212

At the end of every lesson teachers will ensure that students:

- ✓ Pack away in good time to enable prompt dismissal on the bell
- ✓ Stand behind chairs in silence and are dismissed individually or in table groups
- ✓ Leave desks and chairs tidy

To support effective teaching and learning teachers will ensure that students:

- Remain in class during lessons. *In exceptional circumstances that require a student to leave the classroom a permission lanyard must be provided by the teacher*
- Have mobile phones turned off or stored in lockers. Listening to music through headphones is appropriate only if pertinent to the learning activity

ICT Rooms – Teachers will ensure that:

- Identification of any issues or faulty equipment is recorded in the folder provided
- Consumption of food and drink is not permitted
- Monitors are turned off when the teacher is addressing the whole class

During lessons staff and students may drink water; no other food or drinks should be consumed

2. Teaching at Seahaven: Baseline Expectations

1. **Room and resources** tidy and well- organised
2. **Learning Objectives** visible for all students, throughout lesson
3. **Literacy:**
 - **Key words** clearly identified for the lesson (e.g. on board/ as separate sheet for topic/ identified by topic on walls)
 - **Seahaven Sins** – Incorporated in teaching, feedback and displayed
4. **Presentation:**
 - **Presentation Policy** clearly used (e.g. underlining dates/ titles/ books well-kept with plastic covers on all)
 - **Teachers*** – handwriting should be clear and easily read, preferably print (on boards). Formatting on IWB background should be cream/pastel with sans serif font used to support dyslexic learners. Use bullet points where possible
5. **Rosenshine’s Principles of Direct Instruction** – underpinning the teaching
6. **Good relationships** with the class (e.g. positive atmosphere, respectful interactions) and **Good behaviour management** including use of Binary (e.g. no low level disruption, positive language, restorative language used)
7. **High level of engagement** evident (e.g. high level of challenge, high participation and thinking ratio evident)
8. **Marking** – in line with the Feedback and Marking Policy
9. **Evidence of assessment** for students (e.g. levels/ grades/ descriptors/ exam questions)
10. **‘Blue Folders’** kept up to date with identified student needs and seating plans, used to inform lesson planning

*Tips for making ppt more accessible: <https://www.brightcarbon.com/blog/powerpoint-presentations-and-dyslexia/>

3. Feedback and Marking Policy *(This policy should be read in conjunction with the Presentation and Marking for Literacy Guides)*

At Seahaven Academy, we recognise that continuous feedback is an essential element of our Teaching and Learning. The sole purpose of feedback is to further students' learning, formative feedback is used by teachers to inform planning and decide on support and interventions to enhance students' learning.

Marking forms an integral part of assessment for learning. Written feedback should help students to make progress in their learning and encourage them to strive for high achievement and build self-esteem. It should also inform teacher planning and preparation.

This is achieved by:

- Moving forward their understanding of the subjects and learning process itself
- Identifying aspects of work that need attention/improvement and *how* it might be improved
- Promoting accurate and effective use of literacy and numeracy across the curriculum.

This should

- Inform future lesson planning and be used to evaluate what students have or have not learned (highlighting the need for intervention)
- Be in response to clear learning objectives linked to outcomes derived from curricular targets (for individuals, small and whole class groups)
- Show what is valued by the school – giving an insight to ethos and expectations

For feedback to be effective, it is necessary for this to be different in different subjects. Individual Departments identify pedagogically the format that is most appropriate for the subject and age group for any piece of work. Individual Department Policies must be applied consistently.

Feedback occurs at three common stages in the learning process:

1. Immediate – at the point of teaching
2. Summary feedback – at the end of a lesson/task
3. Review feedback – away from the point of teaching (including written comments)

Type	What it looks like
Immediate	<ul style="list-style-type: none"> • Includes teacher gathering feedback from teaching, including mini-whiteboards, book work etc • Takes place in lessons with individuals or small groups • Often given verbally to students for immediate action • May involve use of additional adults in the classroom to provide support/further challenge • May re-direct the focus of teaching or the task • May include highlighting / annotations according to the Departmental marking policy
Summary	<ul style="list-style-type: none"> • Takes place at the end of a lesson or activity • Often involves whole class or groups • Provides an opportunity for evaluation of learning in the lesson • May take the form of peer or self-assessment against an agreed set of criteria • May guide a teacher's further use of review feedback, focusing on areas of need
Review	<ul style="list-style-type: none"> • May take place away from the point of teaching • May involve written comments/annotations for students to read and respond to • Provides teachers with opportunities for assessment of understanding • Leads to adaptation of future lessons through planning, grouping or adaptation of tasks • May lead to targets being set for students' future attention, or immediate action

Whole school expectations – a consistent approach to marking

- Regular - Marking must be **regular** –there should be evidence of teacher input **every month**.
- Focused - Feedback should be **focused** on what students can do to improve and cause thinking to take place
- Targeted – often this will be in the form of a **question or do now** statement (formats for this will vary see Departmental Policy)
- Green - Be in **green** ink, including any peer or self assessment undertaken
- DIRT – **Dedicated Improvement and Reflection Time** (red). Students must be given the time and opportunity to act on feedback received. In most cases this will be in **red** though in extended pieces it may be that the title DIRT is written in red at the start of the piece
- Literacy – it is crucial that teachers identify and feedback on literacy errors (in particular **Seahaven Sins** and subject specific spellings) *see Marking for Literacy Poster
- Presentation - Include comments/action required to **reinforce good and careful** presentation. Teachers must only accept students' **best work** ; allow time for students to proof read and self correct. Explicit teaching of these skills must form part of teaching.
- Planning – Teachers must use marking and feedback to **inform subsequent planning** and teaching.

Feedback and marking should support students in making at least expected and some accelerated progress. The quality and level of work evident in student's books is reflected their progress report/student tracking

Middle Leaders are responsible for:

- developing bespoke marking practices to be used consistently across the department that reflects the whole school policy
- ensuring that the above is being undertaken in their departments through regular work sampling which is then documented in the Monitoring and Evaluation Folder

Senior Leaders are responsible for:

The Deputy Head Teacher (Teaching and Learning) is responsible for undertaking regular Monitoring activities to ensure the above policy is implemented supported by the wider SLT team.

Governors are responsible for:

Reviewing the policy and overseeing the monitoring and impact of the policy

This policy is continually under review and may be adapted during the academic year

4. Effective Questioning and Formative Assessment*

How and why do we use Questions and Talk in the classroom?

Teachers use questioning as part of their teaching for many reasons, but often to:

- maintain the flow of the learning within the lesson;
- assess what has been learned, and check that what has been learnt is understood and applied;
- test student memory and comprehension;
- to initiate individual and collaborative thinking in response to new information;
- seek the views and opinions of pupils;
- provide an opportunity for pupils to share their opinions/views, seeking responses from their peers;
- encourage creative thought and imaginative or innovative thinking;
- foster speculation, hypothesis and idea/opinion forming;
- create a sense of shared learning and create a sense of engagement;
- challenge the level of thinking and possibly mark a change to a higher order of thinking;
- model higher order thinking using examples and building on the responses of students.

*See Dylan Wiliam and Doug Lemov for more information on questioning and formative assessment

5. Hinge Questions: What Are They?

“If we spend time generating high quality questions we can potentially administer, assess and take remedial action regarding a whole class in a matter of minutes, without generating a pile of marking.” Dylan Wiliam

- A hinge-point question is based on a concept in a lesson that is important for students to understand before the teacher moves on in the lesson.
- The lesson can go one of two ways depending on student understanding, which is made clear from the students’ answers to the hinge-point question.
- A hinge-point question can be asked at any point in a lesson.
- A good hinge-point question meets the following criteria:
 - it doesn’t take too long to ask (e.g. around 30 seconds)
 - it doesn’t take too long for students to respond (e.g. around a minute)
 - all students in the class respond at the same time
 - it doesn’t take too long for the teacher to scan and interpret the responses (no more than 30 seconds)
 - students who get the answer right get it right for the right reason.

- The format of a hinge-point question is not important. It can be in constructed-response format, where students write their answers on dry-erase boards and hold them up for the teacher to see (e.g. ‘Give me a fraction between one-sixth and one-seventh’), or it can be in multiple-choice format. Multiple-choice questions with a single correct answer need to be designed very carefully, because there is a significant probability that at least some students have reached the correct answer by guessing. However, when a multiple-choice question has multiple correct answers, then the probability of reaching a correct answer by guesswork is much less (e.g. with five options, the probability of getting all the correct answers by guesswork is only 1 in 32).

Example 1:

Place these decimals in order, from the largest to the smallest:

0.52 0.732 0.3

While many students will use correct reasoning to get to the correct answer, many other students believe that the digits to the right of the decimal point are to be treated like whole numbers. They therefore get the number arranged in the correct order with an incorrect strategy. If, instead, we ask students to arrange the following numbers in order, from smallest to largest:

0.52 0.7 0.332

All the students respond with D, so she is confident about moving on.

Example 2:

A teacher has been teaching about evaporation in the context of the water cycle, and wants to see whether the students can relate what they have learned to a more familiar context. She asks the following question:

A wet towel is hung out on a clothes line on a sunny day. After two hours, the towel is dry. What happened to the water in the towel?

The water dripped off the towel and was absorbed by the ground.

The sun’s energy broke up the water into hydrogen and oxygen.

The sun’s energy changed it into a different chemical which is not wet.

The water has changed into an invisible gas which is now part of the air.

The water disappeared.

More than half the class choose an incorrect option, so the teacher spends ten minutes leading a whole class discussion to help the students realise that the process of evaporation in the water cycle is exactly the same as that taking place when the towel dries.

6. Modelling: What is it and why it matters

Modelling is an important step in effective direct instruction (see Rosenshine) and should be used in all aspects of our daily classroom routines. From modelling your thinking processes for metacognition (e.g. in order to answer this question in need to pick out the key ideas I am going to have to use and ask myself what I already know), to modelling how to draw diagrams or extended writing, it is an essential skill in showing a novice how to move towards expert. It is also a significant strategy to scaffold student's attempts to reach a higher level of thinking and mastery in all subject areas so all students can achieve the challenges set.

Effective modelling can address misconceptions before they arise: <https://www.sec-ed.co.uk/best-practice/effective-teacher-modelling/>

Below is an extract from a blog from Durrington Research School who use modelling as one of their pillars (<https://classteaching.wordpress.com/2013/11/24/modelling-for-excellence/>)

"...it seems fairly obvious that if you want to teach somebody a new skill you need to break the skill down into the 'key bits' and then show them very carefully how to do it – you can't just expect it to happen by diffusion. In my mind, this is what modelling is. It's also becoming increasingly obvious to me that it is a key teaching skill that needs to be thought through and planned carefully, if effective learning is going to happen. It's also key in the development of independence.

If students are going to be able to work with growing independence it needs to have been preceded with high quality teacher explanation and modelling. I've seen some brilliant examples of this...so how do they do it? Thinking about the best teachers I have seen, I think they all have the following things in common when they are modelling:

- They make it **explicit** what it is they are going to be modelling and why it is important – and exactly what the students will be able to do as a result.
- They break the skill down into **steps**.
- They then **show them** how to do each step – whether this by physically doing it, or getting students to do it with them.
- As they do it, they are **questioning** students about why they are doing it that way, so they develop an understanding of the 'why' as well as the 'what'.
- They also point out **common mistakes and misconceptions** – and how to avoid these.
- They use **examples of excellent work** – to demonstrate the high standards that the students should be aiming for. This may be by using exemplar work as they are producing the piece of work, or the end product itself.

Further examples can be found here:

<https://classteaching.wordpress.com/2020/01/28/i-we-you-modelling-in-my-classroom/>

<https://classteaching.wordpress.com/2017/05/18/why-modelling/>

<http://www.sec-ed.co.uk/best-practice/teaching-practice-explanations-and-modelling/>

7. Rosenshine's Principles of Direct Instruction

1. Begin a lesson with a short review of previous learning

A quiz, fronted writing task or discussion to recap learning from the previous day, week or topic helps to embed learning into the long term memory and prepares the students to link new learning to existing schemas, building their cognitive load gradually.

2. Present new material in small steps with student practice after each new step

Gradually add to the students' cognitive load, allow time to embed their understanding in a practical way after each new load. Check information on [Duel Coding](#) here to ensure that students aren't overloaded.

3. Ask a large number of questions and check the responses of all students

Whiteboards, voting systems, written examples which are shared in real time with the teacher are a necessary to check understanding. See [Dylan William](#) and [Doug Lemov](#) for ideas on quick formative assessment and [Hinge Questioning](#).

4. Provide models/ Scaffolds

See the section on [modelling](#) for advice on using this teaching method. All students in Seahaven are aiming for high academic achievement and should be supported to do so, not set less difficult challenges.

5. Guide Student Practice

Using interactive models as your next step or allowing students to try something in a limited way will ensure they can master the skill.

6. Check for student understanding

Again, look to students to ensure that they are all able to move on to the next step using formative assessment strategies.

7. Obtain a high success rate

If the work is of the correct level then all students should have a sense that they have understood and achieved. This will prepare them to increase their cognitive load and build their sense of achievement.

8. Require and monitor independent practice

Both in the classroom and at home, students need time to embed skills and practice. Deliberate practice is an important aspect of mastery and 'perfect practise makes perfect'. Monitor independent work closely to ensure imperfect practise is not becoming embedded.

9. Engage students in weekly and monthly review

This should bring us back to the start of the lesson and is a great opportunity for DIRT (Directed, Improvement and Reflection Time) tasks to ensure that students are aware of how their learning relates to earlier lessons and builds a schema around this.

8. Seahaven Academy Homework Policy

As a school we believe in the value of homework. It consolidates, **supports and extends classroom learning, provides opportunities to prepare for future lessons and assessments as well as improves independent learning skills. It enables parents/carers to get involved in and support student learning. It provides a good foundation for life-long learning.**

Our homework policy and procedures help us to develop high educational standards, in line with our school aims. They underline our commitment to learning as a partnership between students, teachers and parents/carers.

We have an expectation that homework will be:

- Set, completed and submitted regularly according to the procedures described below;
- Communicated in an effective way;
- Appropriate and relevant to student needs;
- Assessed and monitored.

How is it set?

All homework set is recorded on our homework portal - 'Satchel: Show my homework' (SMHW) this is accessible on PC/tablet and mobile phones. Students, parents and staff have individual logins.

How often and how much?

Year 10-11

Subject	Frequency	Duration
Core: English, maths, science	1 x per week	1 ½ hours
Options	1 x per week	1 ½ hours

Year 7-9

Subject	Frequency	Duration
Core: English, maths, science	1 x per week	1 hour
Other subjects	1 x per fortnight	1 hour

How can parents/carers help?

- Check the SMHW website and discuss what homework has been set
- Talk with your son/daughter about their homework, the standards they are achieving and the importance of carrying out homework tasks
- Check deadlines and help your son/daughter manage their time
- Where possible provide a quiet space or encourage your child to attend Homework Club
- Praise your son/daughter for successful completion of homework – sharing rewards notifications
- Contact the subject teachers and pastoral staff if further help or information is needed

Seahaven Academy Homework Policy

Homework Club including access to IT is available every day from 7.15am – 7.55am and 2.15-4.15pm

Teacher Responsibilities	Parent/Carer Responsibilities	Student Responsibilities
Setting of homework		
<ul style="list-style-type: none"> • Set homework in good time (on Satchel: SMHW) • Give clear guidelines about what the expected outcome should be • Provide a suggested structure to the task that will help learning • Homework should be in line with departmental policy with a clear rationale linked to the subject curriculum 	<ul style="list-style-type: none"> • Check homework online at least once a week, to ensure that your child has understood what is expected • Discuss any issues with your child and raise any concerns with the teacher • Inform your child’s teacher if the task has not been completed properly and confirm the reason for this 	<ul style="list-style-type: none"> • Log on and check homework on Satchel: SMHW • Ensure that the task is understood and ask for help if it is needed before the homework deadline (attend catch-up) • Inform your parent/carer if the task has not been completed and ask them to write to your teacher to explain – exceptional circumstances only
Quality and length of homework		
<ul style="list-style-type: none"> • Stating the approximate number of words required will provide a better guide than number of pages • With extended tasks clear guidelines must be given, the work will be regularly monitored • Homework club will run every day before and after school where there are computers, books and staff available to support homework completion to a high standard 	<ul style="list-style-type: none"> • Help your child to plan homework to fit in with home activities • Encourage your child to show his/her homework to you so that you can check that they have made a good effort – support them to work independently • If possible provide a quiet area where homework can be done with the minimum distractions or encourage homework club attendance • You are not expected to teach your child. You are helping if you: show an interest, discuss and encourage independence 	<ul style="list-style-type: none"> • Check that you have completed the task in line with what your teacher has asked for • Ensure that the appropriate time is taken for the homework and that the time is used productively • If you are unsure of what is expected attend the subject catch up before the work is due or ask the teacher for further guidance • The in school expectations for presentation are the same for when you are working independently outside school

Teacher Responsibilities	Parent/Carer Responsibilities	Student Responsibilities
Use of the INTERNET		
<ul style="list-style-type: none"> • Guidance will be given on how to use information correctly and in the students' own language • Some suggestions of appropriate websites will be provided for guidance • Regularly remind students of computers at Homework Club 	<ul style="list-style-type: none"> • If you do not have access to a computer and the Internet at home encourage your child to use the facilities at school • If at home check that sites have been accessed correctly • Use a PC/Laptop/Tablet not a mobile phone for online sites eg Educake 	<ul style="list-style-type: none"> • Access the appropriate sites for the task • Find resources on the Internet and summarise information in your own words, do not simply cut and paste from someone else's work and present as your own – copying from many sites is against the law
Presentation skills		
<ul style="list-style-type: none"> • Provide students with a clear structure to help them to complete extended written tasks appropriate to their ability • Remind students of the expectations for presentation 	<ul style="list-style-type: none"> • Check the requirements for the task, ensure that the school presentation policy has been followed • On project work discourage your child from spending lots of time on fancy presentation at the expense of good quality content 	<ul style="list-style-type: none"> • All work should be well presented following the presentation policy in your books • Follow the teacher's guidance about fancy presentations and make sure that you are not distracted by this in place of good quality content
Homework follow up		
<ul style="list-style-type: none"> • Record homework submission and reward H1, set homework catch for any student that does not submit on time/ submits poor quality work H-1 • If students do not submit homework/attend catch up set Headteacher Detention • Check that students are acting on the advice given in the past to improve their work 	<ul style="list-style-type: none"> • Encourage your child to follow any advice from their teacher about how improve their work • Support Seahaven Academy in any actions taken to improve the students' attitude and completion of homework (eg Catch-Up sessions or detentions) 	<ul style="list-style-type: none"> • Try to use advice given by your teacher in your next piece of work • Attend subject catch –up to complete the homework (and receive help from teachers – best done before due!) • Attend Headteacher detention if set
Feedback from homework		
<ul style="list-style-type: none"> • Ensure homework is responded to in a timely manner following the appropriate policies 	<ul style="list-style-type: none"> • Encourage your child to share their feedback and discuss it with him/her 	<ul style="list-style-type: none"> • Respond to feedback from your teacher and correct errors identified

9. EEF Foundations for good implementation

PUTTING EVIDENCE TO WORK: A SCHOOL'S GUIDE TO IMPLEMENTATION

Summary of recommendations

Foundations for good implementation

- 1** Treat implementation as a process, not an event; plan and execute it in stages.
- 2** Create a leadership environment and school climate that is conducive to good implementation.

- Allow enough time for effective implementation, particularly in the preparation stage; prioritise appropriately.
- Set the stage for implementation through school policies, routines, and practices.
- Identify and cultivate leaders of implementation throughout the school.
- Build leadership capacity through implementation teams.

EXPLORE

- 3** Define the problem you want to solve and identify appropriate programmes or practices to implement.

- Identify a tight area for improvement using a robust diagnostic process.
- Make evidence-informed decisions on what to implement.
- Examine the fit and feasibility of possible interventions to the school context.
- Make an adoption decision.

PREPARE

- 4** Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.

- Develop a clear, logical, and well-specified implementation plan:
 - a. Specify the active ingredients of the intervention clearly: know where to be 'tight' and where to be 'loose'.
 - b. Develop a targeted, yet multi-stranded, package of implementation strategies.
 - c. Define clear implementation outcomes and monitor them using robust and pragmatic measures.
- Thoroughly assess the degree to which the school is ready to implement the innovation.
- Once ready to implement an intervention, practically prepare for its use:
 - a. Create a shared understanding of the implementation process and provide appropriate support and incentives.
 - b. Introduce new skills, knowledge, and strategies with explicit up-front training.
 - c. Prepare the implementation infrastructure.

DELIVER

- 5** Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time.

- Adopt a flexible and motivating leadership approach during the initial attempts at implementation.
- Reinforce initial training with expert follow-on support within the school.
- Use highly skilled coaches.
- Complement expert coaching and mentoring with structured peer-to-peer collaboration.
- Use implementation data to actively tailor and improve the approach.
- Make thoughtful adaptations only when the active ingredients are securely understood and implemented.

SUSTAIN

- 6** Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture its use.

- Plan for sustaining and scaling an innovation from the outset.
- Treat scale-up as a new implementation process.
- Ensure the implementation data remains fit for purpose.
- Continuously acknowledge, support, and reward good implementation practices.

10. Coaching – The GROW Model, adapt questions to focus area

The GROW model	Sample coaching questions
<p>G = Goal Ask the teacher what they hope to achieve in the lesson. Allow them to think aloud. Try to clarify exactly what they hope to achieve and how.</p>	<ul style="list-style-type: none"> • What are the learning objectives? How will we know if pupils have met these? • What should the pupil outcomes be for this lesson? • Have you chosen the aspects of AfL you want to focus on? • What made you choose this one? What do you hope the pupils will gain from this?
<p>R = Reality Here try to listen as much as possible. Avoid any input and hold back your AfL expertise. Allow the teacher to talk you through the lesson plan. Use questions to help them reflect on the lesson plan and the choices they have made for themselves.</p>	<ul style="list-style-type: none"> • How does the lesson fit in with the scheme of work? • Do you usually share learning objectives with the group? • Have you used this technique before? • Are the class used to using this technique? • What difficulties might there be in using this strategy with this group? • Will pupils be familiar with this information/these key words, etc.? • Tell me more about the issues you found last time.
<p>O = Options (What could you do?)</p> <ul style="list-style-type: none"> • Having talked through the overall plan for the lesson help them to look at options at each stage. • Use the AfL key characteristics or training materials as prompts. • Cover a range of options. • Invite suggestions from the teacher. • Ensure choices are made. • The teacher may want to write down ideas as they are discussed. Wait until the teacher has exhausted their suggestions before you jump in. 	<ul style="list-style-type: none"> • Were there things from the training you wanted to build in to the lesson? • You said you wanted to include peer assessment; shall we look at handout 5.4 and choose one of the strategies suggested? • What are the advantages and disadvantages of asking pupils to generate the learning outcomes? • Will there be an opportunity for you to give feedback to pupils? How shall we structure this – pairs, groups or whole class? • How will individual pupils know whether they have met the outcomes? • Let's recap: can you talk me through the ideas we've discussed?
<p>W = What will you do? Encourage the teacher to commit to the strategies they identify. Make a mental note of what they chose to do and why. (Write this down later to inform planning for the post-lesson discussion.)</p>	<ul style="list-style-type: none"> • Which of these ideas do you like the most? • Have you thought about exactly how you will do this? • Are there any bits you feel uncertain about? • Of the ideas we've discussed are there any that you definitely want/don't want to include? • What should I be looking out for in the lesson?

11. GROW Proforma for note taking

Name:
Date:
GOAL (for this session):
REALITY (current state of play):
OPTIONS (all the possibilities):
WILL (what I will actually do/ When):

12 Cover at Seahaven

Seahaven Academy's cover department provide high quality active cover lessons for all students. Those covering must be active within lessons and step away from the previous passive nature of setting work and supervising. The covering member of staff should support students where possible.

Cover lessons will continue with the department's planned programme of study and be used for students to continue to learn in the absence of the class teacher.

The cover team work closely with subject leaders and teachers to ensure the successful delivery of cover lessons and student supervision following the processes and protocols for all lessons. Cover lessons should 'feel' like all other lessons, with students engaged fully in learning.

All cover supervisors and senior TA's undertake training in the expectations and delivery of cover lessons at Seahaven Academy. This includes both induction training and ongoing updates in developing areas of focus for the school such as pedagogy, literacy and classroom management.

Teacher Provision of Cover:

- ✓ The cover lesson plan must be completed for all 'known' cover needs such as absence due to visits, appointments or other prior agreed occasions – the template is available in the cover folder
- ✓ Once completed the lesson plan must be placed in the dated cover folder along with any relevant resources (ppts, worksheets, answer sheets) required for the lesson
- ✓ The plan provides a space to detail exactly what should be done each lesson. There is a section to incorporate particular aspects of the Rosenshine Principles
- ✓ This should be available 2 days before the cover lesson to enable cover staff to familiarise themselves with the lesson
- ✓ A copy must be emailed to HoD and coversupervisor@seahavenacademy.org.uk

The Teaching Support Manager:

- Works closely with Heads of Department reviewing, evaluating and adapting the approach to provision of cover, ensuring continuous improvement in impact on learning progress
- Deploys staff appropriately and effectively to cover lessons
- Quality assures cover plans
- Monitors and evaluates quality of cover lessons through developmental observations that inform CPD for the individuals and the wider cover team (in addition to SLT/HoDs)
- Reports to the DH Teaching and Learning on development priorities and progress towards development targets

13 Protocol for Continuity of Learning During Emergency Closure

As a school we aim to ensure that teaching and learning continue as effectively as possible in the event of a closure. Our policy and procedures during this time will help us to ensure high educational standards, in line with our school aims. They underline our commitment to learning as a partnership between students, teachers and parents/carers.

We have an expectation that work will be:

- Set daily, **according to the school timetable**, following the procedures described below;
- Communicated in an effective way – via Satchel: **Show My Homework**;
- Appropriate and relevant to student needs;
- Completed in full by students;
- Monitored and assessed

How often and how much?

Work will be set following the school timetable for each day, 5 subjects per day of 1-hour duration.

For Year 11 this will be following the already scheduled taught revision programme. Revision timetables that students are following outside of school hours should also continue to be adhered to.

Some practical subjects, such as PE, will set theory based work in the first instance.

For students reporting they have no INTERNET access and/or no access to a laptop/pc workpacks will be provided.

How can parents/carers help?

- Ensure your son/daughter can access all the websites listed below and know their passwords
- Check the SMHW website and discuss what work has been set
- Talk with your son/daughter about their work and the importance of completing the work set
- Help your son/daughter manage their time
- Praise your son/daughter for successful completion of the work
- Contact the subject teachers if there are queries about the work or further help is required*
- For students with additional needs a member of our SEN team, usually the existing allocated link, will provide remote support to enable students to access the work and answer queries.

Websites and Apps

Below is a list of our most commonly used websites/apps. To check or reset passwords students should contact the following:

Show My Homework – office@seahavenacademy.org.uk (also for parent logins)

Educake – Science teacher or brookesa@seahavenacademy.org.uk

Hegarty - Maths teacher or bartlej@seahavenacademy.org.uk

Doddle – username is 'lastname firstname number' from school email address all with no gaps. Password Seahaven

Office 365 – helpdesk@seahavenacademy.org.uk

Other Useful Contacts

Deputy Head Teacher: Teaching and Learning: christodouloum@seahavenacademy.org.uk

Deputy Head Teacher: Student Progress: reevem@seahavenacademy.org.uk

Staff Will	Parent/Carer Will	Students Will
<p>Set work:</p> <ul style="list-style-type: none"> that is released to students on a daily basis, in accordance with their timetable – please do not blanket set work in advance, this could be overwhelming and cause confusion place this on SMHW – including if referencing other software / websites by 8.25 am each day ensure that it is clear how the work will be submitted (including for those students that do not have a lap top/PC access) <p>Monitor progress:</p> <ul style="list-style-type: none"> Check email and respond to queries from students/parents about work related issues that arise within 24 hours (school days) Provide feedback where relevant/appropriate Use the school rewards system on Go4schools to recognise and praise good/excellent work <p>Absence: Follow usual protocols as per handbook instructions for absence. If unable to set work due to absence reasons alert HoD who will set work</p>	<ul style="list-style-type: none"> Alert the school if they do not have Internet access and/or access to a PC/laptop at home so that the school can provide hard copy workpacks Check the work set on SMHW. to ensure that your child has understood what is expected Discuss any issues with your child and raise any concerns with the teacher via email* For students with additional needs contact the key worker from the SEN team via email* Inform your child’s teacher if the task has not been completed properly/fully and confirm the reason for this Help your child to plan their day <p>*please be aware that a member of staff may be absent or unable to set work/respond to emails immediately. Emails will be responded to within 24 hours (school days) where possible (some staff are part time and will respond on their next working day). In the case of absence the Head of Department will endeavour to set work later in the day.</p>	<ul style="list-style-type: none"> Ensure that they have informed their tutor if they do not have Internet access and/or access to a PC/laptop at home so that the school can provide hard copy workpacks Check the work set for the day on SMHW by 8.30am Complete all work set to the high standards expected in class and from homework Ensure that the task is understood and ask for help via email (or teams if the work has been set up in that way) Inform your parent/carer if the task has not been completed and ask them to write to your teacher to explain – exceptional circumstances only If you are unsure about your work email your teacher

14. Policy and Protocols for Live Streamed Lessons Seahaven Academy

There is no real substitute for being in an actual classroom with the class teacher, however in our endeavours to provide students with the best learning experiences possible whilst working remotely we will be providing a blended approach of both 'live' streamed lessons and ongoing online resources for learning. Streamed lessons will be used by subjects as and when deemed appropriate or pertinent to the aspect of a topic being studied.

Both staff and students are expected to maintain a level of professionalism and treat any online lesson in the same way as they would treat a classroom lesson. Live lessons will always be recorded with two staff members in the lesson. Attendance registers will be kept (teachers can see who has joined and leaves)

Senior leaders may join lessons, so students should be prepared to hear or see a mixture of different teachers.

Parents and carers are encouraged to go through this document with their child and reiterate the importance of appropriate online behaviours to enable good learning progress.

"It's important to remind your child that despite being at home, the same level of behaviour and conduct exists as if they were at school. Encourage them to remain polite and remember their manners. Position your computer or webcam in an open environment where you can monitor their activity, preferably not in a bedroom. Try to keep the background neutral with good quality lighting and sound." National Online Safety

At no point, should students take any form of recording or photo of the session. If it is found that this has happened, it will immediately be referred to the Pastoral/Safeguarding team.

	Staff Will	Students Will
Before	<ul style="list-style-type: none"> Only use Microsoft Teams Schedule in Teams calendar as a 'Live Event' Dress appropriately Be in a neutral area where nothing personal or inappropriate can be seen or heard in the background Change background to blurred or classroom scene Deactivate student cameras and microphones Arrive 5 minutes prior to the start of the session – ensure all materials etc 	<ul style="list-style-type: none"> Arrive 5 minutes prior to start Login using school accounts Dress appropriately Be in a neutral area where nothing personal or inappropriate can be seen or heard in the background Be equipped with pen and paper and any materials directed by teacher Ensure the device they are using is charged/plugged in Remove distractions eg mobile phones, close other tabs
During	<ul style="list-style-type: none"> Enter through App Ensure tabs open on browser relate solely to the lesson Remind students of acceptable behaviour and their conduct during class. Always record live events so there's something to go back to later if you need to Use the same appropriate/academic language as if you were in your classroom. It is essential teacher/student relationships are maintained throughout this period Always have another teacher present in the online space - they may take the role of responding to questions. 	<ul style="list-style-type: none"> Fully participate in the lesson; no music, tv, games or other activities whilst lessons take place. Use the same appropriate/subject/learning language as if you were in your classroom speaking to your teacher. Behave with the same high expectations as in classroom lessons, always acting responsibly and with respect. Type questions about the work into the question box – personal or whole class responses will be made. Be as accurate as possible when asking questions. Simply saying 'I don't get it' will not help the teacher explain the aspect being asked about.
After	<ul style="list-style-type: none"> End the lesson and remove all students from the event before disconnecting Download a register of attendees – if 1 attendee inform HoD and DSL Report any safeguarding concerns via CPOMS 	<ul style="list-style-type: none"> Complete and submit all work as instructed by your teacher Watch the recording of the live lesson and complete the work if, for an important reason, they were unable to attend the live lesson. Report any behaviour/conduct concerns via 'Rub it out'

Bibliography and Further Reading

Books / Articles

Shaun Allison and Andy Tharby *Making Every Lesson Count* (Bethel: Crown House Publishing, 2015)

Christodoulou, Daisy *Seven Myths about Education* (London: Routledge, 2014)

Christodoulou, Daisy *Making Good Progress: The Future of Assessment for Learning* (London: Routledge, 2016)

Clarke, R.E and Kirschner P. 'Putting Students on the Path to Learning' (American Federation of Teachers <https://www.aft.org/sites/default/files/periodicals/Clark.pdf>)

Crehan, Lucy *Cleverlands* (London: Unbound, 2016)

Dweck, Carole *Growth Mindset: Changing the way you think to fulfil your potential* (London: Hatchette, 2017)

Hirsch, E. D *Why Knowledge Matters: Rescuing Our Children from Failed Educational Theory* (Harvard: Harvard University Press, 2016)

Lemov, Doug *Teach Like a Champion: 2.0* (San Francisco: Jossey-Bass, 2015)

Quigley, Alex *Closing the Vocabulary Gap* (Abington: Routledge, 2018)

Rosenshine, Barak 'The Principles of Instruction' (American Federation of Teachers <https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>)

William, Dylan *Inside the Black Box* (Kings College London, 1990)

Willingham, Daniel T *Why Students Don't Like School A Cognitive Scientist Answers Questions About How the Mind Works and What It Means for the Classroom* (San Francisco: Jossey-Bass, 2009)

Willingham, Daniel T *The Reading Mind: A Cognitive Approach* (San Francisco: Jossey-Bass, 2017)

Blogs:

<https://classteaching.wordpress.com/>
<http://teachlikeachampion.com/blog/>
<http://www.learningspy.co.uk/>
<http://www.marymyatt.com/blog>
<https://thedignityofthethingblog.wordpress.com/>
<http://www.learningscientists.org/blog/>

Useful Links

<https://www.greatteaching.com/>
<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>
<https://www.cambridge-community.org.uk/professional-development/gswrp/index.html>
<https://www.tes.com/news>
<https://researched.org.uk/>
<https://chartered.college/>
<https://www.learningscientists.org/>
<https://evidencebased.education/trialled-and-tested-embedding-formative-assessment/>



Seahaven Academy

The best in everyone™

Part of United Learning