



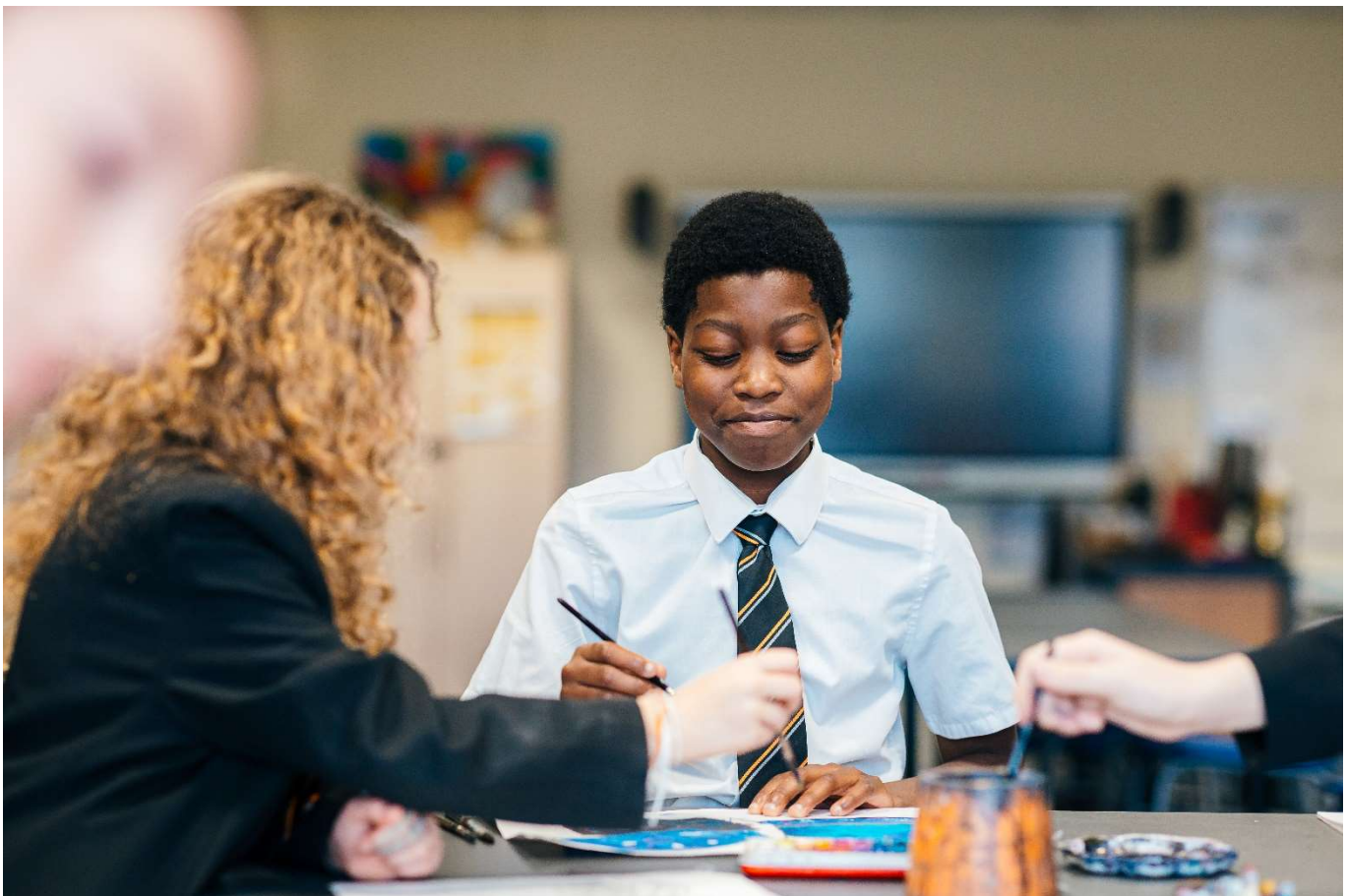
Seahaven Academy

The best in everyone™

Part of United Learning

Teaching and Learning Policy

The Seahaven Way



2024 - 2025

Be Kind. Be Confident. Be Ambitious

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Vision and Values

Our vision of Teaching & Learning (T&L) is to improve the life chances and life choices of all our students by bringing out ‘the best in everyone.’ Through the delivery of outstanding, knowledge-rich lessons, delivered in inclusive classrooms, our values of kindness, confidence and ambition underpin everything we do.



Research demonstrates that the quality of T&L is the largest determining factor in student achievement¹. Academic attainment and social enhancement are the keys our students need to lead fulfilling and enriching lives². At the heart of The Seahaven Way are our students’ futures.

Our approach is informed by the best available evidence, using research outcomes to select strategies which are most likely to improve student attainment³. Our teachers adapt their lessons to be inclusive by design, rather than as an afterthought so that all students can make excellent progress⁴. Student needs, listed on student support plans, drive inclusivity.

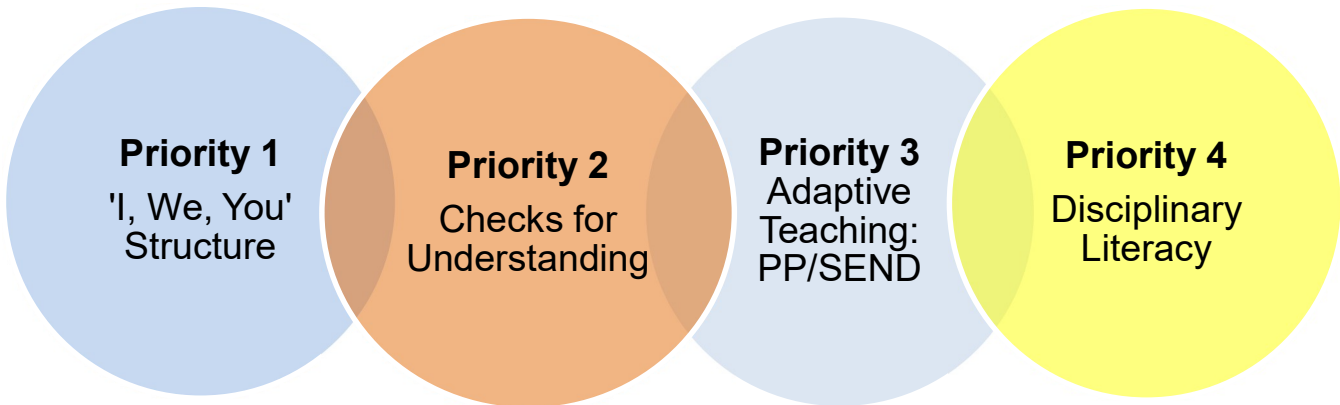


Our students are entitled to excellent, memorable learning experiences through well-planned, well-taught lessons. We treat teachers as consummate professionals and expect them to strive to achieve this through continuous professional development⁵.

The Seahaven Way compliments the Curriculum Principles of United Learning with the same overarching aims, principles, and values.

Priorities 2024 – 2025

High-quality Teaching and Learning supports the academy in achieving its strategic priorities.



Priority 1

Students thrive in lessons with consistent routines, where information is delivered through explicit instruction and where tasks are modelled and independently practiced.

Priority 2

Regular checks for understanding allow students to deepen the knowledge stored in their long-term memory and improve their knowledge about how to improve and feel successful.

Priority 3

Disadvantaged students, students with SEND and those with wider learning needs are in most need of excellent teaching, which is inclusive by design and not as an afterthought.

Priority 4

Students experience a rich diet of reading, writing and oracy across all curriculum areas to develop competency in, and love of, reading for life.

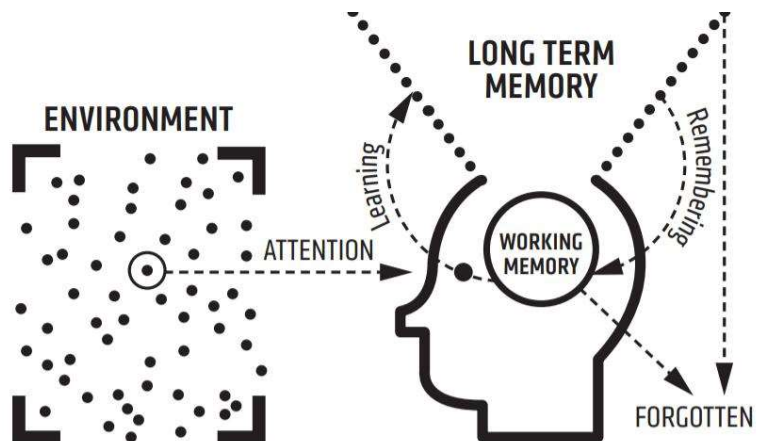


How Learning Happens

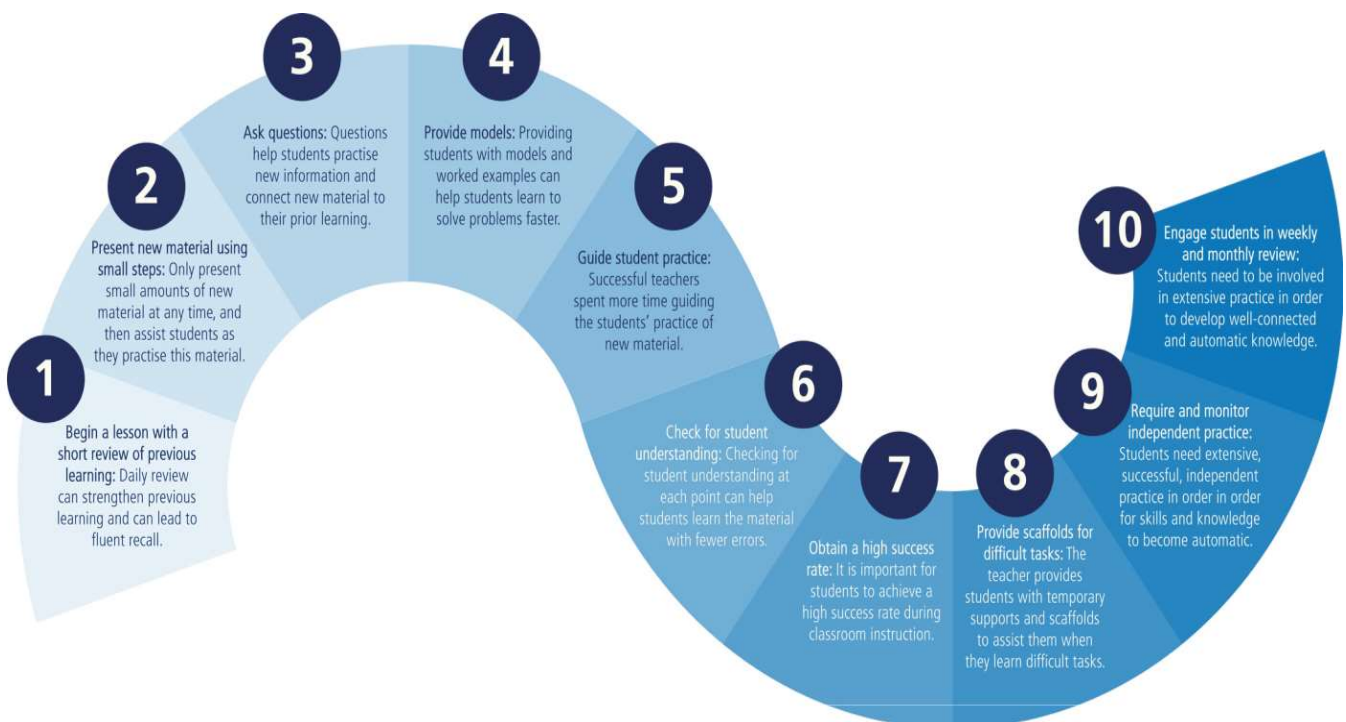
At its heart, successful teaching is intentional, inclusive and prioritises strategies that secure the most successful outcomes for all students⁶.

Successful learning is incremental, desirably difficult and evidenced by changes in the long-term memory of every student⁷.

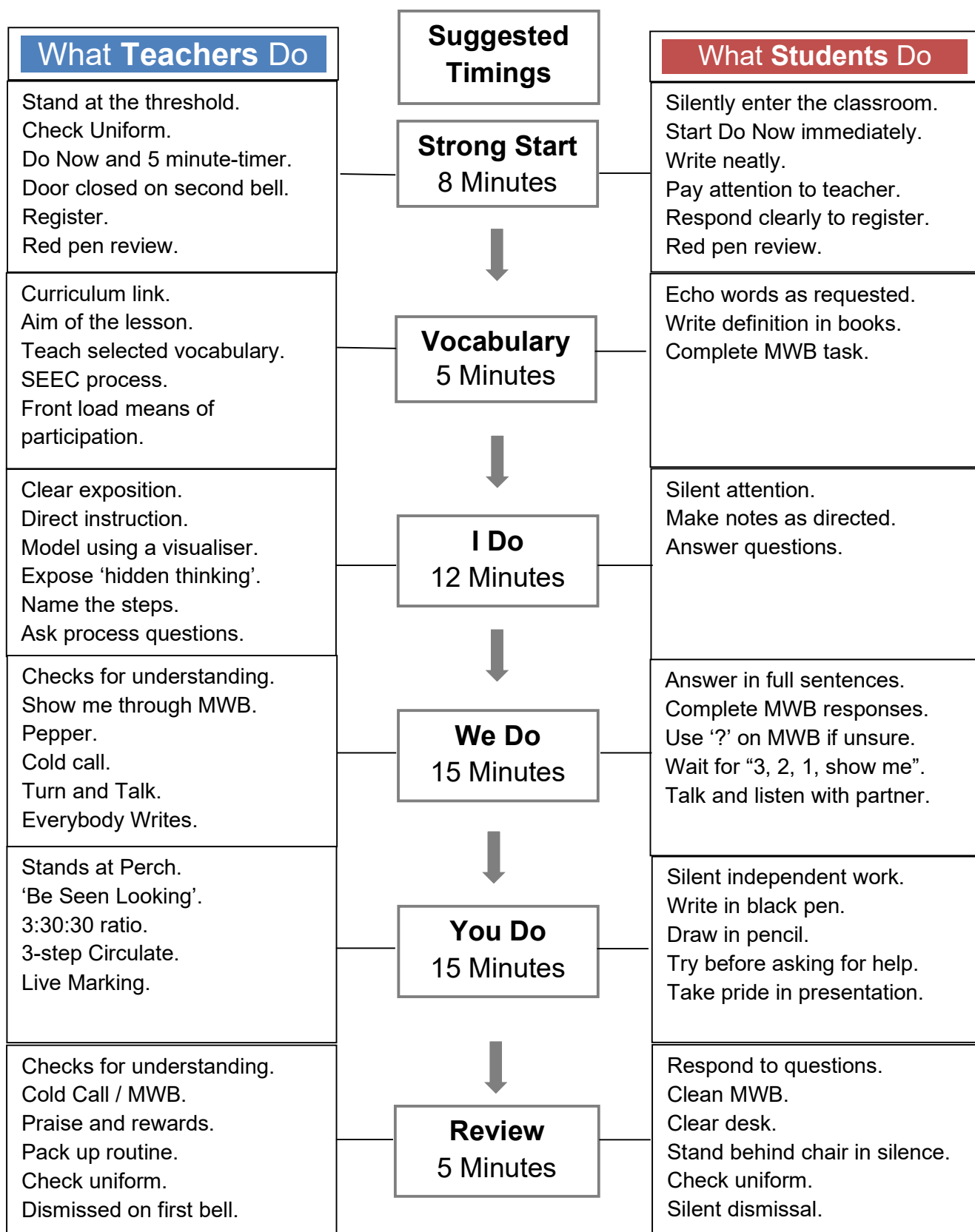
Information from the classroom environment enters the working memory. Working memory has limited capacity and so some information is forgotten. The information which is learnt enters the long-term memory.



The information which is explicitly taught in a well-sequenced curriculum and then revisited often is more likely to enter the long-term memory⁸. This principle underpins The Seahaven Way and sits at the heart of Rosenshine’s Principles⁹.

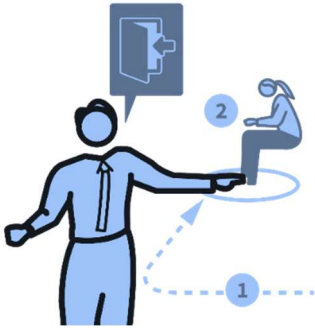


The Seahaven Learning Cycle



Strong Start

All students benefit from classroom environments with clear and consistent entry routines¹⁰



At Seahaven Academy, every lesson starts in exactly the same way. This means our students know what is expected of them and they can focus on learning.

Teachers stand at the door, with one foot in the classroom and one foot in the corridor. Teachers welcome students straight into the classroom and are 'Seen Looking'¹¹, monitoring conduct and behaviour. Teachers support the flow of students along the corridor and reinforce positive conduct. Students do not line up outside of classrooms, unless waiting for a teacher to arrive from transition.

Incorrect uniform is immediately challenged and any issues are resolved before students enter the classroom. Incorrectly dressed students do not attend lessons at Seahaven and refusal to correct uniform results in Refocus. When the second bell rings the classroom door is closed and a register is taken on Arbor. No late students are admitted without a signed yellow slip.

All lessons begin with a short 'Do Now'¹² task, which is accessible to all students and lasts no longer than eight minutes in total. Tasks enable students to retrieve prior knowledge relevant to the new content to be delivered. Students edit and develop their responses during the 'Red Pen Review,' after which the teacher calls 'Show Me'¹³ for students to hold up edited 'Do Now.'

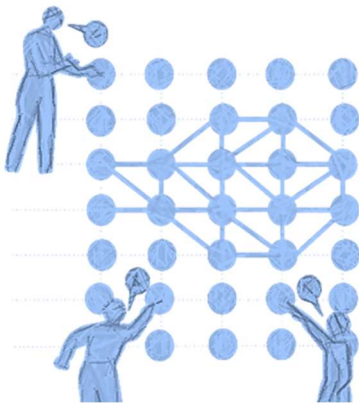


Do Now Tasks in Practice

A Do Now is a short activity either written on the board or handed to students in printed form. Either way, students start and complete the Do Now automatically and with minimal teacher instruction. Students entering the room should not have to ask themselves "What am I supposed to be doing?" The answer, every day, should be obvious: "You should be doing the Do Now because we always start with the Do Now."

Curriculum and Vocabulary

All students benefit from understanding how one lesson fits within the sequence of the curriculum, building knowledge over time¹⁴



At Seahaven Academy, teachers link prior learning to the new lesson content through ‘Red Pen Review’¹⁵. This means that students understand how the lesson links to what they have previously been taught and what they will learn in the future. This unlocks the United Learning Curriculum for all students.

Teachers may choose to use irresistible resources that are centrally planned or their own, but always ensure their lessons accurately deliver the powerful knowledge of the United Learning Curriculum. Powerful Knowledge is specialised knowledge that gives “students the ability to think about, and do things, beyond their everyday experience”¹⁶.

At Seahaven Academy, teachers highlight and explain selected and mapped important tier 2 and 3 vocabulary every lesson. Teachers teach vocabulary using the ‘SEEC’ process¹⁷. This explicit teaching of carefully sequenced vocabulary unlocks the curriculum¹⁸. Students learn best when every teacher seeks to unlock the curriculum by teaching vocabulary, whichever subject they teach¹⁹.



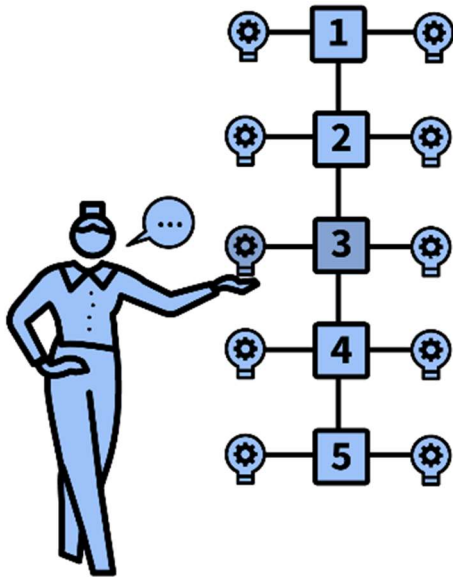
During vocabulary section of the lesson, teachers pre-teach two words. One word is a new word and one is a previously learnt word. For example, this lesson and last lesson. Teachers provide student-friendly definitions and examples. They say the word and students repeat it.

Students complete a question on MWBs for each word. Question options:

1. Multiple choice. For example, 1 example / 1 non-example.
2. Finish the sentence.
3. True or false?

I Do

All students benefit from *powerful knowledge*²⁰ which is built through clear and concise teacher exposition²¹

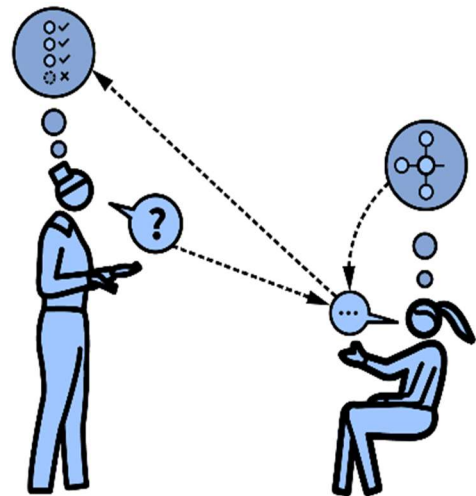


At Seahaven Academy, teachers introduce new curriculum content to their classes through clear exposition. They present knowledge in small chunks, dependent upon students' prior knowledge. The United Learning Curriculum supports teachers, who are accountable for the progress students make in lessons.

Students maintain 'Silence as Standard'²² during teacher exposition and modelling. Students sit up and pay close attention to the teacher. Teachers must always challenge off-task behaviour by issuing a warning.

Teachers consider how they use oracy skills to ensure that they speak at a volume that is audible and understandable to all students.

Teachers deliver content with the accuracy and specificity they expect from their students, providing a scholarly example of their subject. Teachers 'Check for Understanding'²³ by questioning students about what they have understood. They analyse student responses and adapt their teaching accordingly. For example, the teacher may stop the class and address a misconception or note aspects of the material that might need to be retaught in a future lesson.



Key ingredients for success²⁴:

- Silence as Standard.
- Teachers 'Name the Steps' by breaking down tasks through modelling and explanation.
- 'No Opt Out' - 100% engagement and compliance, maintaining high expectations of all students.

We Do

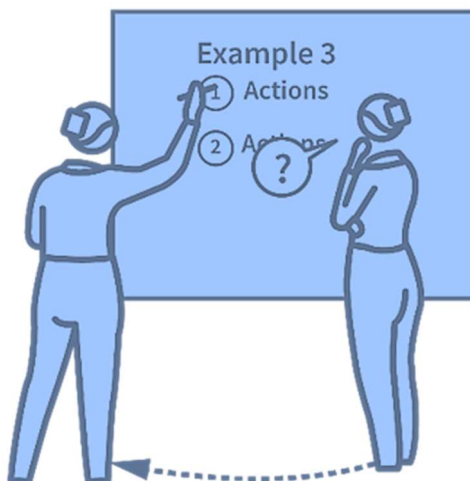
All students are supported to build schema when teachers model, scaffold and think aloud to narrate their decisions and choices²⁵

Students engage in practice aligned to the 'I Do' task closely observed by the teacher. During 'We Do,' cold call questioning is standard. Teachers ask a question first, pause and then call on a student to answer. This ensures all students are engaging in learning. At Seahaven, teachers use a range of modelling techniques to ensure the responsibility of tasks is released to students gradually²⁶.



Method: Show Me²⁷

- The teacher stands at 'Perch' with a mini-whiteboard (MWB). Teacher front loads 'Means of Participation' – *"In silence, and on your MWB, complete the sentence on the board."*
- The teacher sets a timer for e.g., 1 minute. The teacher models completion on their own MWB at front of class. Teacher 'hovers' MWB face down when complete.
- Students complete tasks on MWB. When finished, students 'hover' MWB face down.
- Teacher calls '3, 2, 1, show me.' All MWBs are shown by students.
- Teacher analyses the data and will:
 - a) Choose student answers to model and discuss responses.
 - b) Re-teach a concept or address misconceptions.
 - c) Ask a follow-up question to extend or challenge an answer.
 - d) Move on to a further 'We Do' practice or set a 'You Do' task.



Method: Pepper²⁸

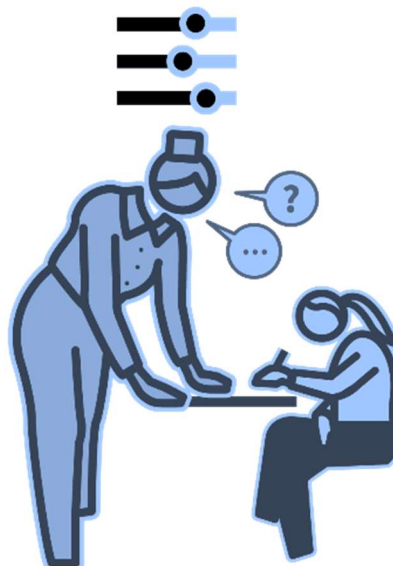
- Teacher stands at the ‘Perch’ position.
- Teacher asks a question and gives sufficient wait time before calling on student to respond.
- Teacher does not indicate whether student A has provided correct or incorrect answer, moves to student B - repeat until sufficient data has been gathered.
- Teacher analyses the data and will:

- Choose student answers to model and discuss responses.
- Re-teach a concept or address misconceptions.
- Ask a follow-up question to extend or challenge an answer.
- Move on to a further ‘We Do’ practice or set a ‘You Do’ task.

Addressing ‘I don’t know’²⁹

At Seahaven Academy, students are not able to ‘opt out’ of providing a response. If students respond with ‘I don’t know’ or a question mark on their MWB, this necessitates teacher intervention.

- **Intervention 1:** Call on another student, accept their response. Return to student who did not know and ask them to repeat response.
- **Intervention 2:** Ask student to read out question - this can prompt student to reframe thinking and answer.
- **Intervention 3:** Break down question e.g. ‘Which diagram do we need to look at to find the answer?’
- **Intervention 4:** Give binary option e.g. “Do you think it would be answer A or answer B? Prompt for explanation - ‘You think it would be answer B because...’”



You Do Together

Between the ‘We Do’ and ‘You Do’ phase, teachers may direct students to work together. Students use this phase to engage in critical discussion, questioning and

co-constructed thinking. For example, students may work together on the steps of a complex mathematical question on MWBs before a further ‘We Do’ check for understanding or to prep for ‘You Do’ independent practice.

Method: Turn and Talk³⁰

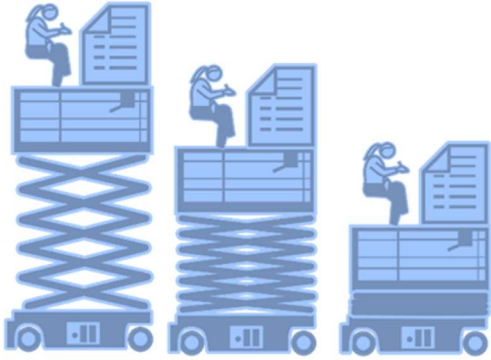
Teacher directs students to write a response to a posed question on their MWB. Students follow MWB routine up to ‘hover.’ Teacher instructs, “Now when I say ‘Go,’ you will turn to your partner. Beginning with students on THIS side of the room, explain your answer and ask your partner one question. When I say ‘Switch,’ students on THIS side of the room will share their answers and ask any questions they have. Be ready to share your partner’s ideas in three minutes...Go.”

During ‘Turn and Talk,’ the teacher circulates to listen to discussion and monitor student engagement with task.



You Do

All students benefit from independent practice which builds the fluency and recall they require to attain well³¹

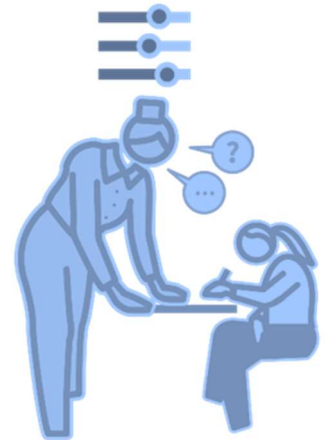


At Seahaven Academy, students complete independent practice in every lesson, where students produce work which is a product of their own thinking³².

Teachers set activities and questions similar to those previously modelled in the ‘We Do’ phase and remove scaffolds gradually. Teachers check for understanding and address misconceptions using MWBs, questioning and live marking amongst other pedagogical strategies. Teacher marking is completed with a red pen.

Method: 3:30:30³³

The teacher instructs students to begin the task and stands on ‘Perch’ for three minutes. During this time, they are ‘Seen Looking’ to ensure students are on task. After three minutes, the teacher moves to a target student for 30 seconds - checks their work, prompts, or supports and moves on to a second target student for 30 seconds. The teacher then returns to ‘Perch’ to scan the class.



First circulate: Are students on task? If several are not, bring the class back to clarify instructions – “Pens down; eyes on me.”

Second circulate: Literacy check. Live mark in green pen. Bring class back for feedback to address misconceptions.

Third circulate: Identify common errors. Live mark in green pen. Bring class back for feedback – “Pens down; eyes on me.” Students red pen responses as needed.

Review

All students benefit from regularly reviewing learning to attenuate forgetting, make connections and secure long-term recall³⁴



At Seahaven Academy, teachers review the extent to which the powerful knowledge of the lesson has been understood. Regular checks for understanding and formative feedback throughout the lesson help to inform the delivery of this final phase of learning.

Teachers assess students using a range of techniques including MWBs and probing questions.

In the final five minutes of the lesson, teachers return to 'Perch' position and call for attention. Teachers announce values cards for students who have excelled during the lesson. Teachers provide clear instructions for packing up. For example, "When I say 'go,' please hand all exercise books to the end of the row. Please put whiteboards in a neat pile and whiteboard pens in the pot on the desk. Go." While students pack up, teachers log rewards and any 'Refocus' removals from the lesson. Books are collected in an organised manner and placed neatly in a box at the back of the classroom. Students tuck in their chairs and stand behind them.

The teacher checks that tables are neat and tidy and that there is no rubbish or pens on the floor. Teachers may use cold call questioning to check student understanding of key knowledge from the lesson. The teacher returns to threshold and dismisses students on the first bell. They are dismissed one row at a time, ensuring their uniform is 100% right before leaving.



Literacy

All students benefit from explicit literacy instruction, both within lessons and through bespoke interventions³⁵

At Seahaven Academy, teachers highlight and explain important vocabulary in every lesson. Teachers explore vocabulary using the 'SEEC' process³⁶.



Select: Curriculum leaders select key tier 2 and 3 vocabulary which will unlock the curriculum³⁷. Vocabulary is mapped across lessons to ensure it is being taught within the context of wider knowledge.

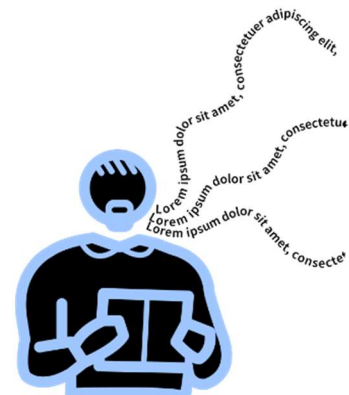
Explain: Teachers display student-friendly definitions of the vocabulary and examples of each word in context. Teachers model the correct

pronunciation of words. Students echo the pronunciation.

Explore: Teachers and students look more deeply at the word by saying it, writing it, providing a definition, use images or diagrams, provide multiple examples and clarify misconceptions.

Method 1: Multiple choice question – two incorrect definitions or examples of use and one correct – hand signal or 'Show Me' check for understanding.

Method 2: Students complete a sentence using the key words on a MWB e.g., Scrooge initially seems unlikely to achieve **redemption** because... / A **molecule** of water consists of... / In an **isosceles** triangle...



Consolidate: The Teacher prompts students to use the word during independent practice. They revisit the word and repeatedly test it.

Teachers always consider the reading age scores of their students, which are collected and disseminated several times per year. Teachers write the reading ages of their students on seating plans and use this data within lessons. For example, teachers may simplify the text used in their PowerPoint presentations.

Live Marking for Literacy

At least once per lesson, teachers circulate to check and correct literacy errors.

- The class are told that the teacher is circulating to check spelling and punctuation.
- Teachers place a green circle around errors, which the student corrects.
- Teachers support struggling students by writing out the correct spellings and briefly explaining errors.
- Common literacy errors are addressed with the whole class. For example, “*Pens down. Eyes on me. I have noticed that...*”

Reciprocal Reading and Reading Aloud

Teachers deliver reading tasks by to support students' comprehension.

- **Before Reading** = Prediction/Hypothesis/Vocabulary
- **During Reading** = Question/Clarify
- **After Reading** = Summarise

Teachers ensure students are given regular opportunities to **read aloud** to practice their fluency either as a whole-class or in pairs. Teachers use cold-calling during reading aloud to check students are following whole-class reading.

Literacy Across the Curriculum

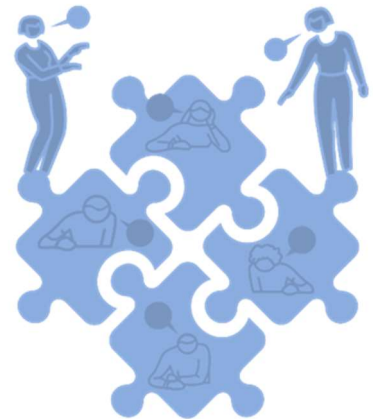
It is easy to think that literacy teaching is the sole responsibility of an English department, but this is not true. Students learn best when every teacher seeks to unlock the curriculum by teaching vocabulary, whichever subject they teach³⁸.



SEND, PP, and Adaptive Teaching

Students with SEND and those in receipt of pupil premium funding are in most need of excellent teaching and benefit most when their learning needs are fully understood³⁹

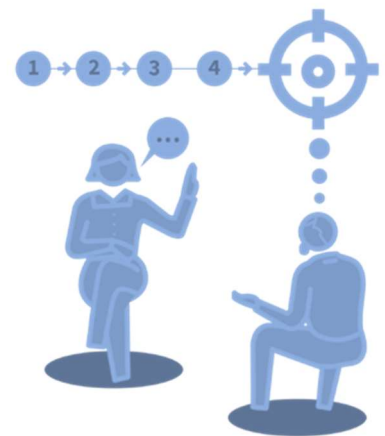
Teachers at Seahaven Academy adapt their lessons to be inclusive by design, rather than as an afterthought. This means that teachers plan lessons with ambitious content and then scaffold them for the needs of students, rather than plan a one-size-fits-all lesson with 'bolt-on' activities. This is the most effective way of supporting students to achieve their potential⁴⁰.



Adaptive teaching is harmful to no one, helpful to everyone and vital for students who are disadvantaged and for those with SEND. Teachers use resources such as Teaching Assistants (TAs), student support plans and seating plans to adapt their lessons to maximise impact.

Student Support Plans

At Seahaven Academy, teachers read, understand, and apply the guidance provided on student support plans. Teachers make reasonable adjustments through quality first teaching, ensuring that all students have fair access to the full curriculum. The SENDCo and their team are crucial members of the T&L team because they are responsible for updating, disseminating and quality assuring the use of student support plans. Teachers always consider the needs of their students and provide feedback to the SEND department.



Teaching Assistants

The SENDCo is responsible for the CPD and deployment of Teaching Assistants. For lessons in which TAs support, they will have

access to medium-term plans and lesson content in advance to prepare for their role in the classroom. The SENDCo will consider any specialisms that TAs may possess. They may focus on a particular student or department.

Seating Plans

Teachers create seating plans with the needs of all students in mind. They review them regularly and have printed copies of up-to-date and annotated seating plans available in a folder in their classroom.

Annotations may include student data relating to assessment, reading age or reasonable adjustments. Teachers always consider including a well-worn path, which is a physical route through the classroom that passes the students in need of the most support.

Scaffolding

Teachers scaffold work so that it is desirably difficult for all students⁴¹. They provide scaffolds for the remaining students to reach the same standard, albeit with more help, guidance, and time.

Setting the most ambitious goals for all students and providing scaffolds raises the attainment and expectations of the whole class⁴².



Scaffolding in Practice

Following the first two stages of an I Do, We Do, You Do activity, the teacher now provides all students with a writing frame, expecting all students to complete an independent answer. Higher attaining students can work through their answer at a faster pace and complete the entire extract, whereas others complete the same work, but do not get quite so far.

Classroom Management

At Seahaven Academy, teachers create and maintain inclusive and ambitious working environments that require a highly intentional approach to classroom management. Teachers are the experts in the room and create a culture of routineness, consistent responses, and positive relationships.

Teachers clearly communicate their expectations to students and front load ‘means of participation’⁷⁴³ to ensure students know how to participate. For example:

- How to talk and listen when others are talking.
- How to ask and answer questions.
- How to complete their work and present it neatly.
- How workbooks and materials should be collected in and out.

Teachers explain and model their expectations of students respectfully and in a way that students can achieve.



Rewards and Warnings

At Seahaven Academy, rewards are given to recognise students who model our values of 'be kind, be confident, be ambitious'.

- Reward points recognise positive contributions to learning. During the lesson, they are recorded on the board. They are added to Arbor at the end of the lesson.
- Values awards are postcards given for acts of kindness, confidence or ambition. Each postcard is signed by the teacher and handed to the student. Teachers add a message to the 'vales' award on Arbor, which generates a message home including the reason for reward and the teacher's name.

Warnings are given for any behaviour that disrupts and slows down learning. For example, for talking during teacher instruction. Students receive two warnings, with a dot added next to the student's name on the second warning. If a student continues to exhibit behaviour that slows learning, the student will be removed from the lesson to Refocus for two periods and a social time.

Both rewards and warnings are recorded on the board and students are given a clear reason for both.



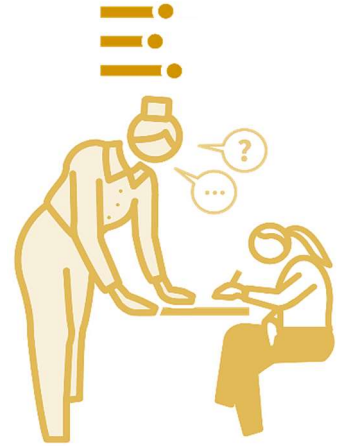
If a student is sent to Refocus, they are handed a yellow slip, which is signed and dated by the teacher with the time on the computer clock. Students then leave lessons immediately and have 5 minutes to arrive at Refocus. Teachers use the 'emergency alert' button on Arbor and select edit - 'refocus referral' and enter the student's name.

Presentation Expectations

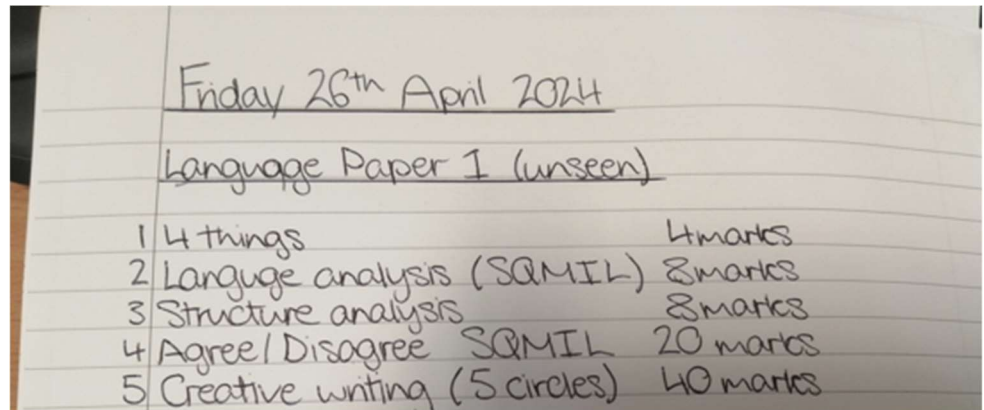
All students benefit from teachers' high expectations of the pride and care students are expected to take in the quality of their books.

At Seahaven, teachers reinforce high presentation standards in students' books. Students are expected to take pride and care in the presentation of their work and teachers must pick up any issues as they arise.

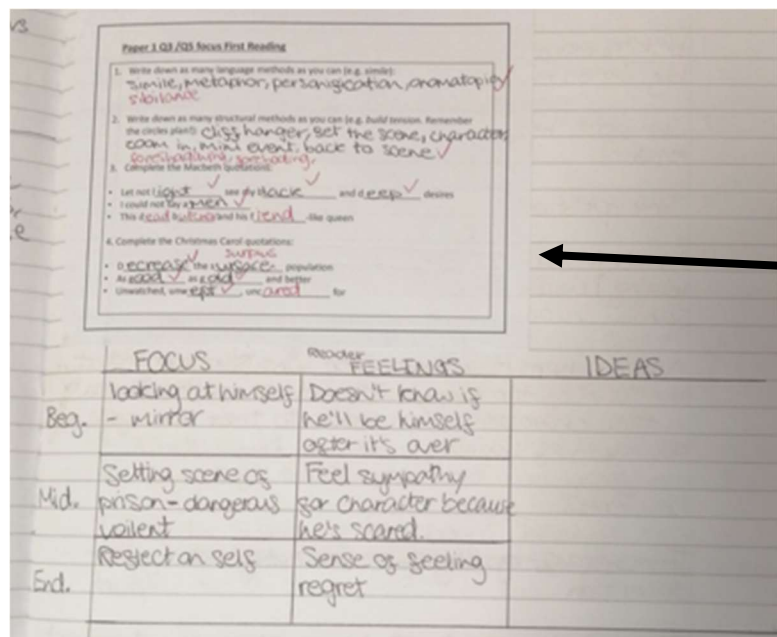
Students always write in their neatest handwriting using a black or blue pen. Self or peer assessment is in red, whilst teacher feedback is in green. Drawings are completed in pencil. Mistakes are crossed out using a single line. Work is free from graffiti, doodles and scribbles.



Title and date underlined.



Extra sheets neatly stuck into book.



Self/peer marking and editing completed in red pen.

Tables drawn with ruler.

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