![Seahaven Academy — The best in everyone™ — Part of United Learning](logo)

Teaching and Learning Policy
The Seahaven Way

Every Lesson Counts

Be Kind. Be Confident. Be Ambitious

CONTENTS

Seahaven Academy
The best in everyone™
Part of United Learning

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' in every lesson. 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 achievement[1]. Academic attainment and social enhancement are the keys our students need to lead fulfilling and enriching lives[2]. At Seahaven Academy, tackling academic disadvantage is central to classroom practice. Teachers prioritise students eligible for the Pupil Premium every day, in every lesson—because every future is important.

Our approach is informed by the best available evidence, using research outcomes to select strategies which are most likely to improve student attainment[3]. Our teachers adapt their lessons to be inclusive by design, rather than as an afterthought so that all students can make excellent progress[4]. Student needs, listed on student support plans, drive our inclusive culture.
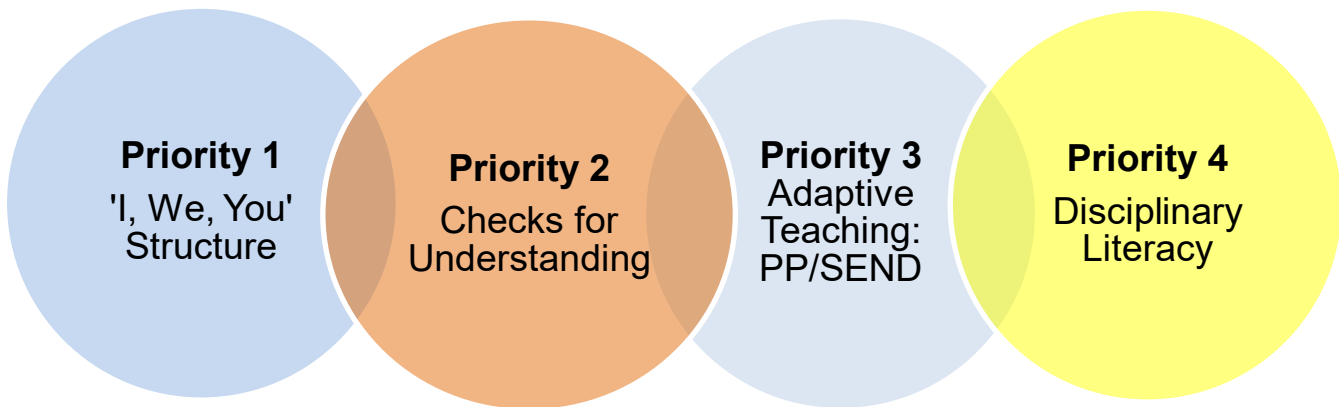
Our students are entitled to excellent, memorable learning experiences through well-planned, well-taught lessons. We treat teachers as consummate professionals and expect them to strive to achieve this through continuous professional development[5].

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

Our Priorities

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

Priority 1
'I, We, You' Structure

Priority 2
Checks for Understanding

Priority 3
Adaptive Teaching: PP/SEND

Priority 4
Disciplinary Literacy

Priority 1

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

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

Students who are eligible for the Pupil Premium and those with SEND 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.
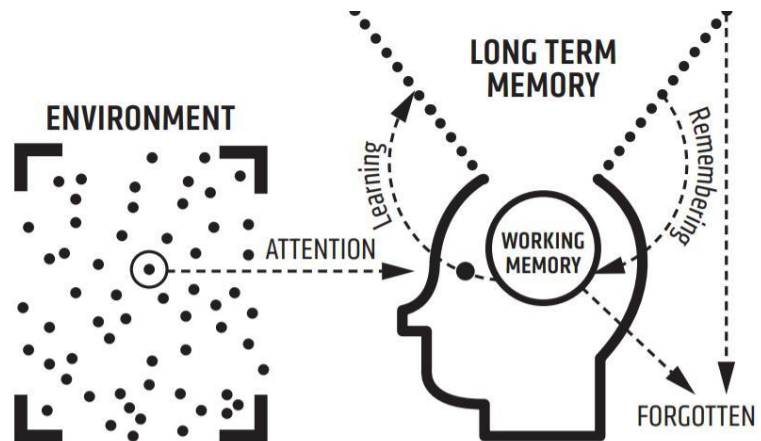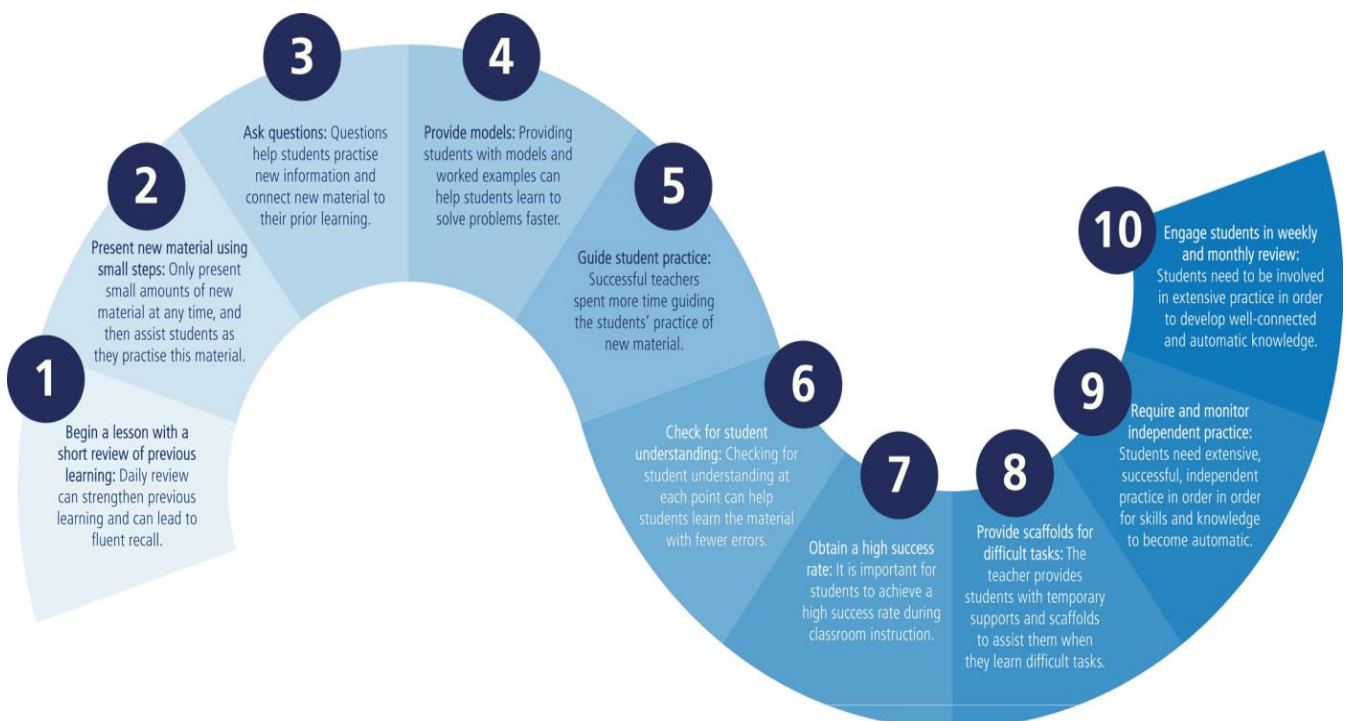
How Learning Happens

At its heart, successful teaching is intentional, inclusive and prioritises strategies that secure the most successful outcomes for all students[6].

Successful learning is incremental, desirably difficult and evidenced by changes in the long-term memory of every student[7].
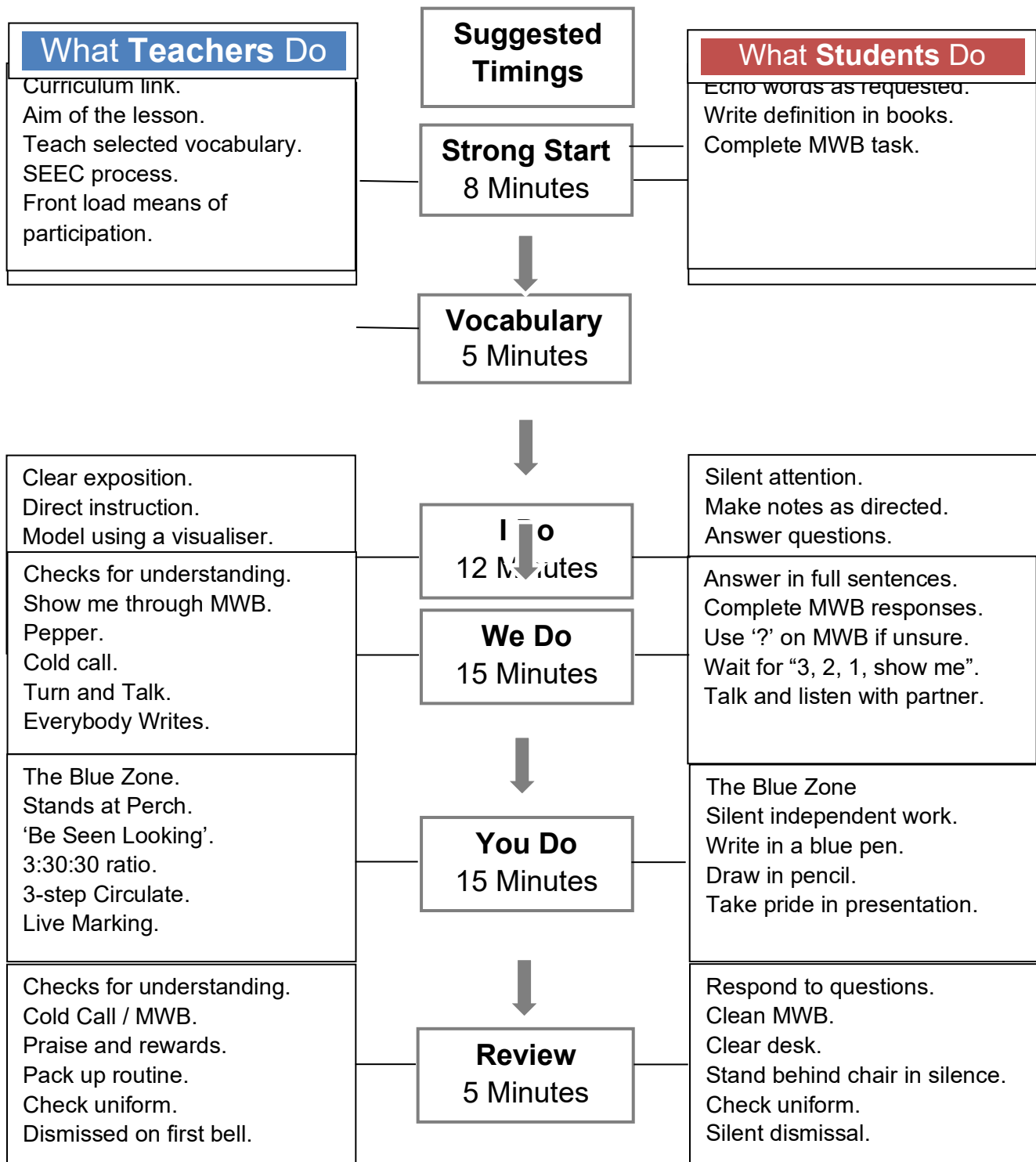
Information from the classroom environment enters the working memory. Working memory has limited capacity and so some information is forgotten. The information which is learnt enters the long-term memory.

The information which is explicitly taught in a well-sequenced curriculum and then revisited often is more likely to enter the long-term memory[8]. This principle underpins The Seahaven Way and sits at the heart of Rosenshine's Principles[9].

1 Begin a lesson with a short review of previous learning: Daily review can strengthen previous learning and can lead to fluent recall.

2 Present new material using small steps: Only present small amounts of new material at any time, and then assist students as they practise this material.

3 Ask questions: Questions help students practise new information and connect new material to their prior learning.

4 Provide models: Providing students with models and worked examples can help students learn to solve problems faster.

5 Guide student practice: Successful teachers spent more time guiding the students' practice of new material.

6 Check for student understanding: Checking for student understanding at each point can help students learn the material with fewer errors.

7 Obtain a high success rate: It is important for students to achieve a high success rate during classroom instruction.

8 Provide scaffolds for difficult tasks: The teacher provides students with temporary supports and scaffolds to assist them when they learn difficult tasks.

9 Require and monitor independent practice: Students need extensive, successful, independent practice in order in order for skills and knowledge to become automatic.

10 Engage students in weekly and monthly review: Students need to be involved in extensive practice in order to develop well-connected and automatic knowledge.

The Seahaven Learning Cycle

What **Teachers** Do	Suggested Timings	What **Students** Do
Curriculum link. Aim of the lesson. Teach selected vocabulary. SEEC process. Front load means of participation.	**Strong Start** 8 Minutes	Echo words as requested. Write definition in books. Complete MWB task.
	Vocabulary 5 Minutes	
Clear exposition. Direct instruction. Model using a visualiser.	**I Do** 12 Minutes	Silent attention. Make notes as directed. Answer questions.
Checks for understanding. Show me through MWB. Pepper. Cold call. Turn and Talk. Everybody Writes.	**We Do** 15 Minutes	Answer in full sentences. Complete MWB responses. Use '?' on MWB if unsure. Wait for "3, 2, 1, show me". Talk and listen with partner.
The Blue Zone. Stands at Perch. 'Be Seen Looking'. 3:30:30 ratio. 3-step Circulate. Live Marking.	**You Do** 15 Minutes	The Blue Zone Silent independent work. Write in a blue pen. Draw in pencil. Take pride in presentation.
Checks for understanding. Cold Call / MWB. Praise and rewards. Pack up routine. Check uniform. Dismissed on first bell.	**Review** 5 Minutes	Respond to questions. Clean MWB. Clear desk. Stand behind chair in silence. Check uniform. Silent dismissal.

Strong Start

All students benefit from classroom environments with clear and consistent entry routines[10]

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.' Students who were absent in the previous lesson are provided with an opportunity to catch up.

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 time[14]
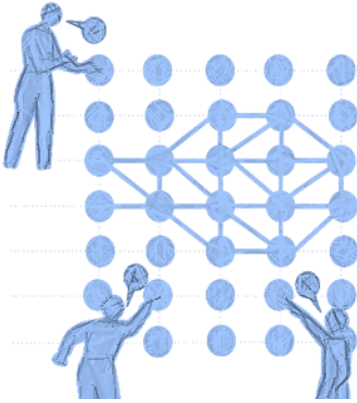
At Seahaven Academy, teachers link prior learning to the new lesson content through 'Red Pen Review'[15]. This ensures students see how each lesson connects to prior learning and future content by emphasising 'Why this? Why now?' This approach makes the United Learning Curriculum accessible to all students.

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' process[17]. This explicit teaching of carefully sequenced vocabulary unlocks the curriculum[18.] Students learn best when every teacher seeks to unlock the curriculum by teaching vocabulary, whichever subject they teach[19].

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 exposition[21]
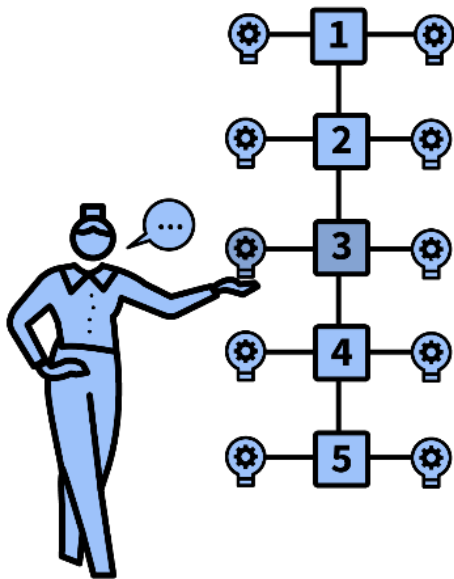

At Seahaven Academy, teachers introduce new curriculum content to their classes through clear exposition. They present knowledge in small chunks, dependent upon students' prior knowledge. The United Learning Curriculum supports teachers, who are accountable for the progress students make in lessons.

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.
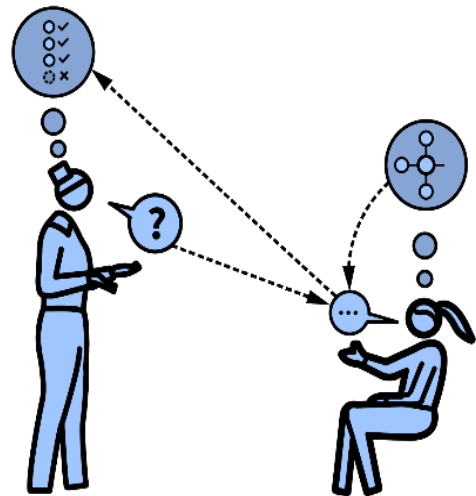
Key ingredients for success[24]:
- Silence as Standard.
- Teachers 'Name the Steps' by breaking down tasks through modelling and explanation.
- 'No Opt Out' - 100% engagement and compliance, maintaining high expectations of all students.

We Do

All students are supported to build schema when teachers model, scaffold and think aloud to narrate their decisions and choices[25]

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 gradually[26].

Method: Show Me[27]

- 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 to 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.
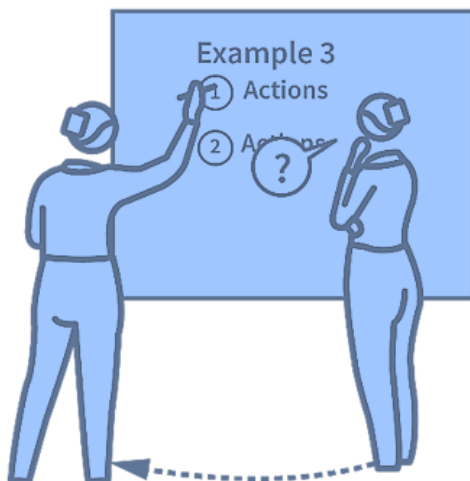
Method: Pepper[28]

- 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:

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.

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…"*
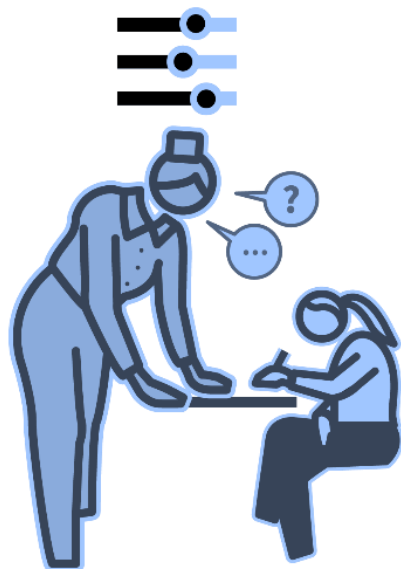
You Do Together

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 Talk[30]

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 (The Blue Zone)

All students benefit from independent practice which builds the fluency and recall they require to attain well[31]

At Seahaven Academy, students are challenged to think deeply, persevere, and develop the skills they need for long-term success. Central to this approach is *The Blue Zone*, a structured period of focused, independent work that is a product of students' own thinking[32]. Students start by writing 'The Blue Zone' as a title and complete their work in blue ink.

The Blue Zone is the most challenging part of the lesson, carefully planned so that students build towards it and can access it meaningfully. The Blue Zone encourages grappling, problem-solving, and resilience, even when mistakes are made. At Seahaven Academy, students complete The Blue Zone in every lesson. Teachers set tasks and questions like those modelled during the *We Do* phase. Before starting The Blue Zone task understanding is checked and misconceptions addressed through mini-whiteboards, questioning, and live marking, alongside other effective strategies.

Each lesson includes a Blue Zone activity, typically lasting six to ten minutes. This may involve comprehension, planning or designing, not only extended writing. Students work in silence, without support from peers or staff, unless linked to agreed access arrangements listed on student passports. Teachers circulate to observe, note misconceptions, and gather insights to inform future teaching, but do not intervene except for behaviour or safety concerns.
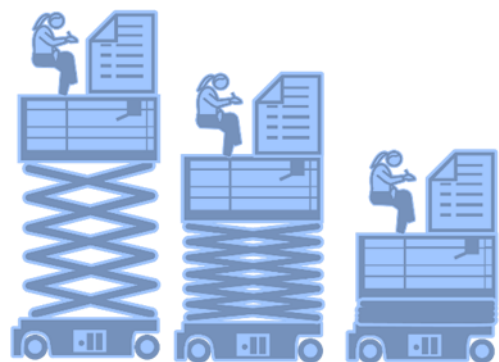
The Blue Zone prepares students for examinations and coursework and is central to driving high expectations and purposeful learning for all students.

Review

All students benefit from regularly reviewing learning to attenuate forgetting, make connections and secure long-term recall[34]

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 interventions[35]

At Seahaven Academy, teachers highlight and explain important vocabulary in every lesson. Teachers explore vocabulary using the **'SEEC'** process[36].

Select: Curriculum leaders select key tier 2 and 3 vocabulary which will unlock the curriculum[37.] 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 teach[38].

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 understood[39]

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 potential[40].
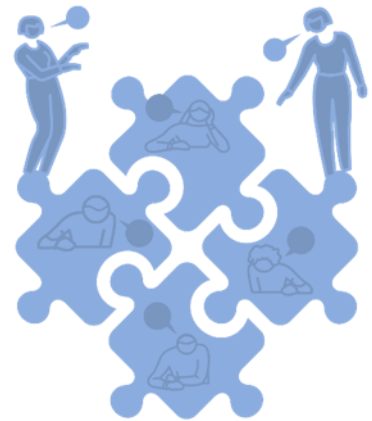
Adaptive teaching is harmful to no one, helpful to everyone and vital for students who are disadvantaged and for those with SEND. Teachers use resources such as Teaching Assistants (TAs), student support plans and seating plans to adapt their lessons to maximise impact.

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.
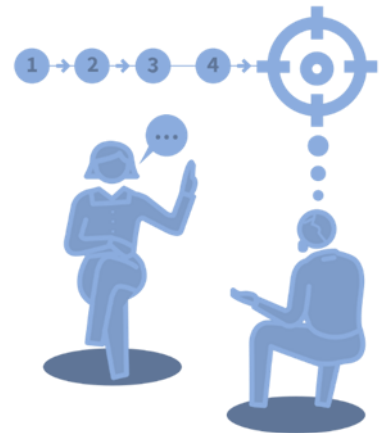
Teaching Assistants

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 students[41]. 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 class[42].

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'[43] 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.
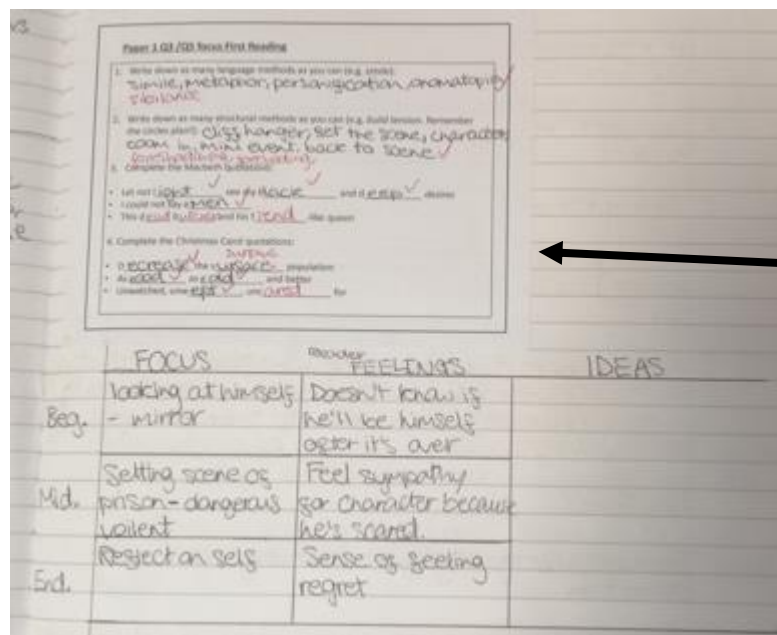
Students always write in their neatest handwriting using a black or blue pen. Self or peer assessment is in red, whilst teacher feedback is in green. Drawings are completed in pencil. Mistakes are crossed out using a single line. Work is free from graffiti, doodles and scribbles.
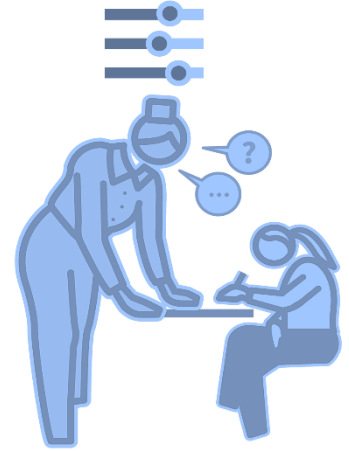
Title and date underlined.
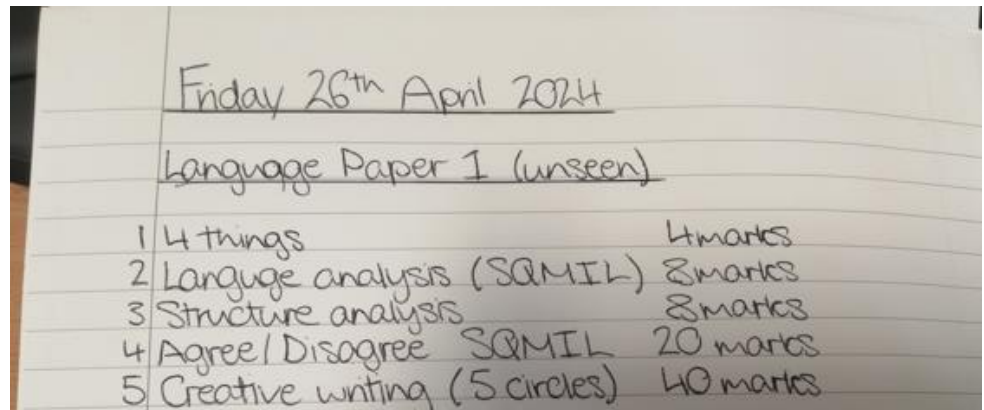
Extra sheets neatly stuck into book.

Self/peer marking and editing completed in red pen.

Tables drawn with ruler.

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