



Seaton Sluice First School

Teaching and Learning Policy 2026-27



Written by the Senior leadership Team (December 2025)

Rationale

This policy is a statement of the aims, principles and strategies to effectively deliver quality first teaching and learning at Seaton Sluice First School.

The purpose of this policy is to ensure that all staff understand and model our agreed shared standards of good practice. It provides an agreed framework for teaching and learning within our school which provides a structured, progressive education for all pupils, promoting quality learning, equality and inclusion.

At our school, we recognise effective teaching as providing high-quality experiences within a stimulating and supportive environment leading to good outcomes for pupils. Strong, encouraging relationships are central to effective teaching and learning where staff create a wealth of opportunities from which children aspire to succeed.

The Seaton Sluice Curriculum Rationale- 'Growing Knowledge'

Our rich curriculum has been designed to include the essential **substantive knowledge** that we want our pupils to remember. This **knowledge** is selected carefully and **linked together** by a range of **abstract themes** that connect learning and help our pupils **make sense of the knowledge that they are developing**.

Pupils develop **disciplinary knowledge** for each subject through a process of using and applying the key substantive knowledge. In doing so, they are learning to become scientists, mathematicians, artists, musicians, writers, authors and so on.

Learning is planned in a well-thought out series of lessons that **build progressively** towards a **defined end point** at which the **essential, non-negotiable knowledge** pupils need to remember is clearly outlined.

At Seaton Sluice First School, each learning 'unit' is described within a '**Growing Knowledge**' model that identifies the starting point or 'foundation' from which knowledge will 'grow'. The visual of a tree is used to assist the pupils in making sense of their learning and making important links. With the right nutrients and environment, the tree will thrive and grow.

The 'Growing Knowledge' model which is presented at the start and end of each lesson, provides the basis for necessary assessment of learning within each lesson and unit of work. An example of this would be within art, within the area of 'drawing', identifying the foundation (what the pupils know and remember) then the next stages of learning or 'growth' outlined by the teacher. This model scaffolds pupils' thinking in making sense of their learning and together with the guidance of teacher, allows them to review and identify their next steps. This then leads towards a successful end point.

The school uses the 'UNITED LEARNING' framework to support planning in foundation subjects apart from Religious Education, PSHE and Music. The school has adopted the Northumberland scheme for Religious Education. For music, Charanga and Sing Up supports planning which is aligned with the Model Music Framework (MMF). The PSHE Association's framework alongside POL-ED resources are used to guide planning across the school.

Quality First Teaching

At Seaton Sluice First School, we do everything that we can to ensure that a child reaches their full potential. Quality First Teaching involves using a range of inclusive approaches and strategies that help all children overcome any barriers to their learning that they may experience. It also provides additional opportunities for further challenge and promotes curiosity.

Across our school, we plan teaching for the development of effective teaching so that everyone can access learning and feel supported in their overall level of understanding and personal educational needs. This includes:

1. Quality First Teaching (universal offer)
2. Intervention (group offer)
3. Personal support (individual offer)

Continuous professional development (CPD) is prioritised for individual staff as well as collectively. This ensures that staff are consistent in approaches and staff feel confident in delivering high quality lessons.

High quality teaching and learning includes:

✓ Developing an enabling environment (classrooms well-organised, tidy and accessible with labelled resources to promote independence)	✓ Ensuring each lesson has a clear structure beginning with the learning objective (including recalling previous learning and making links)
✓ Team planning sessions to make sure that coverage matches school frameworks to ensure progression of learning and work-load conscious approach for staff	✓ Learning is carefully sequenced into small steps (achievable for the pupils), supported by the use of concrete and pictorial resources building towards new concepts

✓ Explicitly modelling new vocabulary (supported with working walls and visuals such as widget)	✓ Children are given the opportunity to remember, recall and apply their knowledge in various ways (drawing, note-taking, drama, mind-maps)
✓ Children are taught different strategies that help them remember important information, including ways that work for them (highlighting, mnemonics, small steps to success)	✓ Scaffolding the thought processes of making links to prior and future learning, making connections across different curriculum areas
✓ Offering different working arrangements (mixed, pairs, individually) and represent their understanding	✓ Celebrating efforts and achievements through different ways (proud wall, Class Dojo, letters of commendation, notes home)
✓ Using the local authority 'Ordinarily Available Provision' guidance to inform practice making sure that suitable adaptations support pupils with SEND	✓ Carefully monitoring each child's progress to ensure that they are able to reach their own potential
✓ Meeting with parents and carers to discuss their children's progress and keep them up to date with what they are learning	✓ Include some activities and experiences based on children's interest and curiosity, ensuring there is motivation to explore and learn more
✓ Preparing and regularly reviewing SEND learning/support plans including details of strengths and the needs of the children. Clear, specific and measurable targets are in place to achieve appropriate progress	✓ Providing self-regulation strategies to support pupils to think carefully about their own needs, using specific strategies for planning, monitoring and evaluating their learning

A Mastery Approach to Learning

The Education Endowment Foundation explain mastery as:

“Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic- in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills.

Through a mastery learning approach, learning is broken down into key concepts in small steps which are logical in order. Children are encouraged to demonstrate

confidence in remembering and applying the substantive and disciplinary knowledge. The assumption is that all pupils can achieve a level of mastery if they are appropriately supported. Some may take longer and need reinforcement and more help, but the expectation is for all.

A mastery approach focuses on children achieving what is expected that is reflective of their stage of development or that typical of their age and not go beyond this. Evidence shows that children who are able to understand a concept are given the opportunity to apply it in different situations and also be creative with it.

Adaptive Teaching Approaches

Adaptive teaching recognises that children are likely to learn at different rates and will require different levels and types of support from teachers to be able to achieve success. The approach seeks to understand pupils' differences, including their different levels or prior knowledge and potential barriers to learning. This is essential and requires responding through targeted support to pupils to increase the rate of success.

This teaching approach involves teachers making necessary adaptations to lessons, whilst maintaining high expectations for all pupils. The addition of new content is carefully balanced so that pupils are able to understand the relevance of their learning, make necessary links and make progress.

Our teachers plan and deliver lessons that meet the needs of the pupils using the strategies and resources that are also tailored to the purpose of the learning. This includes:

- Linking back to prior learning
- Sharing the next step in the journey and end destination (outcomes)
- Exploring and growing the learning further (through a visual 'growing knowledge approach')
- An ongoing process of reviewing and reflecting on the learning

Pupils are actively encouraged to articulate their learning as part of the assessment process. In class, a range of strategies are used to assess learning such as:

- **KWL** grid (what I **KNOW**, What I **WANT** to know and What I have **LEARNT**)
- Self and peer assessment (reading and editing their own and each other's work, providing feedback, evaluating a musical extract, feeding back on a dance performance, giving a presentation, creating a visual to represent their learning.
- Indicating what they liked or how something could be further improved.
- Completing an end of unit or start of unit assessment task to provide evidence of what children already know and have learnt more of.

School Behaviours for Learning



At Seaton Sluice First School, we have our own 'behaviours for learning'. These are displayed at the front of each classroom and referred to throughout lessons. Pupils are praised for their efforts in demonstrating these different behaviours that are important in developing a growth mindset.

Developing Oracy and Vocabulary

The development of a rich vocabulary is vital in helping children develop both their ability to understand spoken and written language. It is also important to model and promote well-being by helping them develop their emotional vocabulary so they will be able to express their ideas and feelings clearly.

New vocabulary and where appropriate, stem sentences are identified at the planning stages of all subjects. Our lesson structure introduces new key words at the start of a lesson with opportunities to review and practise them across a series of lessons. Vocabulary is explicitly taught and is often displayed on a working wall within the classroom.



Impact of high-quality teaching and learning at Seaton Sluice First School



In our consistent and effective approach to learning, we aim for all pupils to:

- ✓ Develop a responsible and independent attitude towards learning, recognising the importance of contributing and being role models within society
- ✓ Engage positively in learning, approaching tasks with curiosity, enjoyment and confidence
- ✓ Reach their full potential in terms of academic achievement and spiritual, moral, social and cultural development
- ✓ Develop respectful behaviour with high levels of personal responsibility
- ✓ Be kind, sensitive and understanding, showing respect for the rights, views and needs of others

Marking and Feedback

High quality marking and feedback supports effective learning, pupil progress and improvement.

Specifically, it serves the following purposes:

1. It helps children understand what they have done well and what they need to do to improve further. This encourages them to take ownership of their learning and apply feedback in future tasks
2. It supports Assessment for Learning. Marking and feedback are key tools in formative assessment which helps the teacher gauge how well the teacher has understood the lesson. Furthermore, it informs future planning and quality first

teaching. This helps ensure teaching is adaptive to the needs of individual learners

3. It motivates and encourages learners. When done well, it can reinforce a growth mindset, encouraging children to see mistakes as learning opportunities
4. It develops independent learners encouraging pupils to reflect on their work, edit and improve it and encourages them to think about how they learn best.
5. Through written or verbal feedback, teachers and pupils engage in a learning dialogue which helps build trust and clarity in expectations and learning goals
6. To raise standards and close gaps, preventing misconceptions, supporting those underachieving and challenging those who need extension.

In summary, high quality marking and feedback are essential for maximising learning outcomes, fostering resilience and independence, and ensuring inclusive and adaptive teaching.



Seaton Sluice First School Marking Code



'In the spotlight' (to highlight a strength/improvement)



Smiley face to show effort and acknowledge that teacher has seen work

S	Support given
I	Independent work
VF	Verbal feedback
✓	Correct or good effort
•	Think again and correct
Ch	Challenge (A challenge should be provided such as a key question OR 'can you...' suggestion for an improvement)
www	Spelling (expectation to correct)

The colour of the pen is not important. The handwriting should be clear for the pupil to read. Comments should be kept concise and uncomplicated.