

Teaching, Learning and Feedback Policy

Date: September 2026

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A. Introduction

In the Seaford classroom (physical or virtual, inside or outside), we want our students to enjoy learning, have ownership of their progress and know how to move forwards and achieve their personal bests. Excellent teaching, learning and feedback is at the core of this. We expect teachers to deliver well-structured, relevant and engaging lessons that challenge our students and support those with additional needs.

This policy provides a framework, core principles and a common language and understanding of what makes excellent teaching. This will ensure all students progress towards and achieve their personal bests (their Challenge Grades) and inspire them all to love to learn.

B. Teaching and Learning Framework

All teachers at Seaford College are expected to work within the below framework:



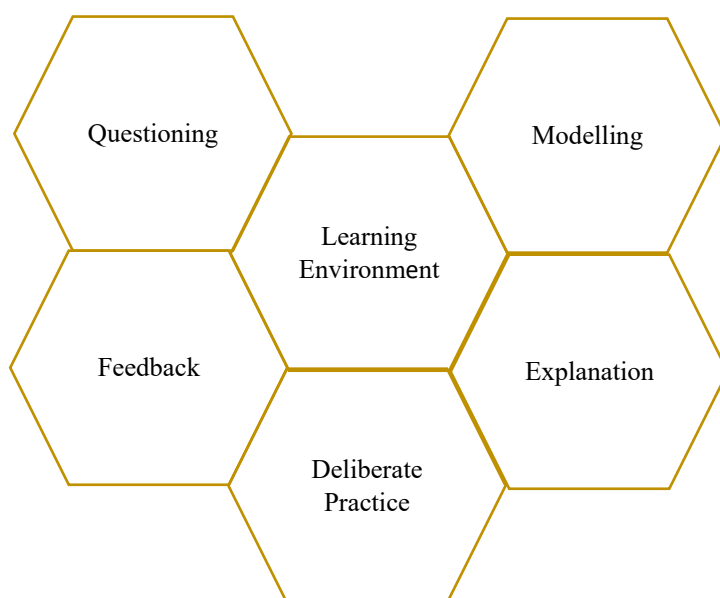
1. **Establish the right conditions;** before doing anything else, teachers must establish the right conditions for learning. Gaining behaviour compliancy, learning behaviours and having students “think hard” enables them to become active learners rather than passive recipients.
2. **Build the knowledge;** teachers should build knowledge in a structured secure and reusable way. Building disciplinary knowledge (skills) and substantive knowledge (content) allows students to flourish in their subjects.
3. **Explore the possibilities;** teachers should aim to stretch and challenge their students and ensure they become critical thinkers.

C. Teaching & Learning Principles

At Seaford, lessons are based on the six principles of explanation, modelling, feedback, questioning, deliberate practice and maintaining the learning environment.

Lesson observations will focus on these principles, and we seek best practice through learning walks and observations, which is then shared with the school.

A positive learning environment is always expected but we do not expect to see all principles in every single lesson.



D. Personalised Learning, adaptive teaching and intervention

Teaching staff will ensure:

- The curriculum matches the needs of all students, ensuring every child can access learning and fulfil their potential
- We know our students so that lessons meet the needs of all learners
- Different needs are recognised and planned for by the teacher
- We promise to stretch and challenge all, so they are motivated to learn
- Students are monitored at regular intervals
- Timely and appropriate interventions for students not making the required progress

E. Feedback



Feedback will be given to students in the following ways; immediate feedback given orally (perhaps recorded by the student) or written feedback (either individually, whole class feedback or recorded as a voice note on OneNote). Students should receive feedback that relates their progress to their Challenge Grades, often delivered in the form of topic assessments.

The key element is that students should **edit** their own work/performance upon receiving feedback in order for them to **move forward**. Teachers should plan lessons with previous feedback in mind and may adjust their starters to suit the trends spotted from previous work. Feedback trends should be identified across individuals and classes which should inform planning and future feedback.

For staff a detailed version of the T&L Framework, Principles and feedback policy can be found on Firefly under the “Teaching and Learning Section”.