

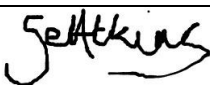


Marchwood Church of England Infant School

Teaching and Learning Policy

Headteacher: Sally Atkins

Date approved: May 2026

Signed: 

Review due: May 2027

Introduction

At Marchwood Church of England Infant School, teaching and learning are driven by our Christian vision and values of Love, Courage and Hope. These values underpin our curriculum, relationships and pedagogy, ensuring that every child is known, valued and enabled to flourish academically, socially, emotionally and spiritually.

This policy sets out a clear, consistent and evidence-informed approach to teaching and learning. It aligns explicitly with The Marchwood Lesson, our mastery approach to the curriculum, and our SEND Policy and Information Report, ensuring that expectations for classroom practice are precise, coherent and consistently applied across the school.

Aims of Teaching and Learning

Through high-quality teaching, we aim for all children to:

- Live out our Christian values of **Love, Courage and Hope** through daily classroom experiences.
- Develop secure, deep understanding of key knowledge, skills and vocabulary.
- Become confident, independent and curious learners.
- Make strong progress from their individual starting points.
- Demonstrate resilience, perseverance and a positive response to challenge.
- Feel safe, respected and included within the school community.
- Be well prepared for the next stage of their education.
- Foster good learning behaviours and emotional self regulation to support them throughout their education.

Teaching and Learning at Marchwood: A Mastery Curriculum

Marchwood CofE Infant School adopts a mastery approach to teaching and learning. This means that:

- Learning is carefully sequenced so that new knowledge builds securely on prior learning.
- All children work towards the same ambitious curriculum goals, with high expectations for all.
- Teaching prioritises depth of understanding rather than acceleration through content.
- Children are given time to practise, revisit and apply learning in a range of contexts.
- Misconceptions are addressed promptly to prevent gaps in understanding.
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Adaptation and support are provided through ordinarily available provision, ensuring that all children can access and succeed within the same curriculum.

The Marchwood Lesson: A Consistent Teaching Model

Teaching and learning at Marchwood CofE Infant School follow a clearly defined lesson structure known as The Marchwood Lesson. This structure reflects evidence-informed practice, particularly Rosenshine's Principles of Instruction, and supports our mastery approach, inclusion and strong progress for all learners.

Before the Lesson: Purposeful Planning

Teachers plan with precision to ensure learning is coherent, inclusive and ambitious. Before the lesson, teachers will:

- Identify where the lesson sits within the sequence of learning, ensuring clear progression towards curriculum end points.
- Define the key knowledge, vocabulary and skills children must learn.
- Anticipate likely misconceptions and plan strategies to address them.
- Identify how prior learning will be retrieved and built upon.
- Plan adaptations and scaffolds for identified children as part of ordinarily available provision.
- Plan the effective deployment of adults to support learning and independence.

Start of the Lesson: Readiness and Retrieval

The start of the lesson establishes clarity, purpose and connection to prior learning. Teachers will:

- Share a clear, precise learning objective in child-friendly language, focused on learning rather than activity.
- Explain the purpose of the learning, supporting children to understand how it fits within the wider curriculum journey.
- Provide time for children to respond to feedback.
- Include a short, purposeful retrieval task (from the previous lesson, week or earlier learning) to strengthen memory and understanding.

During the Lesson: Explicit Teaching and Responsive Practice

High-quality teaching during the lesson is structured, explicit and adaptive.

Explicit Instruction and Modelling (Rosenhine)

Teachers will:

- Break new learning into small, carefully sequenced steps.
- Address misconception through adapted planning or individual input
- Model thinking and processes using metacognitive 'think alouds'.
- Reinforce expectations for presentation, effort and learning behaviours.
- Use a clear gradual release of responsibility approach:
 - I do – teacher models new learning.
 - We do – guided practice with pupil participation.
 - You do – independent practice to apply learning.

Checking Understanding and Assessment for Learning (Rosenhine)

Teachers will:

- Use targeted questioning, observation, whiteboards and work in books to check understanding.
- Identify misconceptions quickly and address them immediately.
- Adapt teaching in response to assessment, including re-modelling or regrouping pupils.
- Use live marking and verbal feedback to shape learning within the lesson.

Guided Practice, Scaffolding and Support (Rosenhine)

Teachers will:

- Provide scaffolds and structured support to enable access to learning.

- Gradually remove scaffolds to promote independence and mastery.
- Deploy adults strategically to support learning rather than task completion.
- Pause or adapt the lesson where necessary to secure understanding for all.

After the Lesson: Reflection and Next Steps

Following the lesson, teachers reflect on impact and plan next steps. Teachers will:

- Identify errors and misconceptions that need to be addressed.
- Identify pupils who require additional support or intervention to secure learning.
- Adapt subsequent planning in response to assessment.
- Provide purposeful marking and feedback focused on improvement and mastery.

This ensures teaching remains responsive and learning is cumulative over time.

Ordinarily Available Provision (OAP)

Ordinarily Available Provision describes the high-quality, inclusive teaching and learning approaches that are expected for all pupils, including those with SEND, before additional or specialist provision is considered. This aligns directly with our SEND Policy and Information Report (2025–26) and the SEND Code of Practice (2014).

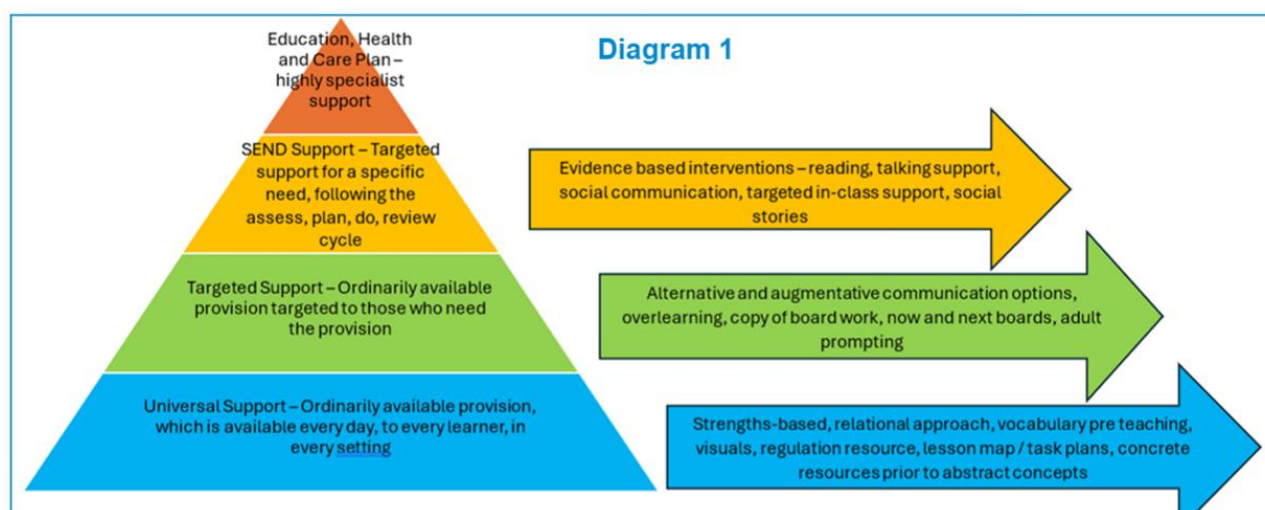
At Marchwood CofE Infant School, OAP:

- Is the first response to meeting need.
- Is delivered through high-quality, adaptive teaching.
- Is embedded within everyday classroom practice and across all stages of The Marchwood Lesson.
- Reflects the principle that every teacher is a teacher of SEND.

Ordinarily available provision includes:

- Clear, explicit teaching with learning broken into small, sequenced steps.
- Consistent routines, structure and expectations that support regulation, engagement and independence.
- Planned retrieval, repetition and overlearning to support long-term memory.
- Use of visual supports, concrete resources, modelling and multi-sensory approaches.
- Adapted tasks, resources and scaffolds that enable access while maintaining ambition.
- Flexible grouping and targeted adult support directed by the class teacher.
- Pre-teaching of vocabulary and concepts where appropriate.
- Support for emotional wellbeing through strong, trusting relationships.

Teachers continually assess, plan, do and review as part of their daily practice. Where pupils continue to experience difficulty despite well-implemented OAP, further support is considered in line with the school's graduated response.



The Role of Subject Leaders

Subject leaders play a key role in securing high-quality teaching and learning across the school. They are responsible for:

- Developing and maintaining a clear, coherent and ambitious curriculum in their subject.
- Ensuring curriculum sequencing supports progression and mastery.
- Supporting staff to implement The Marchwood Lesson consistently within their subject.
- Providing guidance on subject-specific pedagogy, vocabulary and misconceptions.
- Monitoring the impact of teaching and learning through lesson visits, work scrutiny and pupil discussion.
- Supporting colleagues through coaching, professional dialogue and targeted CPD.
- Ensuring inclusive practice and alignment with OAP and SEND expectations.

Subject leaders work closely with senior leaders to ensure continuous improvement and strong outcomes for all pupils.

Early Years Foundation Stage (EYFS)

In EYFS, the principles of The Marchwood Lesson and our mastery approach are reflected through high-quality, play-based learning and adult interaction. Provision is aligned with the EYFS statutory framework, supporting children to learn through a balance of child-initiated and adult-led experiences, both indoors and outdoors. Learning environments promote the Characteristics of Effective Learning, enabling children to explore, play, create, think critically and develop independence.

Learning Environment

The learning environment at Marchwood CofE Infant School plays a crucial role in supporting learning, independence and wellbeing. This includes both indoor and outdoor learning environments, which are planned and used purposefully to support curriculum intent and pupil development.

We ensure that learning environments:

- Are calm, safe, inclusive and purposeful.
- Reflect current learning and curriculum priorities.
- Support retrieval, vocabulary development and independence.
- Reduce cognitive overload through clear organisation and consistent routines.
- Enable children to apply learning in a range of contexts, including through practical and first-hand experiences.
- Communication friendly to support speech and language.
- Support the school rules of Ready Respectful and Safe

Outdoor learning opportunities are carefully planned and aligned with curriculum objectives. They are used across subjects where appropriate, including in EYFS and throughout Key Stage 1, and are adapted to ensure inclusion and accessibility for all pupils, including those with SEND.

Adults model expectations, language and learning behaviours outdoors, just as they do indoors, ensuring consistency with The Marchwood Lesson and high expectations for learning.

Monitoring and Evaluation

Leaders monitor the impact of teaching and learning, including the effective use of indoor and outdoor environments, through:

- Lesson visits and learning walks
- Work scrutiny and curriculum reviews
- Pupil discussions and voice

- Assessment information and progress reviews
- Ongoing professional dialogue and staff development
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This monitoring informs self-evaluation, staff training and continuous improvement, ensuring that provision remains ambitious, inclusive and effective.

Relationships and Learning

Positive relationships underpin effective learning. Adults model kindness, respect and high expectations, ensuring children feel safe to take risks, make mistakes and learn from them. Strong relationships support engagement, wellbeing and positive learning behaviours. We use the relational model in all aspects of our teaching and use CPD to continually emphasise this to all staff. We connect before we correct and ensure that all our teaching is respectful and understands the children's individuality.

At Marchwood Church of England Infant School, teaching and learning are shaped by our Christian values of **Love, Courage and Hope** and realised through a mastery curriculum, the consistent application of The Marchwood Lesson, inclusive provision for all, and purposeful use of both indoor and outdoor learning environments. Through clear expectations, strong leadership and evidence-informed practice, we enable every child to flourish and to approach learning with confidence, compassion and aspiration.