

The Woodland Federation **Federation Fundamentals**

High expectations, pride and consistency run through everything that we do. Everything we do is deliberate, nothing is left to chance.

“We are what we repeatedly do. Excellence, then, is not an act, but a habit.” – Aristotle

“Success doesn’t come from what you do occasionally, it comes from what you do consistently.” – Marie Forleo



Federation Fundamentals



Active
Listening



Silent
transitions



Modelling



Manners



Maximising
opportunities



Relentlessly
bothered



Oracy



Every interaction
is an intervention



Retrieval



Effective
feedback

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through everything that we do.

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Active listening



- Tracking the speaker (looking at who is talking)
- Sitting up straight
- Making eye contact
- Listen without interrupting
- Empty hands
- Fully focusing
- Reflecting on what has been said
- Considered responses
- *“Listening is what you do to understand, not time spent simply waiting to reply.” – Mark Finnis*



Modelling



- *“If you’re not modelling what you’re teaching, you’re modelling something different.” – Mark Finnis*
- I do – Pupils watch teacher complete the concept. Teacher explains their thinking and the process.
- We do – Teacher elicits responses from pupils to explain the concept. This may include partnered talk and feedback.
- You do – Pupils have a go at the new concept using mini whiteboards or iPads to practice. Staff monitor and assess for understanding.
- Structure is repeated if necessary.
- Pace is key – explanations are purposeful and concise.
- This includes modelling of exactly what you are expecting – handwriting, presentation, key features, structure etc.
- Modelling goes beyond teaching, you are constantly modelling expected behaviours, language, body language, manners, general expectations.
- <https://teacherhead.com/2025/11/21/exploring-confusion-around-modelling-i-do-we-do-you-do-vs-guided-and-independent-practice/>



Maximising opportunities



- From the moment children enter school, to the moment they leave, every minute is a learning opportunity to maximise.
- Morning tasks are purposeful, engaging and children begin them as soon as they arrive. They should be open ended so that whenever children arrive they can access them.
- Lessons start with 'Do now' / starter tasks that get children thinking straight away – these are retrieval based.
- Other strategies include exit tickets, questioning at transition points (e.g. times tables when lining up), stickers with key learning.
- *"The key to classroom success is maximising the time students spend engaged in learning."* – John Hattie
- *"Great teaching is about creating as many opportunities as possible for students to think."* – Doug Lemov



Oracy



- Stand up to speak.
- Speak in full sentences.
- Provide thoughtful sentence stems to positively frame responses e.g. "To build on..."
- Tiered vocabulary – Tier 3 words are subject specific and ambitious.
- Links with active listening.
- Strategies include – Talk to your partner, paired talk, shoulder partners, rehearsing new vocabulary, sharing what a partner has said even if you don't agree.
- Everyone engages – all children are expected to respond.
- Time-limited, pacy talking time gives children time to process and rehearse answers.
- Questions are phrased with children's names at the end so all children are actively thinking.
- *By aged 3, children from disadvantaged families have heard approximately 30million fewer words than their peers. We are the only second chance to fill this language gap.*

- <https://voice21.org/>
- <https://www.ptsa.uk/hub-access/oracy-hub/>



Retrieval



- Regular retrieval practice supports children to move knowledge from short-term to long-term memory.
- Content is revisited over time to reinforce learning.
- Links are made with prior learning when new concepts are introduced.
- Recall, apply and build on prior learning frequently and consistently.
- Strategies include flashback 4, around the world, Do now/starter tasks, paired talk, questioning, maximising opportunities.
- Every lesson has an element of retrieval, generally as part of the starter and throughout.
- *“Memory is the residue of thought, and retrieval strengthens that residue.” – Daniel Willingham*



Silent transitions



- Our expectation is that every transition happens silently.
 - Walking in the corridor/around the school building/site.
 - Entering/leaving classrooms.
 - Transition points in classrooms – carpet to tables etc.
- Noise levels in classrooms are managed effectively so that talk is purposeful, stimulating and at an appropriate volume.
- Noise levels in the hall are also carefully managed to ensure that it is at an appropriate volume.



Manners



- Children and adults show politeness and manners at all times.
- Children show this by saying 'please' and 'thank you', being reminded by adults warmly where necessary.
- Pupils are taught to show active listening.
- They are taught to hold doors, allow others past and show general politeness.
- Children are taught to conduct themselves with kindness and respect.
- Staff model these expectations at all times.
- *"The habits of good manners, once formed in childhood, become the foundation of character."* — Thomas Jefferson



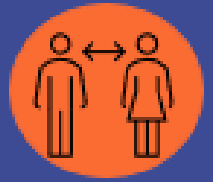
Relentlessly bothered



- Staff model being relentlessly bothered – they do this by:
 - Noticing everything – does a child present differently? Is an area not meeting school expectations? Does a child need additional support? Is there something on the floor? Is there something out of place?
 - Relentlessly maintaining and building expectations with children.
 - Communicating with partners such as parents/carers.
 - Continually seeking to improve practice, results and achievements.
 - Maintaining high expectations
 - Refusing to overlook anything
 - “Sweat the small stuff”
 - Routines are relentlessly embedded.
 - Expectations are narrated – concisely and warmly, allowing children every opportunity to succeed.
- Staff do not settle for ‘good enough’, they constantly strive for excellence.
- *“Every child deserves a champion—an adult who will never give up on them.” — Rita Pierson*



Every interaction is an intervention



- Every time staff interact with children, they are performing an intervention – it may be purposeful towards attainment, achievement, personal wellbeing or relationship building.
- Nothing is too small to matter.
- Every moment, every interaction – no matter how brief – is an opportunity for to shape children's lives and experiences.
- We are the only second chance for many children – it must be positive.
- Adults are intention – they notice, respond and therefore, shape outcomes.
- Every exchange moves a child forwards either academically or personally – there are no neutral interactions.
- *"Relationships are built daily, not in a day."* – Mark Finnis
- *"Connect before content."* – Mark Finnis



Effective feedback



- Staff feedback to children at the point of learning.
- They feedback positively and effectively, noticing everything – being relentlessly bothered.
- Feedback is immediate and purposeful – children are expected to act straight away.
- Feedback is specific and focused on learning.
- It is actionable and children are expected to respond and notice adult feedback.
- It is motivational, challenging and balanced.
- It is driven by a commitment to every child being successful.
- *“Feedback is one of the most powerful influences on learning and achievement.” — John Hattie*
- *“Knowing what to do next is the most powerful single source of motivation.” — Daniel H. Pink*

