

The Woodland Federation



The Woodland Way

Every child, every lesson, every day

A Research-based Guide to Excellent Teaching

'Our children do well, but they could do better.' –
Ofsted, 2026

September 2026

The Woodland Way

Every child, every lesson, every day

‘We are the only second chance for some children.’

In every lesson, every day, every child should experience:

- Strong, respectful relationships
- Clear routines
- High expectations
- Explicit modelling
- Rich vocabulary
- Opportunities to think and talk
- Carefully adapted learning
- Precise and responsive teaching
- Effective feedback
- Challenge
- Success
- Effectively managed behaviour with clear, established routines and expectations

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The Why

Why does consistency matter?

Every child deserves consistently excellent teaching regardless of their individual starting points and context. The principles of effective teaching remain consistent.

Consistency is not about identical lessons or limiting autonomy, rather it provides a shared framework through which teachers can exercise professional judgement with confidence.

A shared approach reduces unnecessary variation, ensures high expectations are understood by all and allows pupils to focus on learning rather than adapting to different routines and structures.

Predictable routines create certainty for pupils, this is particularly beneficial for our pupils with SEND and we know that inclusion is of paramount importance.

Consistency is about equity, ambition and high expectations.

The Why

What does the research say?

Research consistently demonstrates that high-quality teaching has the greatest impact on pupil outcomes.

- **Rosenshine (2012)** – new learning is clearly explained, carefully modelled and practiced before pupils work independently.
- **Agarwal & Bain (2019)** – Regular opportunities to recall prior knowledge improves long-term memory and makes learning more secure.
- **Sweller (1988, 2011)** – Working memory is limited. Predictable routines and carefully sequenced instruction reduces cognitive load, enabling pupils to focus on learning.
- **Lemov (2021)** – High expectations matter – pupils are more likely to succeed when consistent high expectations exist for learning, behaviour and presentation.
- **Hattie (2009), Dix (2021), Finnis (2024)** – Relationships underpin learning. Warm, respectful relationships promote engagement, positive behaviour, belonging and academic success.
- **Black & Wiliam (1998)** – Effective teachers continually check understanding, identify misconceptions and adapt teaching in the moment.
- **Ali (2026)** – Adaptations are instead of, rather than additional to.

The Why

What do Ofsted say?

Ofsted (2026) at Winkleigh highlighted that ‘**Our children do well, but they could do better.**’

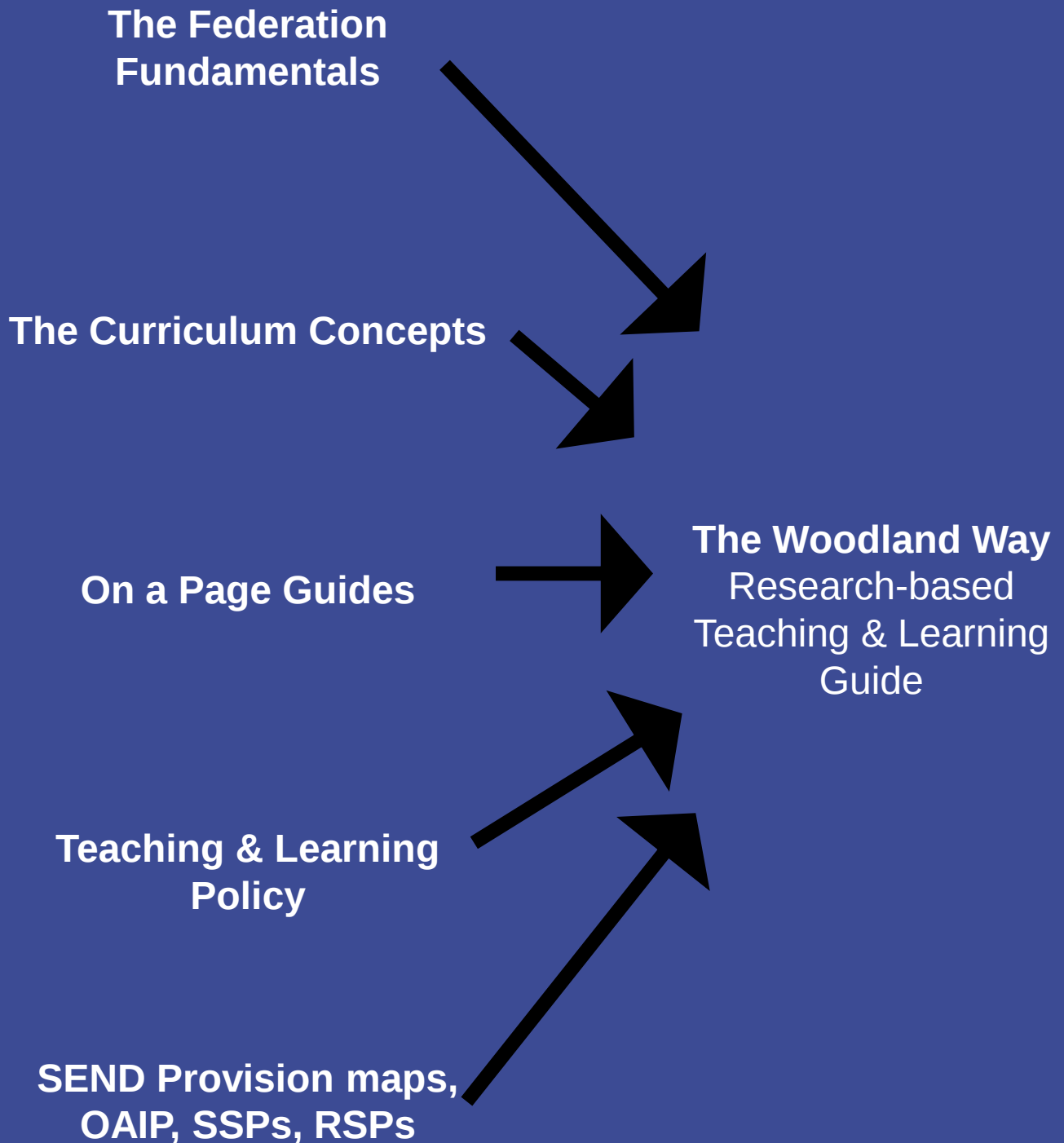
*Exceedingly responsive teaching helps pupils to progress throughout the curriculum without falling behind. Pupils quickly develop the habit of remembering and practising prior learning to make use of it in future lessons. Teachers adapt learning in highly effective ways – **Leigh Oaks Primary Academy.***

*Leaders have designed an intentional approach to the structure of each lesson. For pupils, knowing there is a predictable pattern to each lesson enables them to thrive and learn extremely well. Teachers’ strong fidelity to this approach particularly supports pupils with SEND – **St Peter’s CofE VA School.***

*Teaching has been strengthened by the trust’s ‘playbook’. This guides teachers to use evidence-informed approaches that show pupils how to learn. For instance, a teacher will demonstrate and then explain what pupils will do and why. Pupils then practise alongside the teacher before working on their own. This routine helps pupils to feel confident and be able to work independently. Pupils benefit greatly from these clear and well-established approaches to learning – **Laburnum Primary School.***

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Our approach



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Our approach *in detail*

The Federation Fundamentals

The Federation Fundamentals are the 10 core consistencies that underpin all practice. More information can be found in the Federation Fundamentals booklet. Staff are expected to model and uphold these Fundamentals throughout their practice.

The Curriculum Concepts

The Federation's curriculum is underpinned by seven key concepts. These are interwoven through the subjects and are revisited throughout teaching. Each of the concepts is defined and this shared definition is clearly displayed and taught, supporting children to make connections across their learning.

On a page guides

The 'On a page guides' are a series of information to support teachers and staff to facilitate, deliver and set high expectations for quality teaching and learning, providing practical and implementable strategies.

Teaching & Learning Policy

The teaching & learning policy provides more detail as to the expectations around task design for each specific subject and examples of effective teaching in each subject. The display policy should also be used to establish effective learning environments.

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Our approach *in detail*

The Woodland Way

The Woodland Way pulls these together. By creating a shared approach to teaching, learning and behaviour, we increase the likelihood of long-term learning.

Teaching and learning is predictable and supports all pupils, particularly those with barriers to learning, to tune in to all lessons from the start.

Expectations are clear and consistent, enabling all staff to deliver effective practice and support. The habits and teaching strategies described here align closely with our Federation Fundamentals.

They are carefully selected to reduce in-class variation, build a culture of high expectations, and ensure equitable access to the curriculum for all students, being backed by high quality and evidence-informed research.

While we do not expect every lesson to look identical, we do aim for every student to experience clarity, structure, and challenge, no matter the classroom.

Research by Jackson & Bruegmann (2019) found that teachers improve more when working alongside effective colleagues.

We know that deliberate practice and targeted feedback are essential for meaningful and sustainable professional development.

This approach encourages ongoing peer observation, informal collaboration, and sharing of good practice, while not shying away from professional and constructive feedback.

Federation Fundamentals



Active
Listening



Silent
transitions



Modelling



Manners



Maximising
opportunities



Relentlessly
bothered



Oracy



Every interaction
is an intervention



Retrieval



Effective
feedback

High expectations and consistency run through everything that we do.

“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



The Curriculum Concepts

WINKLEIGH: Concept	Definition
Civilisation	The way of life of a society or culture.
Conflict	A fight, struggle or disagreement.
Construction	To build something from parts.
Environment	The surroundings of an object.
Evolution	A gradual change into something different.
Innovation	Introducing new ways and methods.
Legacy	The impact a certain change or person has had.

KINGS NYMPTON: Concept	Definition
Environment & civilisation	The way of life of a society or culture and the surroundings of an object.
Conflict & power	A fight, struggle or disagreement.
Construction	To build something from parts.
Evolution	A gradual change into something different.
Innovation & change	Introducing new ways and methods.
Significance & Legacy	The impact a certain change or person has had.

Foundational skills

All staff must support children in developing secure foundational skills and knowledge.



Communication – Listen attentively, respond appropriately, speak clearly and confidently, explain ideas, use ambitious and subject-specific vocabulary.



Reading – Segment and blend, develop fluency, accuracy and expression, read for meaning, develop understanding, use context, vocabulary and prior knowledge, retrieve, infer, predict, explain and summarise, develop a love of reading.



Writing – Hold pencils/writing tools correctly, form letters and numbers correctly, write in cursive script, spell accurately, apply spelling rules, rehearse and construct grammatically accurate sentences, organise ideas, edit, improve and refine.



Mathematics – Understand the composition of numbers, subitise, understand key facts such as bonds to 10, 20, 100 and doubles, near doubles and arithmetic within 20, use precise vocabulary, select appropriate methods, multiplication facts to 12×12 .



Behaviours for learning – Active Listening, concentrate, sustain attention, follow instructions and routines, ask questions, show respect, reflect on respect, develop independence, be ready to learn with resources, look after resources and environments.



Co-operating with peers – Have strategies to disagree and to solve disagreements, respect alternative opinions and viewpoints, understanding of fundamental British Values, encourage and support others, listen actively.

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On a page guides

Teaching & Learning

Key documents

Curriculum maps

Planning proformas

Existing planning

Classroom expectations



Consistent displays



Visual timetable



Collaborative table groups



Carpet, line & table spaces



Labelled drawers and resources



Windows clear



Recognition boards



Small, tidy teacher area



Clutter-free



Book corners



Inclusive environment

Teaching & Learning expectations



Lessons start with retrieval



Modelling using I do, We do, You do



Use of mini whiteboards



Oracy



Paired talk



Active listening



Effective feedback



Maximising opportunities



Tiered vocabulary



High expectations



High quality presentation



Use of working walls/displays

Additional information

Curriculum maps for every subject

Folders in foundation subjects

Classroom displays

Working walls

Physical and pictorial resources

Adapted learning and challenge

High quality questioning

Misconceptions

Effective use of TA support

Foundational skills

A model of effective lesson structure

Effective lesson structure

Retrieval of prior learning

Connect & introduce

Modelling & guided practice (I do, We do, You do)

Independent application/tasks

Feedback

Review

Continually:
Checking for understanding, revisiting prior learning, responding in the moment, effective questioning, feeding back

The golden threads:

These elements run through effective teaching and learning:

- Relationships
- Inclusion and adaptations
- Retrieval
- High expectations
- Precision
- Modelling
- Questioning
- Task design
- Oracy
- Checking for understanding

A model of effective lesson structure – The Why

By providing a consistent model for effective lesson design, pupils understand what is expected of them, it also-

- **Supports learning:** A well-organised lesson allows children to build knowledge step by step, from introducing a concept to practising and applying it.
- **Maintains engagement:** Varied stages and activities can help sustain children's attention and prevent them from becoming overwhelmed or disengaged.
- **Supports inclusion:** A consistent structure can be adapted to meet different learning needs, including the needs of pupils with SEND.
- **Makes expectations clear:** Children know when they should listen, discuss, practise, work independently or reflect on their learning.
- **Maximises learning time:** Clear transitions and routines reduce wasted time and allow more time for meaningful learning.
- **Builds independence:** As children become familiar with the lesson structure, they can take greater responsibility for their learning.
- **Allows assessment:** A strong structure provides opportunities for teachers to check understanding, identify misconceptions and adjust teaching.
- **Builds confidence:** Children are more likely to participate when they understand the purpose and sequence of the lesson.
- **Further reading:** *Rosenshine, 2012*

Effective lesson structure

overview of phases

Stage	Purpose	E.g
Retrieve	Activate prior learning, strengthen long term memory.	Flashback questions, low-stakes quiz, Do Now starter task
Connect & introduce	What is being taught today? How does it link to prior learning and the wider curriculum? How does it link to the Federation's concepts?	Success criteria, learning objectives, key vocabulary, displays
Model	Explain the new concept, model completing it and work alongside children, providing deliberate practice.	I do, We do, You do, mini whiteboards, questioning, scaffolding, guided practice, feedback
Independent application and tasks	Apply learning to a task that is tightly tied to the subject discipline (see <i>teaching and learning policy</i>). Learning is precisely and purposefully adapted to support all pupils in accessing the new learning.	Independent tasks, problem solving, reasoning, extended writing, practical activities, adapted learning.
Feedback	Check for understanding, provide effective feedback, linking with the specific success criteria.	Circulate, feedback on the subject to move learning forwards, feedback on quality of presentation and handwriting. Live feedback, verbal feedback.
Review	Consolidate learning	Exit tickets, retrieval, questioning, summarising.

The Role of Support Staff

Our HLTAs and TAs are highly valued within the Federation, they make a significant contribution to moving learning forwards.

Principle	What this looks like
Be actively involved	During inputs and teaching - Circulating, managing behaviour discretely and effectively, supporting groups and individuals, working alongside the teacher to support children in accessing the planned learning. Reinforce, clarify and revisit teaching. Work under the direction and support of the teacher. Make tweaks and adaptations to support all children to access the learning or provide challenge.
Scaffolding	Supporting all children to access the learning by scaffolding through strategies such as re-explaining, using resources, guided by the teacher. This is not doing things for children. Encourage them to think independently.
Know the learning	Engage with the planning and teaching, know what is expected of children, maintain high expectations, use the language, models and approaches used by the teacher,
Promote independence	Use prompts and questions before providing answers, give children time to think and process, move around – avoid working with one or two children for the entire lesson, encourage children to use the resources available.
Support all children	Work flexibly across the room, feedback to children, mark books, based on the learning objectives, success criteria and transcription skills, make small adaptations and tweaks to support all children. Feedback to the teacher if necessary if there are gaps in learning.
Assessment	Observe and gather useful information, check for understanding, avoid telling children answers or doing things for them, share misconceptions with the teacher, support in plugging gaps in learning and foundational skills.
Model federation expectations	Model the approaches in this booklet (The Woodland Way) and the Federation Fundamentals. Support in establishing and maintaining effective routines and expectations for all children.

Retrieval

What does this look like?

- Ensure a pre-planned retrieval activity is completed within the first 5-8 minutes of the lesson and is appropriately challenging for all students.
- Display the questions or tasks clearly on the whiteboard, this could also be shared via iPads. This is displayed as soon as the lesson starts, all children access straight away.
- Circulate with purpose, monitor the activity, all children are engaged.
- Adapt starter/retrieval based on ongoing assessment and checking for understanding.
- Provide scaffolds when necessary to support.
- Use targeted questioning alongside the no-hands up policy to assess, reinforce learning and check for misconceptions.

Deepening for excellence

- Incorporate previous questions with a low success rate to check if gaps in learning are closed.
- Tasks should be low-threshold, high-ceiling – all children can access, achieve and be challenged.
- Retrieve the same content multiple times using varied question formats.
- Retrieval is deliberate. It is linked to the current learning and encourages pupils to develop their understanding and make links across the curriculum and in their knowledge.

The Role of the Adult

- Circulate, providing deliberate and specific feedback.
- Narrate expectations – everyone involved and engaged, no opting out.
- Support where necessary and provide appropriate scaffolds.
- Provide clear, concise instructions verbally and visually.
- Maintain a consistent structure.
- Manage time effectively.

The Role of the Child

- Begin the task immediately upon entering the classroom/lesson.
- Work independently, usually this will be quietly or silently.
- Ensure they are completing the activity fully.
- Stay focused.
- Ask an adult for support if needed so that necessary adaptations can be made responsively and precisely.
- Expect to share their answers or responses at any point.
- Respond respectfully to the contributions of their peers.

Evidence Base

- Teach like a Champion – Doug Lemov
- Rosenshine, 2012
- Bruner, 1976

Retrieval – The Why

- **Strengthens memory:** Regularly recalling information helps children move knowledge into long-term memory.
- **Reinforces prior learning:** Retrieval gives children repeated opportunities to revisit knowledge they have already been taught.
- **Prepares children for new learning:** Activating prior knowledge makes it easier for children to connect new ideas to what they already know.
- **Identifies gaps:** Retrieval activities help teachers quickly see what children remember and where misconceptions or gaps need addressing.
- **Builds confidence:** Successfully recalling previously learned information can help children feel more confident in their knowledge.
- **Supports independence:** Children become more able to recall and use knowledge without relying on prompts or resources.
- **Improves learning over time:** Short, regular retrieval is often more effective than relying on one-off revision or re-teaching.
- **Supports SEND:** Retrieval can provide repeated, structured opportunities to practise important knowledge and skills, with appropriate scaffolding where needed.
- **Further reading:** *Voice 21, EEF Oral Language Interventions, Mercer (1999, 2007)*

Connect & Introduce

What does this look like?

- Introduce the learning clearly and concisely, no more than 1-2 minutes.
- Connect the learning to the relevant concept.
- Revisit the subject definition.
- Make explicit links to prior learning.
- Explain what the children are learning and why it matters.
- Set the expectations for the lesson.
- Success criteria may be shared or co-constructed.

Deepening for excellence

- Connections made a meaningful – new learning, prior learning and the wider curriculum.
- Use questioning to elicit relevant prior knowledge.
- Introduce or revisit subject-specific vocabulary.
- Revisit any previous misconceptions and re-teach.

The Role of the Adult

- Be concise and purposeful. Avoid lengthy explanations.
- Targeted questioning and discussion to activate prior learning and make links.
- Make connections explicit.
- Model the language and vocabulary.
- Communicate the purpose and expectations for learning.

The Role of the Child

- Active listening.
- Expect to share responses at any point.
- Use subject-specific vocabulary.

Evidence Base

- Rosenshine (2012)

Oracy

What does this look like?

- Talk to your partner
- Think-pair-share
- Add-build-challenge – used to structure and extend discussion and responses.
- Model active listening.
- Correct physical barriers i.e. moving hands away from face, modelling correct pronunciation.
- Time limited, pacy.
- Purposeful
- Rehearse vocabulary and definitions.
- Provide sentence stems to frame thinking. Build these over time to teach children how to use them respectfully.

Deepening for excellence

- 'Brighten lines' by modelling the expected behaviour.
- Share examples and non-examples of purposeful talk.
- Create a culture where students are expected to participate, extend and respectfully challenge and engage.
- Turn, talk and take notes – children note what their partner is saying and feed this back.

The Role of the Adult

- Circulate, modelling effective and purposeful talk, feeding back.
- Manage noise levels so that talk is purposeful and at an appropriate volume.
- Make precise and sensitive adaptations.
- Ensure groupings and pairings are effective and sensitively arranged.
- Model correct speech to those with speech and language barriers.

The Role of the Child

- Engage in purposeful talk about the learning matter with peers.
- Respectfully listen and engage.
- Listen carefully to the instructions and then to partners, showing interest.
- Speak in full sentences.
- Use a clear voice.
- Maintain positive body language.
- Active listening.

Evidence Base

- Education Endowment Foundation
- Voice 21
- Mercer

Oracy – The Why

Oracy is the ability to speak and listen effectively. It matters because talk is one of the main ways we learn, think, connect with others, and participate in society.

- **Learning:** Talking helps children develop and organise their thinking. Explaining an idea aloud can deepen understanding and reveal misconceptions.
- **Confidence:** Regular opportunities to speak help pupils become more confident expressing themselves in different situations.
- **Vocabulary and language:** Rich discussion exposes pupils to new words, sentence structures and ways of expressing ideas.
- **Academic success:** Strong speaking and listening skills support reading, writing and understanding across subjects.
- **Social development:** Oracy helps children listen to others, take turns, disagree respectfully, negotiate and collaborate.
- **Equality:** Explicitly teaching oracy gives every child—not just those who naturally speak confidently—the tools to participate and have their voice heard.
- **Future life:** Communication is essential for interviews, presentations, relationships, leadership, work and active citizenship.
- **Further reading:** *Voice 21, DfE 2021, Cattrall 2024, Vygotsky 1978, Mercer 2025, 2008*

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On a page guides

Questioning

What is high quality questioning?

- Effective questioning is the most effective teaching strategy to promote thinking, check understanding and deepen learning.
- Well-planned questions encourage all pupils engage, articulate their ideas and develop their knowledge.

Why is questioning important?

High quality, well-planned and considered questioning allows teachers/TAs to:

- Assess pupil understanding in real time.
- Identify misconceptions and gaps in learning.
- Promote critical thinking and reasoning.
- Encourage participation from all learners.
- Adapt teaching to the needs of pupils.

Principles of effective questioning

- Questions are carefully planned.
- Cold-calling
- Questions phrased with children's names at the end, maximum thinking for all children.
- Use a mix of recall, application, analysis and evaluative questions.
- Give pupils time to think, discuss and share.
- Pupils need an appropriate amount of processing time (up to 10 seconds) before re-phrasing or clarifying.
- All children are expected to engage and participate.
- Discussion time is purposeful and time limited (e.g. 10 seconds to discuss)
- Probe and extend answers to develop understanding and challenge misconceptions.
- Adapt questions to support and stretch learners.

Effective questioning

Recall: *What happened at the start of the story?*

Explain: *Why do you think the character made that decision?*

Apply: *How could we use this method to solve a different problem?*

Analyse: *What patterns can you identify?*

Evaluate: *Which solution is the most effective and why?*

Probe and follow up:

Use supplementary questions such as:

- Can you explain your thinking?
- What evidence supports your answer?
- Can you build on that idea?
- Why do you think that?
- How do you know?
- Can you prove it?
- Can you tell me more?
- What else do you notice?
- How does this connect to what we have already learnt?
- Is there a different perspective?
- Has your thinking changed?
- Can you build on...? / Can anyone else add to...?
- Why might this go wrong?
- Can you predict what would happen next?
- Can you compare?

Pose-Pause-Pounce-Probe

1. Pose – Pose a carefully planned question.
2. Pause – allow thinking/processing time for all.
3. Pounce – choose a child to respond (following oracy expectations)
4. Probe – extend further with follow up questions, this may be to the same child or another.



Questioning: The Why

- **Checks understanding:** Adults can identify what pupils know, understand and can explain, rather than relying on written work alone.
- **Makes thinking visible:** Carefully designed questions reveal pupils' reasoning, misconceptions and gaps in understanding.
- **Retrieves prior learning:** Questions provide regular opportunities for pupils to bring previously learned knowledge back to mind and strengthen recall.
- **Develops deeper thinking:** Questions can move pupils beyond recall towards explaining, reasoning, comparing, evaluating and making connections.
- **Develops Oracy:** Regular questioning gives pupils opportunities to articulate ideas, use subject-specific vocabulary and explain their thinking.
- **Addresses misconceptions:** Responses allow teachers to identify incorrect or incomplete understanding and respond immediately.
- **Increases participation:** Effective questioning, combined with strategies such as think-pair-share and whole-class response, gives more pupils an opportunity to think and contribute.
- **Guides teaching:** Adults can use pupils' responses to adapt explanations, modelling, questioning and subsequent tasks.
- **Strengthens learning:** Asking pupils to retrieve, explain and apply knowledge can strengthen their understanding and connections between ideas.
- **Further reading:** *Rosenshine (2012); EEF (2018); EEF (2021); Alexander (2020); Mercer & Littleton (2007); Agarwal et al. (2021).*

Modelling: I do

What does this look like?

- The critical point of any effective lesson.
- Teachers model excellence, showing what, why and how to do something.
- Clear, deliberate modelling.
- Narration of thought processes.
- Pace is maintained.
- Break concepts into manageable steps.
- Ensures misconceptions are anticipated, non-examples could be modelled and addressed early.
- Pre-prepared but flexible.
- This phase is repeated if necessary after checking for understanding.

Deepening for excellence

- Use contrast and non-examples to sharpen understanding. Explain why weaker examples do not meet the standard.
- Model and annotate live.
- Build in rehearsal and questioning.
- Use choral responses – echoing vocabulary, rephrasing steps.
- Provide multiple models if needed.
- Vary examples.

The Role of the Adult

- Have models and resources prepared.
- Break complex skills into manageable steps
- Concise, direct language. Avoid lengthy and overly-wordy/complicated explanations.
- Model thought process aloud.
- Pause deliberately.
- Visualisers could be used.
- Maintain behaviour expectations.
- Make connections to prior learning.

The Role of the Child

- Sit up.
- Track the speaker.
- Never interrupt.
- Ask and answer questions when prompted.
- Watch and listen.
- Fully focus.
- iPads are off and flat.

Evidence Base

- Teach like a Champion – Doug Lemov
- Vygotsky, 1978
- Rosenshine, 2012

Modelling: We do

What does this look like?

- This is a crucial stage to bridge the gap between modelling and independent application.
- Reflects the I do task, using a new but similar example.
- The We-do is pupil led, actively involve children through questioning.
- Mini whiteboards may be used to practice each step but children do not complete the entire example all at once.
- All children are engaged.
- Questioning is targeted.
- Repeated if not fully successful.

Deepening for excellence

- Include hinge questions that reveal common misunderstandings or misconceptions to clarify and re-teach.
- Use worked examples (WAGOLLS)
- Use visualisers or iPads.
- Use choral responses.
- Model academic and subject specific language.
- Purposefully interleave prior learning by making explicit links.
- Adapt teaching precisely and purposefully.

The Role of the Adult

- Monitor to ensure a high success rate. 80% or above of children should show success before moving to the You do.
- Use questioning techniques effectively
- Prepare in advance but maintain flexibility if more practise is needed.
- Embed assessment for learning – mini whiteboards, cold call, questioning.
- Elicit understanding of the concept.
- Build in thinking and processing time.

The Role of the Child

- Be actively engaged.
- Listen and observe attentively.
- Answer questions at any point.
- Maintain focus on the speaker, through active listening.
- Use mini whiteboards when directed.
- Ask relevant questions.

Evidence Base

- Teach like a Champion – Doug Lemov
- Vygotsky, 1978
- Rosenshine, 2012

Modelling: You do

What does this look like?

- Children practice the key learning.
- Another similar (but not the same) example of the concept is used.
- Children use mini whiteboards to show their understanding.
- Mini whiteboards allow the opportunity to practice without the permanence of committing to books.
- All children are engaged.
- Adaptations are made to support all pupils.
- Scaffolding is provided.
- This is pre-planned but flexible.

Deepening for excellence

- Incorporate examples that will expose surface-level understanding or misconceptions.
- Use worked examples or WAGOLs to support pupils in applying the learning.
- Circulate, targeting key pupils to support or extend.
- Time limited, pacy but with extension or challenge opportunities, all children are engaged throughout.

The Role of the Adult

- Circulate, providing deliberate and specific feedback.
- Narrate expectations – everyone involved and engaged, no opting out, no blank whiteboards. Ensure 100% participation.
- Narrate expectations for behaviour and noise levels.
- Support where necessary and provide appropriate scaffolds.
- Provide clear, concise instructions verbally and visually.
- Maintain a consistent structure.
- Manage time effectively.

The Role of the Child

- Begin the task immediately after being set off.
- Work independently, usually this will be quietly or silently, unless otherwise directed.
- No blank whiteboards, Only clear boards once an adult has given the instruction.
- Ensure you are completing the activity fully.
- Stay focused.
- Ask an adult for support if needed so that necessary adaptations can be made responsively and precisely.
- Expect to share answers or responses at any point.
- Respond respectfully to the contributions of your peers.

Evidence Base

- Teach like a Champion – Doug Lemov
- Vygotsky, 1978
- Rosenshine, 2012

Modelling: The Why

- **Makes the invisible visible:** Adults can demonstrate the thinking process, not just the finished answer.
- **Clarifies expectations:** Students see exactly what a successful piece of work should look like.
- **Reduces cognitive load:** Breaking a task into manageable steps makes it easier to understand.
- **Provides a worked example:** Pupils can see how to approach unfamiliar tasks.
- **Addresses misconceptions:** Adults can deliberately model common mistakes and show how to avoid them.
- **Builds confidence:** Students are more likely to attempt a task when they have seen it demonstrated.
- **Develops independence:** Gradually moving from “*I do*” → “*We do*” → “*You do*” helps students take ownership.
- **Supports metacognition:** Explaining *why* you make particular decisions helps pupils develop strategies they can apply elsewhere.
- **Improves consistency:** All students receive a clear picture of the process and success criteria.
- **Further reading:** *DfE 2021, Rosenshine 2012, Education Endowment Foundation*

Mini whiteboards

What does this look like?

- Mini whiteboards (MWBs) are in every child's pack (Y1-Y6).
- The use of MWBs promotes participation, builds confidence and is an effective formative assessment strategy.
- The use of MWBs is embedded to support all students in accessing the learning, by being expected to respond and to think about what is being taught.
- MWBs are a low-stakes and temporary way to share answers, and as such, are less daunting than committing pen to paper immediately, creating a safe environment, enabling 100% participation.
- Adults circulate and spot misconceptions in real time, instantly adapting provision and instruction as needed.
- MWBs are most effective when the routines and clear expectations are embedded.
- MWBs are only used for the desired purpose.

Deepening for excellence

- Link with Think-pair-share or Talk to your partner – build cognitive engagement before writing to improve answer quality.
- Cold call and compare – use MWBs to create discussion “*Who had something different?*” “*Why might you disagree?*”
- Encourage metacognition.
- Adapt to support all pupils.
- Model mistake-friendly culture – normalise getting it wrong but learning from it.
- Stretch thinking by using follow-up prompts.

The Role of the Adult

- Set and embed the routine from the start – set the expectation for getting MWBs, using them, putting them away etc.
- Establish a clear protocol for showing boards – only shown on adult signal to maximise attention and promote genuine thinking.
- Hold for Learning Checks: Students should not wipe their boards until instructed — this allows time to circulate, spot misconceptions, and plan for immediate intervention or questioning.
- No-opt out.
- Set parameters for thinking.
- Maintain control and visibility – circulate, feedback and assess.
- Use as a tool when planning.

The Role of the Child

- Ensure packs are ready, tidy and looked after.
- Use both hands, one to hold the board, one to write.
- Never waste ink.
- Only clear boards once an adult has given the instruction.
- Always attempt to answer.
- Use your MWB to practice answers – use it as a space to think, try and refine.
- Be ready to share at any point and make changes based on adult feedback.

Evidence Base

- Teach like a Champion – Doug Lemov – “Children learn best when they are consistently engaged and held accountable for their learning.”

Mini whiteboards – The Why

- **Check understanding:** Every pupil answers, so the teacher gets a snapshot of whole-class understanding.
- **Increase participation:** They give all pupils a chance to respond, rather than relying on the same few hands going up.
- **Identify misconceptions:** Adults can spot errors immediately and address them before they become embedded.
- **Provide instant feedback:** Pupils can receive feedback and correct their thinking straight away.
- **Encourage retrieval practice:** They are particularly effective for recalling prior learning, key vocabulary, facts and processes.
- **Reduce the fear of getting things wrong:** Responses are temporary and low-stakes, encouraging pupils to have a go.
- **Support responsive teaching:** The adult can adapt the lesson based on what pupils actually know, rather than what they assume pupils know.
- **Keep pupils actively thinking:** Everyone has to formulate an answer rather than passively listening.
- **Make progress visible:** Adults can compare responses over the course of a lesson to see whether understanding is developing.
- **Further reading:** *Sherrington & Stafford 2018, EEF, Black & Wiliam 1998*

Checking for Understanding

What does this look like?

- Checking for understanding is essential to responsive teaching.
- All pupils are expected to keep up, checking for understanding provides immediate feedback for their teacher to adapt.
- Strategies include questioning, use of MWBs, low stakes quizzes, verbal contributions, discussions, retrieval tasks, show what you know.
- Avoid vague responses such as 'I don't get it' or 'I don't know'. Teach children to be specific.
- Children are accountable for demonstrating their learning to their full capabilities and potentials, adults are responsible for checking for understanding, support to plug gaps and move learning forwards.

Deepening for excellence

- Layer and sequence questions – use Bloom's Taxonomy to plan questions that stretch and challenge thinking rather than just expecting recall. Plan for all children to be involved.
- Encourage peer validation and challenge, respectfully.
- Check task understanding explicitly – *'What do you need to do first?'* *'How do you know you're finished?'* *'What will a successful piece of work look like?'*
- Make adaptive decisions – adaptations and needs will change throughout lessons and teaching sequences. Plan adaptations but be flexible in their implementation.
- Use cold-calling effectively.
- Plan seating effectively.
- Celebrate mistakes as learning moments.

The Role of the Adult

- Plan to check for understanding. Which strategies will be used? When? How will they check for understanding?
- Use cold calling, MWBs, low-stakes quizzes etc.
- Expect full class participation.
- Design appropriate challenge and support.
- Maintain the pace but avoid rushing.
- Use Oracy and think-pair-share to build confidence.

The Role of the Child

- Active listening.
- Ask for clarification – explain to adults what you need support with.
- Show what you know – never shy away from showing off what you know and what you can do. Never take the easy option.
- Use classroom tools, resources and displays to extend and deepen learning.
- Take responsibility for learning.
- Stay actively involved.
- Participate fully.

Evidence Base

- Teach like a Champion – Doug Lemov
- Bloom's taxonomy

Checking for Understanding – The Why

- **Makes learning visible:** Adults gain evidence of what pupils actually understand, rather than assuming that silence or completed work means learning has taken place.
- **Identifies misconceptions:** Carefully planned checks can reveal errors or partial understanding before they become embedded.
- **Informs teaching:** Adults can use pupils' responses to decide whether to move on, revisit, reteach, model again or provide further practice.
- **Keeps pupils thinking:** Regular checks require pupils to actively recall, explain, apply and reason rather than passively listen.
- **Checks everyone, not just volunteers:** Whole-class responses, mini whiteboards, questioning, discussion and targeted questioning allow teachers to gather evidence from a wider range of pupils.
- **Supports adaptive teaching:** Understanding what pupils know allows teachers to adjust the level of challenge, scaffolding and support in response to need.
- **Prevents errors from becoming embedded:** Checking during learning allows teachers to address misunderstandings at the point they arise rather than discovering them at the end of a unit.
- **Supports retrieval:** Asking pupils to recall previously taught knowledge provides opportunities to strengthen memory while simultaneously revealing what has been retained.
- **Develops metacognition:** Asking pupils to explain *how they know*, *why they chose an answer* or *where they went wrong* encourages them to think about their own learning.
- **Makes feedback more purposeful:** Adults can give feedback based on actual evidence of understanding, rather than providing generic comments or corrections.
- **Further reading:** *Black & Wiliam (1998); Rosenshine (2012); Education Endowment Foundation (2018, 2021); Wiliam (2011); Department for Education (2021).*

Task Design

What does this look like?

- Tasks are tightly tied to the subject-specific domain – teaching and learning policy.
- Tasks enable children to develop fluency within the concept and subject, before deepening understanding through reasoning, problem solving and challenge.
- Adaptations are in place to support all pupils, these are pre-planned but flexible.
- Tasks are engaging, exciting and move learning forwards.
- 100% participation.
- Narrate expectations for behaviour and outcomes.
- Only the necessary resources are on tables.
- Share success criteria.

Deepening for excellence

- Use of extension and challenge tasks which deepen understanding rather than just completing more.
- Identify classroom 'black spots' – the areas that you don't always get to, the children who go under the radar – go to them first or quickly. Adjust seating plans if necessary.
- Give clear time limits, a visual timer could be used.
- Promote metacognition.

The Role of the Adult

- Scan the room to ensure 100% participation from the start.
- Circulate, feedback and support – maintain pace and maintain focus on the learning/success criteria, as well as transcription.
- Avoid passive support.
- Pause and re-explain concisely if needed.
- Maintain behavioural expectations.
- Engineer early success to motivate all.
- Tasks mirror I do, We do, You do phase.

The Role of the Child

- Follow the teacher's lead by referring back to the modelling phase.
- Join in actively.
- Begin straight away.
- Ask for support if needed.
- Use subject-specific and tiered vocabulary.
- Produce high-quality work, responding to the task and learning set, as well as focusing on transcription.
- iPads are used if directed and purposeful.
- Stay focused and accountable – everyone is expected to participate.

Evidence Base

- Teach like a Champion – Doug Lemov
- Rosenshine, 2012
- William, 2011
- The National Curriculum, 2013

Task Design – The Why

Task design is the way a teacher plans and structures an activity so that pupils can successfully practise, develop or apply the knowledge and skills they are learning.

A well-designed task considers:

- **The learning intention:** What do you want pupils to know, understand or be able to do?
- **The level of challenge:** Is the task appropriately challenging without being unnecessarily difficult or over complicated
- **Clarity:** Do pupils understand what they need to do and what a successful outcome looks like?
- **Scaffolding:** What support might pupils need, and how can this support be gradually removed?
- **Accessibility:** Can all pupils access the task, including pupils with SEND?
- **Cognitive demand:** Does the task require pupils to think, rather than simply complete an activity?
- **Independence:** Does the task encourage pupils to use what they have learned independently?
- **Assessment:** Does the task allow the adults to see whether pupils have understood the learning?
- **Resources and organisation:** Are the materials, instructions and classroom setup helping rather than hindering learning?
- Further guidance for specific subjects can be found in the Teaching & Learning Policy 2026-27.
- **Further reading:** *Rosenshine 2012, EEF, Ofsted 2026, Vygotsky 1978, Piaget 1952*

Challenge

What does this look like?

- Challenging pupils is essential. Children are very capable and will meet our expectations. Children should never be allowed to take the easy option or to opt-out. Children have enormous potential and we must support them in achieving.
- Every learner, regardless of individual starting point, is expected to achieve and must experience appropriate cognitive challenge.
- Children must be in the habit of being stretched and challenged and that they are expected to work to their full potential. This moves children from passive recipients to active learners.

Deepening for excellence

- Structured Oracy – purposeful talk activities to encourage academic thinking, reasoning and problem solving.
- Foster respectful peer-to-peer challenge.
- Embed a culture of ambition
- Model vocabulary.
- Encourage struggle as growth.
- Vary the challenge.
- Plan hinge questions.
- Push for depth, not speed.

The Role of the Adult

- Challenge is for everyone. Every learner should feel challenged and supported.
- Pitch tasks that stretch children beyond their current understanding but that are also achievable.
- Low threshold, high ceiling tasks enable all children to achieve.
- Structure and sequence for high participation.
- Scaffolding, not spoon feeding – scaffolds unlock challenge not reduce it or explain it for children.
- Feedback regularly, precisely and effectively.
- Define excellence – what is the success criteria? What does success look like? Share concrete examples.

The Role of the Child

- Maintain mental engagement at all times.
- Always be ready to share answers.
- Give your best effort.
- Show what you know.
- Expect to be asked follow-up questions.
- Use what your teacher or adults feed back to improve.
- Think critically – how can I make this better?
- Be resilient – not everything will be perfect every time, strive to make it better and learn more
- Listen respectfully.

Evidence Base

- Teach like a Champion – Doug Lemov
- Vygotsky, 1978
- Bruner, 1976

Challenge – The Why

Challenge is important because it pushes pupils beyond what they can already do, encouraging deeper thinking, greater independence and continued progress.

- **Promotes deeper thinking:** Pupils have to explain, connect, evaluate, apply or justify ideas rather than simply recall them.
- **Builds independence:** Appropriate challenge encourages pupils to work things out rather than rely on the teacher.
- **Prevents complacency:** When work is too easy, pupils may not be required to think deeply or extend their understanding.
- **Develops resilience:** Productive struggle helps pupils learn how to persist when an answer is not immediately obvious.
- **Extends understanding:** Challenge encourages pupils to apply knowledge in unfamiliar or more complex contexts.
- **Raises expectations:** It communicates that all pupils are capable of engaging with ambitious learning.
- **Reveals depth of understanding:** More demanding tasks help teachers see whether pupils can genuinely apply and transfer what they have learned.
- **Maintains engagement:** Appropriate intellectual challenge can make learning more interesting and purposeful.
- **Further reading:** *Sutton Trust, Campbell 2015, EEF, Ofsted 2026, Rosenshine 2012, Hattie 2009, Alexander 2020*

Adaptations

What does this look like?

- Adaptations are not about lowering expectations.
- Adaptations are crucial for some, beneficial for all and harmful to none.
- Pupils need adaptations to be made precisely, discreetly and at the right time to support understanding.
- Strategies include word banks, step by step instructions, WAGOLLS, sentence starters, TTYP.
- Classrooms must be inclusive, rigorous and set up for progress for all, not low expectations.
- Adaptive teaching is not a series of proformas, but responsive, timely and precise tweaks made to support all to learn.

Deepening for excellence

- Check that adaptations support pupils in meeting high expectations, rather than lowering them.
- Adaptations make the learning accessible to all, rather than reduce it down.
- Use flexible grouping.
- Use a range of strategies.
- Empower additional adults to make adaptations in a timely and precise manner.
- Strategically reduce scaffolds to build independence.
- Children must not become overly-reliant on adults and adaptations and they must not be taught or encouraged to be helpless.

The Role of the Adult

- Plan adaptations but expect them to change and alter as the lesson goes on – what is it that children really need?
- Remove the barrier not the diagnosis.
- Use the strategies on the next page to support effective adaptive teaching.
- Plan for opportunities to revisit learning and ensure understanding.

The Role of the Child

- Engage with tasks.
- Be resilient – adults will not do things for you, but will support you in being successful.
- Engage with modelling examples.
- Focus during teaching.
- Be specific about what you are finding tricky.
- Manage time effectively and remain focused.
- Always attempt a response.

Evidence Base

- Teach like a Champion – Doug Lemov
- The other 29 – Catrina Lowry
- SEND in Schools – Amjad Ali

The Woodland Federation

On a page guides

Adapted learning

Underpinning principles

belong

achieve

thrive

"Helpful to all, harmful to none and crucial for some."

Strategies for adapting learning to support



Word banks



Pre-teaching



Sentence stems



Support banks e.g. SPAG mat



Glossary



Visual / individualised timetables



Visual prompts



Questioning



Symbols



Model answers



Structure strips



Success criteria



Seating position



Gradual release of support – I do, We do, You do

Strategies for adapting learning to challenge



Higher order questioning



Problem solving



Reasoning



Make links with prior learning



Link with real world contexts



Reasoning mats/menus



Prove it



Reflect



Identify patterns



Low threshold, high ceiling



Investigative tasks

Key components

In the moment, effective feedback

Use of I do, We do, You do structure

Oracy – talk to your partner, stand and speak etc.

High expectations and consistency

Effective, established routines

Opportunities are maximised

Engaging and exciting lessons

Carefully considered pace

Constant assessment e.g. mini whiteboards, exit tickets

Adaptive Learning- The Why

- **Responds to need:** Teaching is adjusted based on what pupils actually know and can do.
- **Prevents pupils falling behind:** Misconceptions and gaps can be identified and addressed early.
- **Provides appropriate challenge:** Pupils can receive additional support or greater challenge when needed.
- **Keeps learning purposeful:** Lesson time is spent on the knowledge and skills pupils need most.
- **Builds on prior knowledge:** Adults can revisit prerequisite knowledge before introducing something new.
- **Supports progress:** Instruction can be changed when pupils are struggling, or moved forward when they are ready.
- **Makes assessment useful:** Assessment becomes a tool for deciding **what to teach next**, rather than simply measuring performance.
- **Promotes equity:** Pupils receive the support or challenge they need to access the same ambitious curriculum.
- **Accelerating progress:** Purposeful adaptations raise expectations and support accelerated progress for all pupils.
- **Further reading:** *Lowri 2026, Ali 2026, EEF, DfE 2025, Morrison McGill 2022, Vygotsky 1978, Bruner 1976*

Feedback

What does this look like?

- A range of formative assessment strategies are planned and in place to support effective assessment for learning and to adapt teaching responsively to the needs of pupils.
- Feedback is precise, timely and effective.
- Pupils are expected to respond to feedback to move learning forwards.
- Feedback is tightly linked to the specific learning intentions and success criteria, as well as general presentation and handwriting.
- Feedback is proportionate.
- Every child has their efforts acknowledged in a positive and constructive fashion.

Deepening for excellence

- Strategically plan your route around the room – who will need support the most? Who will need feedback?
- Think carefully about seating plans.
- Consider ‘black-spots’ – which part of the classroom do you not get to as regularly? Make this your first port of call, or move the children who need more support.
- Make sure additional adults know where to go, how to support and feedback effectively.

The Role of the Adult

- Circulate, providing deliberate and specific feedback.
- Feedback links with the specific learning and success criteria.
- Feedback is in the moment and it is effective in moving learning forwards.
- Feedback focuses on the learning objective, as well as transcription.
- All pupils are fed back to in each lesson, adults continually circulate.
- Feedback is pacy and children are expected to respond within a certain timeframe.

The Role of the Child

- Respond to feedback.
- Be able to explain what you have done and how you have improved.
- Use resources to edit and improve work.
- Use feedback to improve and refine your learning.
- Act on feedback independently where you can.
- Ask for support if you need it.
- Use self and peer assessment to evaluate your own work.
- Be resilient – feedback is not criticism, it is supporting to move learning forwards.

Evidence Base

- Hattie, 2009
- Rosenshine, 2012
- EEF, 2021

Feedback – The Why

- **Clarifies learning:** Pupils understand what they have done well and what needs improvement.
- **Addresses misconceptions:** Errors can be identified and corrected before they become embedded.
- **Moves learning forward:** Effective feedback gives pupils a clear next step rather than simply identifying mistakes.
- **Develops independence:** Pupils learn to evaluate and improve their own work.
- **Improves the quality of work:** Pupils have an opportunity to act on feedback and make meaningful improvements.
- **Reinforces success:** Feedback can highlight effective strategies and behaviours that pupils should repeat.
- **Informs teaching:** Patterns in pupils' responses help teachers identify gaps and adapt subsequent instruction.
- **Makes assessment purposeful:** Assessment becomes part of the learning process rather than simply a judgement of performance.
- **Further reading:** *Hattie 2009, EEF, Black & William 1998, Rosenshine 2012, Morrison McGill 2022, Hattie & Timperley 2007*

Review

What does this look like?

- Planned, powerful activities to reinforce learning, and promote long-term retention.
- Completed at the end of a lesson to allow students to retrieve key knowledge and reflect on what they've learnt.
- Activities are reflective and enable children to explain what they have learnt.
- Activities can deepen learning and provide access to more challenging learning for some pupils.
- Support metacognition.
- These practices build on the lesson, rather than just re-running it.
- Build confidence and provide another opportunity to assess learning.

Deepening for excellence

- Target the 'struggle zone' – tasks push beyond current understanding to reveal gaps in learning.
- Use Bloom's taxonomy to ask high-order questions.
- Push children to explain reasoning.
- Include non-examples and misconceptions.
- Use peer and self review.
- Be responsive.

The Role of the Adult

- Design targeted retrieval and reflection tasks to check key knowledge and skills.
- Embed recall and review activities as part of effective teaching and learning to review prior learning and plan for the next lesson.
- Use whole-class strategies such as MWBs, iPads etc.
- Include hinge questions.
- Question with intent.
- Review responses.
- Adapt teaching in the moment.
- Circulate with intent.
- Use exit tickets.

The Role of the Child

- Listen carefully to instructions.
- Concentrate fully.
- Work independently.
- Be resilient.
- Ensure your responses are clear, detailed and demonstrate high standards.
- Use full sentences.
- Engage fully.

Evidence Base

- Wiliam and Black, 1998
- Lemov, 2021
- Roediger and Butler, 2011

The Woodland Federation

On a page guides

Behaviour

Federation golden rules

respect

kindness

resilience

Managing classes & low level disruption



Positive praise



Anonymous correction



Countdown (3, 2, 1)



Effective & established routines



Tone of voice – lower and quieter



1:1 conversation



Proximity & position



Adapting pace



Narrating expectations



Purposefully waiting



Controlled choice

Establishing effective relationships



Greet every child



Take an interest



Use names (not pet-names)



Mutual respect



Connect over content



Make deposits into 'social capital' bank



Every child needs a champion



Careful use of language



Separate the deed from the do-er



The small stuff is the big stuff



Catch them getting it right, more than wrong



Build good will on good days

Deescalation strategies

distract

connect

calm

neutral body language

when, then

controlled choice

time

private – reduce audience

listen and acknowledge

clear, concise

Routines & Expectations

The following routines are used consistently from Reception to Year 6. These routines are taught and revisited constantly.



Start of the day: Pupils are greeted by name and warmly. They enter classes to a purposeful task straight away.



Line ups: Pupils line up silently. Non-verbal signals are used. Line orders are used.



Walking: Children walk silently. This includes between buildings, in the corridor and to and from the playgrounds. Children enter assembly silently.



Packs: Children must collect packs at the start of the day. They are kept between chair and table legs, upright and with all relevant resources.



Playtimes: Teach children how to interact with their peers. Teach them strategies for managing conflict and being resilient.



Lunchtime: Children line up silently before entering the hall. Noise level is managed effectively. Pupils have designated responsibilities and spaces within the hall.



Hometime: Establish a clear routine for hometime. Pupils collect belongings in a specific order and routine.

Routines & Expectations *continued*



Teaching, learning & tasks: Children are expected to fully engage and participate. Use strategies such as purposeful waiting, Pastore's Perch (deliberate vantage points where you can see all children), seating plans, circulate, model resilience, build strong relationships, proximity, non-verbal cues actively monitor behaviour and be relentlessly bothered – insist on high expectations being met.



Purposeful waiting: Never talk over children. Wait until they are silent through purposeful waiting, narrate expectations, wait with presence and never accept anything less than silence before issuing instructions or teaching.



Transitions Transitions are silent. Establish effective routines for transitions. Non-verbal cues e.g. 1 – stand, 2 – move, 3 – sit. This establishes the expectation that transitions are silent and will be guided by hand signals.



Lower & quieter: Reduce the volume and pitch. Make children have to listen, make them have to make an effort to hear what is being said and tune in to you. Never shout over children.



Fundamentals: Insist on active listening, insist on Oracy expectations (standing to speak etc), insist on silent transitions, manners and politeness, respect and kindness.



Sweat the small stuff: The small stuff is the big stuff. Small variations in routines can create uncertainty and make expectations less clear. Routines work when they are predictable and are not open for negotiation.

Routines & Expectations – The Why

Children are taught our routines and expectations from their first day at The Woodland Federation.

Children will meet expectations and they should be expected to.

Where routines fall short of expectations, they are re-taught, revisited and practised until perfect again.

Children need to be constantly reminded of the expectations and routines.

- **Create a sense of security** Predictable routines help children know what is going to happen next, making the school day feel safe and manageable.
- **Support independence:** When children know the routine, they can complete tasks such as organising equipment, getting changed or moving between activities with less adult support.
- **Improve behaviour:** Clear and consistent routines reduce uncertainty and can prevent challenging behaviour because children understand what is expected of them.
- **Maximise learning time:** Routines make transitions between activities quicker and smoother, giving teachers more time for teaching and children more time for learning.
- **Develop self-regulation:** Repeated routines help children practise waiting, listening, managing emotions and adapting to expectations.
- **Build confidence:** Knowing what to expect allows children to feel more confident in participating and trying new things.
- **Support inclusion:** Consistent routines can be particularly helpful for children who find change or unpredictability difficult. Visual timetables, warnings and repeated structures can make routines more accessible.
- **Develop life skills:** School routines help children develop habits such as organisation, responsibility, punctuality and cooperation that they can use beyond school.

It is important to establish and teach routines straight away and stick to them. Do not accept anything less than perfectly meeting expectations.

Transitions are managed effectively and the whole class are never sent for drinks, bottles, toilet, cloakroom etc. Adults should monitor areas outside the classroom.

Further reading: Ofsted 2019, EEF, Teachers Standards 2011, Dix 2021, Finnis 2021, Galton & Simon 1980, Bennet 1991

The Woodland Federation

On a page guides

Inclusion

Key documents

SSPs /
RSPs

Needs
indicator
tool

OAIP &
OATP

Inclusion at the Woodland Federation

'Instead of, rather than additional to.'

'What's needed for some, benefits all.'

'How are we going to remove the barrier, not the label.'

- Within every class, there will be children with a range of needs and barriers. Some may have official diagnoses such as ADHD, dyslexia and ASD. However, it is not about labels, it is about specific barriers and what we will do to reduce/remove them.
- Think about what it actually is that a child needs support with. Every child is different and will have different barriers.
- If something isn't working for the child and you don't change anything, you can't expect behaviour or learning to change or improve.
- Clear, concise instruction is accessibility – the clearer the instruction, the better the outcome, regardless of ability/barriers.
- Children cannot learn by seeing or hearing something once, this links with our approaches to retrieval, high quality modelling and questioning.
- Our OAIP should already include easy, low effort/high impact adaptations that benefit all children but specifically those with barriers e.g. slide background, visual timetable, use of colour, iPad resources.
- If you make something stressful, it reduces learning. Stress is subjective to individuals. A small change or tweak could remove the stress for a child.
- For each increment of challenge, there needs to be an appropriate level of support.

Inclusion continued

- For each increment of challenge, there needs to be an appropriate level of support.
- Adaptations are not bolt ons to your teaching, they are woven through everything that you do as they will benefit all children. Some children may require something different or more specific, but this is seamless.
- Adaptations and instructions are precise and intentional, a lack of clarity creates variation in outcomes.
- Think about the purpose of an adaptation or change as well as the process.
- All children and adults benefit from consistency, structure, routine and clear expectations.
- These need to be constantly re-iterated and re-taught. If something does not meet with yours or the school's expectations, you repeat, rehearse, re-teach.
- If you have a concern about a child, follow the process of the early identification of need and seek support and advice from Mrs Rowcliffe, who is an extremely experienced and well-regarded SENDCo by a range of professionals within Devon.
- More information about writing SEND Support Plans/Relational Support Plans are included within teacher packs.

Writing SEND Support Plans – The Why

- **Identify individual needs:** They help staff clearly understand a child's strengths, needs, barriers to learning and areas where they require support.
- **Provide targeted support:** Plans ensure that support is purposeful and matched to the individual child rather than using a one-size-fits-all approach.
- **Set clear outcomes:** They identify realistic and achievable targets so that everyone understands what the child is working towards.
- **Promote consistency:** A support plan allows teachers, teaching assistants and other professionals to use consistent strategies and approaches.
- **Track progress:** Regular reviews help staff identify what is working, what is not working and whether the child's needs or provision have changed.
- **Support inclusion:** Effective plans help children with SEND participate meaningfully in classroom learning and wider school life.
- **Strengthen communication:** They provide a shared reference point for school staff, parents/carers and, where appropriate, the child and external professionals.
- **Give children a voice:** Where appropriate, children can contribute to identifying their strengths, preferences, challenges and goals.
- **Support early intervention:** Identifying needs and putting appropriate strategies in place early can help prevent difficulties from becoming greater barriers to learning.
- **Promote independence:** Support should be focused on helping children develop skills and become increasingly independent, rather than creating unnecessary reliance on adults.

Our SEND Support plans were praised during Winkleigh Ofsted 2026 for their design and the specificity of the target design.

Writing SEND Support Plans

HOW ARE SUPPORT PLANS USED?

- Active teaching tool that is regularly referred to by all adults and informs the planning and assessment of teaching and learning.
- It enables those supporting the CYP to monitor effectiveness and ensure progress over time.
- This process helps to identify whether the CYP requires continuing SEN support, no further additional support or more enhanced support to meet their needs.
- Used to inform a referral to outside agencies, or an EHC needs application, where appropriate.
- SEND support plans could also be used by all leaders to support monitoring of provision during learning walks.

Writing SEND Support Plans

WHAT SHOULD BE IN A SUPPORT PLAN?

Assess

- Strengths (including interests/talents)
- Needs / barriers to learning (rather than a diagnosis or label)
- Key assessment data (if applicable) to show baseline level
- Strategies and provision ordinarily available to all that already help to support the CYP.

Plan

- SMART targets - no more than 3 or 4, relating to CYP's identified needs (linked to longer term outcomes for CYP with EHCPs)
- Specify when this SMART target will be achieved by (or reviewed)

Do

- Specific strategies detailing how the pupil will be supported to reach the agreed target – key resources/staff, frequency.
- be implemented for as long as the SMART target dictates, as part of your agreed APDR cycle (adapted earlier if progress dictates this)

Review

- A clear date for review, as part of the APDR
- Evidence of impact and progress made towards outcomes (assessments, concrete work in books/documents, pupil/parent/teacher voice, annotated SSPs)
- Clear, identifiable progress which informs new APDR cycle

Writing SEND Support Plans

TARGETS

- Specific
- Measurable
- Achievable
- Relevant
- Time constrained
- What is the need of the child- what does it look like now?
- Do proposed outcomes of the targets meet the need?
- What will you see if the provision is successful?
- What is measurable in the target?
- What would be said to the child about the target? (how would
• understand?)

Cloudy vs Clear

Identify	• Point to • Name
Understand (eg numbers)	• Give the amount requested • Count the number of items
Listen	• Answer questions afterwards • Retell part of the story/ information
Know	• Can say key calculation facts • Point to named numbers

Writing SEND Support Plans

CLEAR TARGETING

- Who?
- Does what?
- Under what conditions?
- To what degree of success?

Derek will point to the biggest item when an adult holds up two items, on verbal request, on 4 out of 5 occasions.

Andy will pull up his zip to the top of his coat, when an adult clips the zip first, every time he gets ready to go onto the playground.

Sally will let a trusted adult know how she is feeling by scaling her emotions using her 5-point scaling tool, at the start and end of each school day.

Poppy will move to her designated calm space, when prompted by an adult pointing to a visual, during times of distress, 80% of the time.

Inclusion – The Why

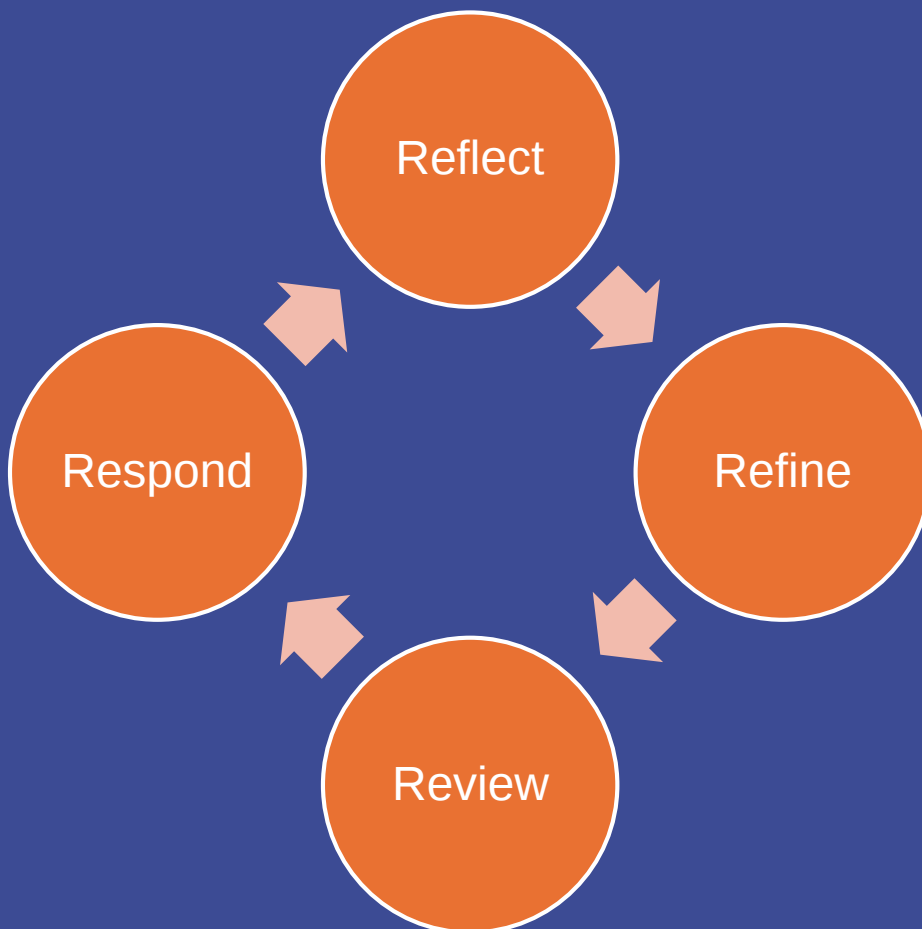
- **Equality and rights:** Every child should have access to education alongside their peers, without being excluded because of disability or additional needs.
- **Belonging and social development:** Mainstream settings give children opportunities to build friendships, develop communication skills and feel part of their local community.
- **Learning from diversity:** Inclusion helps all pupils understand and respect differences, reducing stereotypes, prejudice and discrimination.
- **High expectations:** Being included in mainstream education can provide children with access to the same curriculum, resources and opportunities as their peers, with appropriate support.
- **Preparation for adulthood:** Inclusive education reflects the diverse society children will live and work in, helping develop independence, confidence and social skills.
- **Benefits for everyone:** Inclusive approaches such as differentiated teaching, visual resources and flexible learning can improve learning and participation for the whole class.
- **Family and community connections:** Mainstream schools can help children remain connected to siblings, friends and their local community.
- **Further reading:** *SEND Code of Practice 2015, Florian 2015, Lowri 2026, Ali 2026, Ainscow 2007, Norwich 2008, EEF, Vygotsky 1978, Black-Hawkins 2010*

Reflect, Refine, Review & Respond

As Education Professionals, we must be prepared to reflect, refine and review our practice continuously, responding to feedback.

We must continuously seek to improve our practice, and therefore, outcomes for children. It is not a weakness to admit that something didn't go the way you wanted it or to take feedback from colleagues and leaders. Jackson & Bruegmann (2019) found that teachers improve more when working alongside effective colleagues and are willing to continually adapt and refine practice based on feedback and their own reflections.

At The Woodland Federation, we promote a four stage process to improving practice



Reflect

Ask yourself:

- What happened?
- What did pupils learn?
- What worked?
- What didn't?
- What was the impact?

Teachers consider the impact of their teaching rather than simply whether the lesson went according to plan.

- What did pupils actually learn?
- Which pupils were successful?
- Where did misconceptions emerge?
- Were pupils appropriately challenged?
- Did adaptations remove barriers?
- What did pupils say, do or produce that tells me about their learning?
- What would I keep, change or do differently?

As professionals, we must continually seek to improve practice by asking ourselves these questions.

- **Further reading:** *Schon 1983, Hattie & Timperley 2007*

Refine

Ask yourself:

- What will I change next time?
- How could I have made that even better?

Teachers might refine:

- the clarity of their explanation;
 - the quality of their modelling;
 - the questions they ask;
 - how they check understanding;
 - task design;
 - scaffolding;
 - transitions;
 - feedback;
 - retrieval;
 - opportunities for pupil talk.
-
- **Further reading:** *Ericsson, Krampe & Tesch-Romer 1993 – Deliberate Practice*

Review

Ask yourself:

- Did that change work?
- Why? Why not?
- What can I do to refine it further?
- What do others think?

Evidence might include:

- pupil work;
- assessment;
- questioning;
- mini-whiteboards;
- exit tickets;
- observations;
- pupil voice;
- book work;
- retrieval outcomes;
- misconceptions;
- engagement;
- independence.

- **Further reading:** *Black & Wiliam 1998, Wiliam 2011*

Respond

Ask yourself:

- What do colleagues and leaders think?
- What can I learn from colleagues?
- How can I embed feedback within practice?
- What will I practice?
- What will I explore further?
- **Further reading:** *Schon 1983*

Constructive Feedback & Challenging Colleagues

Receiving and giving feedback is key to professional development and continually striving for the best for our children.

Challenging colleagues in school is important because it helps maintain consistency, high standards and effective professional practice. All staff have a responsibility to challenge each other appropriately when they notice that agreed expectations, policies, procedures or routines are not being followed.

This should be viewed as a professional responsibility rather than a personal criticism. It can be a challenge to respond to feedback but we have to remember that it is not a personal reflection, it is about improving practice and outcomes for our children. It is our responsibility to respond to feedback to continuously improve practice.

Constructive challenge helps ensure that everyone is working towards the same standards and that pupils experience consistency across different classrooms and areas of the school.

Constructive Feedback & Challenging Colleagues *cont.*

Consistent routines are particularly important because they provide pupils with clear and predictable expectations. This could include routines for entering classrooms, transitions, responding to behaviour, completing work, moving around the school or following classroom expectations.

When routines are applied inconsistently, pupils can become confused about what is expected of them. Staff should therefore feel confident in respectfully challenging colleagues when routines are not being followed, ensuring that agreed approaches are consistently applied across the school.

Challenge should also work both ways. Staff should be open to receiving feedback from colleagues and be willing to reflect on their own practice. The purpose of challenging one another should be to maintain standards and improve consistency, rather than to criticise individuals. Where a colleague has a different approach, professional discussion can help establish whether it supports the agreed expectations and whether there is a need to adapt practice.

Middle leaders have an additional responsibility to model this culture of constructive challenge. They should provide clear and professional feedback to colleagues when practice, routines or expectations are inconsistent, while also supporting staff to make improvements. They should ensure that feedback is based on evidence and linked to agreed school expectations, rather than being personal.

Ultimately, a culture where all staff feel able to challenge each other respectfully helps create greater consistency across the school. It reinforces shared expectations, strengthens routines and ensures that staff are collectively accountable for maintaining high standards. Most importantly, this provides pupils with a consistent, safe and supportive environment in which expectations are clear.

The Woodland Way

Every child, every lesson, every day

‘We are the only second chance for some children.’

In every lesson, every day, every child should experience:

- Strong, respectful relationships
- Clear routines
- High expectations
- Explicit modelling
- Rich vocabulary
- Opportunities to think and talk
- Carefully adapted learning
- Precise and responsive teaching
- Effective feedback
- Challenge
- Success
- Effectively managed behaviour with clear, established routines and expectations

Further Reading & References

Ofsted reports:

Leigh Oaks Primary - <https://reports.ofsted.gov.uk/provider/21/137881>

St Peter's CofE VA Primary School -
<https://reports.ofsted.gov.uk/provider/21/115164>

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