



Woodlands Park Primary and Nursery School

Curriculum Pedagogy



Engagement	Teachers ensure high engagement of all pupils by fostering an active learning environment where every student is involved in meaningful tasks. Cold calling is used strategically to encourage participation and accountability, ensuring all pupils contribute their thoughts. Explicit opportunities to be curious, think, talk and ask questions are embedded within lessons, promoting deeper understanding through discussion and reflection. Differentiation strategies, including extending learning for more able pupils, provide challenge and progression, while effective TA deployment supports targeted intervention and scaffolding to maximize learning for all. A well-structured learning plan with clear actions ensures teaching remains focused and responsive to pupil needs, creating a dynamic and inclusive classroom.
Behaviour, relationships and expectations	A strong pedagogical approach to behaviour, relationships, and expectations ensures a positive and productive learning environment. The "Signal, pause, insist" strategy is embedded, reinforcing consistent and respectful behaviour management. High expectations are upheld in both lessons and books, with all pupils encouraged to take pride in their work. Regular opportunities to edit and improve ensure that learning is reflective and progressive. Effective TA deployment supports pupils in meeting these expectations, providing targeted guidance while promoting independence. School values are consistently reinforced, fostering a culture of respect, resilience, and responsibility. Additionally, literacy and maths skills are integrated across the curriculum, ensuring essential knowledge is continually developed and applied.
Lesson structure	An effective lesson structure ensures clarity, engagement, and progress for all learners. Lessons are structured into clear parts , including a purposeful starter , explicit modelling , focused independent or group learning , and a review & reflection phase to consolidate understanding. The sequence of learning is clear , allowing pupils to build on prior knowledge in a logical and systematic way. Sufficient time for independent work enables pupils to apply skills and develop resilience. Reading and writing skills are actively promoted across subjects to support literacy development. Flexible seating arrangements cater to different learning styles and collaboration needs, while adaptations are in place to support those requiring additional guidance, ensuring an inclusive and effective learning environment.
Know and understand what & why they are learning	Ensuring pupils know and understand what and why they are learning is key to deep and meaningful engagement. Learning objectives (LOs) are shared and displayed , providing clarity and focus for all pupils. Explicit links to prior learning help children make connections and build on existing knowledge, while steps to success guide them through the learning process. Pupils can articulate clearly what they are learning , demonstrating ownership of their progress. Working walls are up to date and actively used , offering a visual reference to support understanding. Lessons have a clear purpose and audience , with real-world links and next steps explicitly highlighted, ensuring learning is relevant, motivating, and prepares pupils for future challenges.

Explaining and modelling	Effective explaining and modelling are essential for ensuring pupils grasp new concepts with confidence. New learning is modelled clearly , using worked examples to break down complex ideas into manageable steps. Both teachers and TAs model strategies effectively, demonstrating thought processes and best practices. Scaffolding is used to support pupils at different stages of understanding, gradually reducing support as independence grows. Resources are modelled well , ensuring pupils know how to use them effectively to aid their learning. This structured approach enables all learners to engage with new content successfully, fostering deeper understanding and skill development.
Checking for understanding	Checking for understanding is embedded throughout the learning process to ensure all pupils make progress. Effective questioning is used to assess knowledge and understanding, challenge thinking, and address misconceptions in real time. Marking and feedback are purposeful, with verbal feedback from teachers and TAs providing immediate support and guidance. Feedback is action-focused , enabling pupils to make clear improvements that progress their learning. Peer and self-assessment are actively encouraged, fostering independence and reflection. Pupils are supported in using new vocabulary confidently, reinforcing key concepts and deepening their understanding across the curriculum.
Retrieval	Retrieval practice is embedded throughout lessons to strengthen pupils' long-term memory and deepen understanding. Quizzes and questioning are used to check prior knowledge and reinforce key learning. KWLs (What I Know, What I Want to Learn, What I Have Learned) help pupils reflect on their progress and set purposeful learning goals. Regular opportunities to recap, revisit, and revise ensure that knowledge is continuously reinforced, enabling pupils to make connections between past and new learning. This structured approach enhances recall, builds confidence, and supports mastery of key concepts.
Critical thinking & problem solving	Critical thinking and problem-solving are fostered through engaging and exploratory learning experiences. Pupils are encouraged to investigate, explore, and use trial and error , developing resilience and adaptability in their learning. Open-ended tasks promote curiosity and allow for multiple approaches and solutions. Collaborative work enables pupils to discuss ideas, challenge thinking, and refine their reasoning. Engaging resources support exploration, making abstract concepts more tangible and accessible. Pupils are guided to make connections, identify patterns, and recognize differences , deepening their understanding and equipping them with essential problem-solving skills for real-world applications.
Oracy	Oracy is a key component of effective teaching, ensuring pupils develop strong communication skills. New vocabulary is explicitly taught and modelled well , enabling pupils to use subject-specific language with confidence. 'Think, pair, share' is embedded , encouraging structured discussions where pupils articulate their thoughts before sharing with the class. 'Say it again better' is used effectively to refine responses, promoting clarity, accuracy, and depth in spoken language. Pupils are actively encouraged to ask questions , fostering curiosity, critical thinking, and deeper engagement with their learning. This approach ensures all pupils develop confidence in speaking, listening, and expressing their ideas effectively.

