

# Hadley Wood Approach to Learning Curriculum Design

## The Hadley Wood Approach to Learning

### Our School Vision & Values



**Confident**

**Capable**

**Caring**

### Curriculum Design

ensure our pupils are resilient learners who recognise that challenge and failure are part of the learning process

ensure that pupils attain transferable skills and knowledge that will equip them for life

personalise learning and foster independence and responsibility in each of our learners

ensure our pupils aspire to be the best version of themselves they can possibly be

encourage our pupils to be curious about the world around them and ask questions

### Curriculum Drivers

**Resilience**

**Independence**

**Curiosity**

**Blast off/Flashback**  
Learning is effectively sequenced by sharing prior learning 'known as a Blast Off' at the start of each lesson/topic/new concept. Blast Offs/Flashbacks also help pupils of all levels to connect learning and promote independence.

**Walkthrus**  
Walkthrus complement existing strategies and underpin our Teaching and Learning Policy. This JPD program offers a shared language for both teachers and pupils to support learning. Relevant strategies are implemented consistently across the school.

**The Big Question:**  
Pupils are encouraged to take control of their own learning and develop a love of learning through the use of a 'Big Question'. This is a carefully selected question which drives the topic and encourages deeper and broader thinking. Class teachers ensure that the question offers a high threshold question to challenge thinking and develop enquiry and curiosity.

**The Deliberate Mistake:**  
Teachers skilfully use the 'Deliberate Mistake' approach to learning to build pupil resilience to failure alongside their ability to work independently to problem solve. This embeds the concept that making mistakes is integral to the learning process.

