

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 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

Building Blocks:
Learning is effectively sequenced by sharing prior learning 'known as Building Blocks' at the start of each lesson/topic/new concept. Building blocks also help pupils of all levels to connect learning and promote independence.

Discursive statement or hook:
Each lesson starts with a discursive statement to engage pupils and draw links between prior and new learning. Different levels of challenge and 'What If Challenges' help to ensure our pupils have high aspirations of themselves and strive to be the best they can be.

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.

