

Hadley Wood Primary School

Approach to Learning



Our Vision

...that every child will leave our school **confident** in their own abilities and excited about the future, with the strategies and skills to tackle tasks and situations in a **capable** manner and **caring** about their planet and their fellow humans.

Curriculum Design

Our curriculum has been designed to create confident, capable and caring children. Our Aims for Learning and Teaching are to:

- ensure that children attain transferable skills and knowledge that will equip them for life
- encourage our pupils to be curious about the world around them and ask questions
- personalise learning and foster independence and responsibility in our learners
- ensure our children are resilient learners who recognise that challenge and failure are part of the learning process
- ensure our pupils aspire to be the best version of themselves they can possibly be

Our Key Curriculum Drivers are:

- **Resilience**

Our children will develop the emotional and physical security needed to become resilient individuals who are able to take risks and deal with different challenges across the curriculum and in the wider world by thinking positively and having the confidence to attempt tasks. We are a 'can do' school and as such have adopted the Growth Mindset approach to learning.

- **Enquiry & Curiosity**

We desire for children to be curious about the world around them and ask questions. We encourage the children to be inquisitive and questioning through their learning and school life experiences and take an active role in their learning.

- **Aspiration & Ambition**

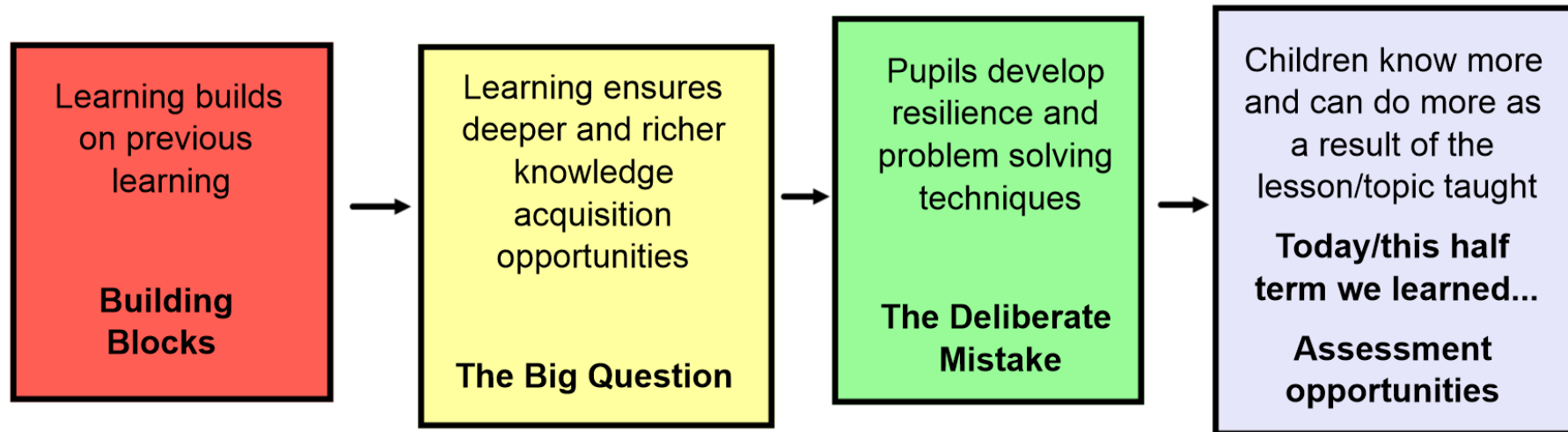
We want our children to be the best they can possibly be and to challenge themselves as a learner.

- **Independence**

We want our children to develop the life skills necessary to work with growing independence and perseverance to become resourceful problem-solvers able to nurture aspirations for the future.

Hadley Wood Approach to Learning

We want to achieve a 'Hadley Wood approach to learning'. This will be a universally agreed way to approach teaching and learning.



The Big Question

Children to take control of their own learning and develop a love of learning through the use of a 'big question' approach. This is a carefully selected question which drives the topic and encourage deeper and broader thinking. Class teachers ensure that the question offers a high threshold question to challenge thinking and develop **enquiry and curiosity**.

The Big Question allows us to shape the direction of the topic studied.

What did The Romans wear?



Low threshold question

What impact did the invasion of the Roman Empire have on the United Kingdom?



High threshold question

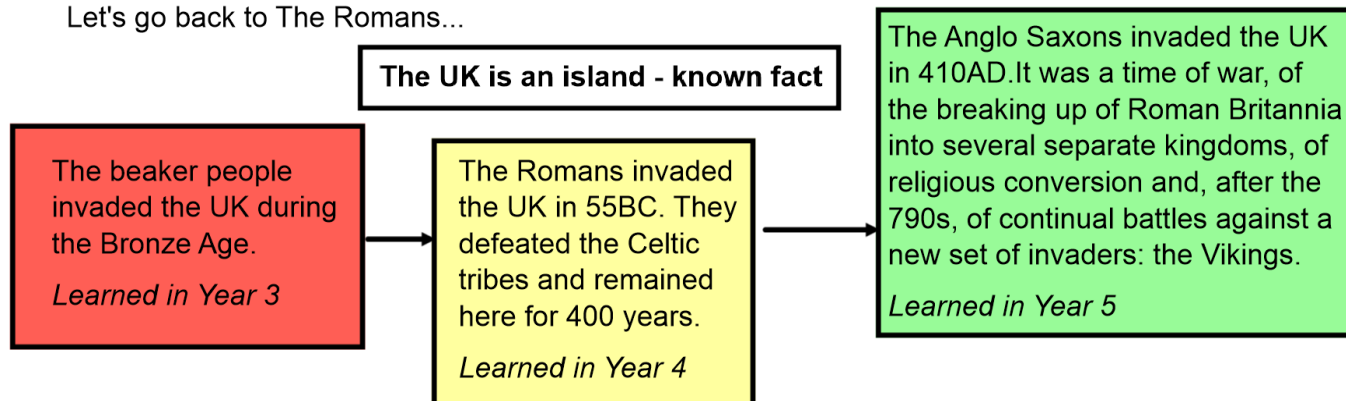
Building Blocks

Learning is effectively sequencing by sharing prior learning 'building blocks' at the start of each lesson/topic/new concept. We recognise that children are more likely to retain new learning if it connected to prior understanding. Building blocks help pupils of all levels to connect learning and promote **independence**.

Teachers start each lesson 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 children have high **aspirations** of themselves and strive to be the best they can be.

If we can connect prior understanding with new understanding pupils are more likely to retain it.

Let's go back to The Romans...



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.



Dexter

Dexter is determined. When he makes a mistake, he learns from it and tries again.

Help! Dexter has made a mistake and he not quite sure where he went wrong? Can you help him?

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Assessing the Wider Curriculum

At the end of the each topic children revisit the 'Big Question'. Time is given for pupils to showcase their understanding of the topic. This highlights that children know more and can do more as a result of their learning.

Staff assess pupil response to the 'Big Question' using DEV (Developing) EXS (Expected), EXS (Exceeding) criteria. This is feedback to subject leaders to support their understanding of how well pupils are achieving in their subject area.

History Assessment - CP2

Year 1	
Question: What have these significant people done to help other people?	
Skill: The lives of significant individuals in the past who have contributed to national and international achievements	
% achieved	
B/C	20%
E/S	57%
DEV	23%

Year 2	
Question: What have these significant people done to help other people?	
Skill: The lives of significant individuals in the past who have contributed to national and international achievements.	
% achieved	
B/C	
E/S	
DEV	

Year 3	
Question: What can we learn from the people of The Stone Age about sustainability?	
Skill: To identify changes in Britain from the Stone Age to the Iron Age.	
% achieved	
B/C	27%
E/S	60%
DEV	13%

Year 4	
Question: Write your big question here	
Skill: Which historical skill were you working on?	
% achieved	
B/C	
E/S	
DEV	

Year 5	
Question: Write your big question here	
Skill: Which historical skill were you working on?	
% achieved	
B/C	
E/S	
DEV	

Year 6	
Question: What effect did WW2 have on Britain?	
Skill: Identify periods of rapid change in history and contrast them with periods of relatively little change.	
% achieved	
B/C	20%
E/S	67%
DEV	13%

Subject Leadership Curriculum Teams

Hadley Wood is a single form entry school which means all teachers (other than ECTs) are subject leaders by default. To offer all subject leaders support and ensure a satisfactory work/life balance we have made the decision to group our subjects together under the following headings:

Knowledge & Understanding of the World Curriculum

ICT
Maths
History
Geography
Science

Communication, Expressive Art & Design Curriculum

English
D&T
Art
MFL
Music

Personal, Social, Physical and Emotional Development Curriculum

PE
RE
PSHE