

Why Choose Hazeldown for your Child?



When you choose Hazeldown for your child's journey through the vital years of primary education, you bring them into a community of children, teachers, staff and families who are passionate about working together to create excellent experiences for everyone in a thriving, exciting and vibrant learning environment.

At Hazeldown, we focus on high quality teaching through the use of agreed strategies, methodologies and best practice in line with our school's North Star vision for children's success.

We encourage and promote an inclusive and welcoming environment for every Hazeldown child.

This includes:

Relationships

- Strong relationships and connections between adults and children (Rita Pierson).
- A calm sense of support, nurture and care for our children.

Aspiration

- Aspiration for, and achievement of, Greater Depth outcomes and a positive approach to challenge are continually referenced, exemplified and taught within lessons.
- Development of social responsibility and an understanding of making a positive contribution to society.
- Encouragement to embrace a warrior spirit, be a strategist and develop a positive ethos and passion for who they are and what they do in pursuit of their North Star.

Ensuring engagement and investment

- Engagement, ownership and individuality in learning supporting a passion for discovery through a 'Head, Heart and Hands' approach - the Self Organised Learning Environment (SOLE).
- A clear purpose for actions at every level (Simon Sinek).
- Strong cross-curricular opportunities for genuine application of writing skills with a focus on genre and purpose for writing within other subjects.

Growth Mindset

- Positive attitudes to learning, linked to Growth Mindset are continually referenced, exemplified and taught within lessons.
- Development of resilience, and the importance of specific feedback (Austin's Butterfly).

Metacognition

- An environment that promotes children's on-going reflective attitudes to their learning through the use of purple pens for editing and re-drafting, reflecting and articulating their learning and progress ('purple for progress').
- Focused knowledge, skills and understanding within subject-specific learning balanced with exemplified cross-curricular links and approaches (being 'in the mind of an artist' when learning art but knowing how the knowledge, skills and understanding connect to other curriculum areas).