



## **PRIMARY CURRICULUM STATEMENT**

### **Trust Vision**

The vision is for every school in the Trust to be an outstanding school where every child receives an exceptional education.

We believe all children are entitled to an educational environment in which their individual abilities and talents are fully developed using:

- Highly motivated teachers and support staff; with quality teaching to the highest standards that produce excellent learning and achievement.
- Exceptional facilities providing an outstanding learning atmosphere where all children are encouraged and supported – an environment in which respect, courtesy and integrity towards other people abound.

### **Core Values**

- Aspirational
- Inclusive
- Committed to Excellence

‘The more a child knows, the more a child learns’

### **Curriculum Statement – INTENT**

- Each of our Trust primary academies are supporting learners through experiences that will harness their love for learning whilst nurturing their individuality. They will be underpinned by a stimulating curriculum which encourages creativity, problem solving, resilience, proactive thinking and collaboration and which develops independence
- The emphasis across all Trust primary academies is to provide a high quality, broad and balanced, ‘language-rich’ curriculum
- Teachers, pupils and parents are aware of our high expectations and have equal ambition to reach them.

### **The learner as an individual**

- In order to develop confident, aspirational learners, all members of our Primary Academies will promote children and young people’s emotional, mental and physical well-being. All learners will be supported to ensure they reach their fullest potential. We will support and develop positive attitudes and a strong sense of self in everyone, enabling each of our learners to flourish. Our children and young people will be active participants in shaping their learning. We recognise and value pupil voice.



## **The individual as part of the school community, Multi Academy Trust and as a citizen in the wider world**

Our Primary Academies will develop respect for every individual and for others. The academy community will respect and rejoice in the diversity of others, being positive and open to differences in a fair and equal society. Our academies will engender mutual respect between all members of the community and the wider world.

## **Curriculum Statement – IMPLEMENTATION**

We aim to deliver an outstanding primary curriculum that:

- Can focus on subject disciplines through a topic based curriculum which puts Reading at its heart
- Considers the depth and breadth of the curriculum
- Sees the mastery curriculum as a progressive model
- Has strong leadership, that drives the success of each academies curriculum model
- Uses each academies individual context to enhance the curriculum model
- Fully prepares all pupils to become life-long learners
- Is delivered in an innovative and engaging manner, with English and Mathematics at its core.
- The organisation of teaching and learning ensures children have a rich and varied experience which enthuses, motivates, challenges and engages them in their learning.
- Teachers inspire the pupils to learn through their energy, enthusiasm. The creative use of resources and the creation of highly effective learning environments both indoors and outdoors enhance this.
- Teachers will make learning interesting, using their knowledge of the pupils to plan lessons that closely meet individual learning needs along with skilled and well-planned questioning to probe the pupils' thinking by requiring detailed answers.
- Teachers will foster exploration, experimentation, wonderment and discovery through learning within and beyond the classroom;
- Teachers will extend individual's horizons beyond their immediate local culture to learn more about themselves and the world of which they are a part;
- Teachers will enable each individual to understand the process of learning (metacognition), themselves as learners and that learning is a social and on-going process requiring interaction between learners of all ages.
- Our children and young people develop purposeful initiative, autonomy, self-worth and build positive and constructive relationships with others.



## **Curriculum Statement – Impact**

Our personalised learning programmes will engage every child:

- To achieve their full potential, attaining the highest standards of which they are capable.
- To have high aspirations and expectations for their future.
- To develop an attitude of care and responsibility towards others and their surroundings and to be a positive impact on their community.
- To become independent, confident learners acquiring a love of learning to continue throughout life.
- To be creative and innovative through the promotion of a 'can do' and 'no excuses' culture.

All members of our Multi Academy Trust will create a positive climate for learning in which pupils are interested and engaged across all primaries. Teaching strategies, together with support and intervention will target individual needs.

Our curriculum will have a clear purpose for when and what type of assessment should be used. The links between assessment and our curriculum are clear designed to further impact upon pupil outcomes across all key stages.

## **Conclusion**

All Primary Academies across the Wade Deacon Trust will work together to challenge and support one another to ensure that we all uphold the principles and values in the statement.

**Appendix** (\* Resources used to enhance and support the curriculum)

**The Wade Deacon Trust follows all the statutory requirements of the National Curriculum.**

**Phonics:** Letters and Sounds, Read, Write Inc.

**Mathematics:** White Rose Hub, Maths No Problem, Power Maths

**Literacy:**

| The Teach Through a Text Approach<br>from The Literary Curriculum |                                                                                  |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------|
| <b>Thematic link</b>                                              | Links are made through themes & conventions within significant literature        |
| <b>Engaging starting point</b>                                    | Dramatic conventions provide resonance & create a hook with the book             |
| <b>Embedded grammar</b>                                           | Explicit grammar skills for writing taught in context to be applied purposefully |
| <b>Spelling &amp; vocabulary</b>                                  | Explicit spelling skills are explored and linked to vocabulary acquisition       |
| <b>Literary language</b>                                          | Literary language explicitly taught and applied in writing                       |
| <b>Purpose &amp; audience</b>                                     | Distinct shorter & longer writing opportunities rather than genre-led            |