



WADE DEACON
TRUST

Primary Curriculum Statement

Created May 2026

A COMMITMENT TO EXCELLENCE

Primary Curriculum Statement

CURRICULUM: A KNOWLEDGE BASED CURRICULUM ENSURING ALL PUPILS ACHIEVE WELL AND ARE PREPARED FOR THE NEXT STAGE OF THEIR EDUCATION					
VISION	STRONGLY LED	RECOGNISED FOR EXCELLENCE	HIGHLY COLLABORATIVE	STRONG IN COMMUNICATION	KNOWLEDGE AND SKILLS LED
STAKEHOLDERS	PUPILS	PARENTS/CARERS	TEACHING STAFF	SENIOR LEADERSHIP TEAM	GOVERNORS/TRUSTEES
KEY AREAS	INTENT		IMPLEMENTATION		IMPACT
WHAT HIGH QUALITY PRACTICE WILL LOOK LIKE	AMBITION Our curriculum meets the ambition of the EYFS Framework, the National Curriculum and Statutory assessment specifications with enrichment opportunities that consider the schools context and needs of all pupils. All pupils have access to a broad and balanced curriculum. Reading and Oracy are at the heart of our language rich curriculum offer.		SUBJECT KNOWLEDGE Staff have high quality subject knowledge. They model clear content and have a clear understanding of the sequence of learning and an understanding of end points they are working towards. The organisation of teaching and learning ensures children have an accessible rich and varied experience which enthuses, motivates, challenges and engages them in their learning.		STAFF A collaborative approach ensures that Staff can access and apply cross trust high quality CPD at every stage of their career so that highly effective teaching is in place for all our pupils.
	EVIDENCE INFORMED The curriculum and teaching decisions at each school are informed by school based and external research i.e. Ofsted, EEF guidance, Rosenshine Principles of Instruction, Cognitive Science and Memory and the DFE frameworks (ECT & NPQ). All schools are using the research that supports the development of foundational knowledge and executive function . Therefore, building fluency in foundational knowledge allows pupils to succeed and therefore grow in confidence.		PEDAGOGY An Explicit Teaching Model ensures that all lessons meet the needs of all pupils, and where necessary are adapted accordingly. The 'I do, we do, you do' approach is consistent across all primary schools in the trust. These methods ensure that pupils transfer key knowledge into their long-term memory. Additionally, all primary schools use adaptive practice and strategies that promote engagement, inclusivity and equity .		PUPILS Pupils will acquire and retain knowledge ; they will produce high quality work and achieve well in tests and national assessments. They will achieve and thrive through each school's personal development offer.
	TEACHING & LEARNING BLUEPRINT Each school's curriculum is designed to reduce cognitive overload . Structured opportunities for deliberate practice combined with timely and direct feedback ensures pupils make rapid progress . Schools use progression models with clearly defined end points . All lessons present content in manageable pieces with opportunities for modelling (I do) , guided practice (we do) and independent practice (you do) .		ASSESSMENT Our curriculum has a clear purpose for when and what type of assessment should be used. All staff will effectively use summative assessment at the end of each half term/term ensuring academic rigour. Supporting this via each lesson, high quality questioning will ensure that staff are checking for a secure understanding, thus informing future planning.		COMMUNITY All pupils will develop an attitude of care and responsibility towards others and their surroundings and have a positive and respectful impact on their community. Aspirations within the community will be high. Schools will work alongside families empowering them to support learning.



A COMMITMENT TO EXCELLENCE