



Curriculum Intent

Our curriculum is rooted in the school vision, *Walking Tall*. The three pillars of the school vision permeate through it.

Achievement	Ambition	Collaboration
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Children are set up to **achieve** within a carefully structured curriculum, both knowledge-rich and skills-based. Year on year the curriculum builds on prior knowledge, layering understanding over time and revisiting previous learning.

Our curriculum is **ambitious** and seeks to challenge pupils as well as raising children’s aspirations. This is done through building up cultural capital, promoting British Values and giving each child a strong understanding of the world and their place within it.

We aim to work **collaboratively** with a range of stakeholders. The experiential element of our curriculum is very important to us and trips and visits are carefully woven into our curriculum maps. The curriculum draws on the strong links we have within our local community and it draws on the inspiration of our rich local heritage.

Our whole school curriculum feeds into what we call our ‘Seven Superpowers’:

  <p>Communication Courage Curiosity</p>	<p>Resilience Independence</p>	<p>Responsibility Collaboration</p>  
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A central aim of Richardson Dees Primary School is to provide a rich and supportive, child-centred learning environment, which is age appropriate for the needs of all our pupils. We offer consistency of expectation across school in a curriculum which is built on high quality teaching and learning. Positive relationships between pupils, staff and parents are at the heart of everything we do.

We are an inclusive school, intent on ensuring that all pupils reach their potential. As a team, we are passionate about preparing our pupils to be world changers, who can successfully contribute to society. We encourage our pupils to aim high. We value their individuality and creativity, and equip them with the skills, self-discipline and confidence to succeed. Where there are barriers, we pride ourselves on embracing different approaches and seizing new opportunities to ensure high-quality learning.

The child is at the centre of what we do at Richardson Dees. Our curriculum is built on strong pedagogical principles, with every child encouraged to meet and achieve their potential. We provide a positive environment for learning within a broad and balanced curriculum.

The Richardson Dees Curriculum has been created to develop *declarative knowledge* (the detailed knowledge that we want pupils to know) balanced with opportunities to practice *procedural knowledge* - which are the tasks that evidence a lasting change in cognitive ability.

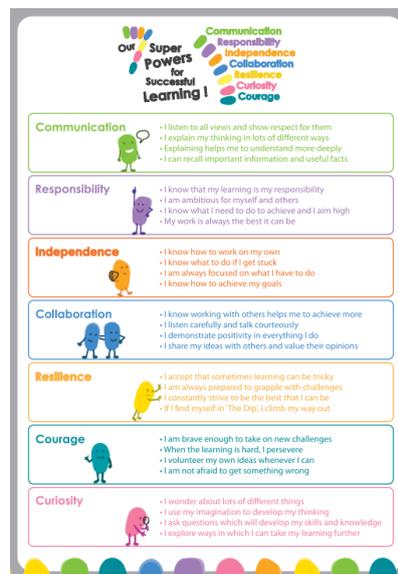
Curriculum Implementation

English is taught using the Talk 4 Writing approach, and Maths is taught through a combination of White Rose Maths and NCETM (National Centre for Excellence in the Teaching of Maths). Phonics is delivered from Reception using the *Read, Write Inc* programme. The school has adapted the wider curriculum to help reflect and represent our local heritage and to build cultural capital for all of our pupils.

Each subject area has a subject intent statement, a curriculum map, and a vocabulary ladder.

We teach across the curriculum in the following ways:

- Learning outcomes and subject-specific vocabulary are clearly shared in each lesson.
- Every lesson builds on prior knowledge, building in a retention check from previous learning. Teachers narrate the lesson within the context of the learning journey so far and explain to the pupils how their previous learning will help them to access the new knowledge.
- Teachers are mindful of cognitive overload. New knowledge is broken down into smaller parts.
- In lessons, we practice applying both previous and new knowledge.
- Scaffolding is available to all learners who are encouraged to take **responsibility** and make **independent** choices as they progress through their learning.
- Our curriculum sponsors **curiosity** – children’s input is key to success and lessons require them to show both **resilience** and **courage**.
- Strong **communication** and **collaboration** are integral both within the lesson and in the way that we organise rich experiences for our children.



Curriculum Impact

The impact of the curriculum is monitored through triangulation of outcomes: pupil voice, test/data outcomes, planning, monitoring of books and displays, lesson learning walks, discussions with teaching staff, pupils and parents all underpinned by high quality subject leadership consistently delivered on by passionate advocates across school.

Children are encouraged to consider themselves to be, for example, scientists, artists, historians, in an *'Everybody can'* approach. We aim to ensure that ALL children can achieve, working in an ambitious and collaborative culture in which ALL learners can *Walk Tall*.