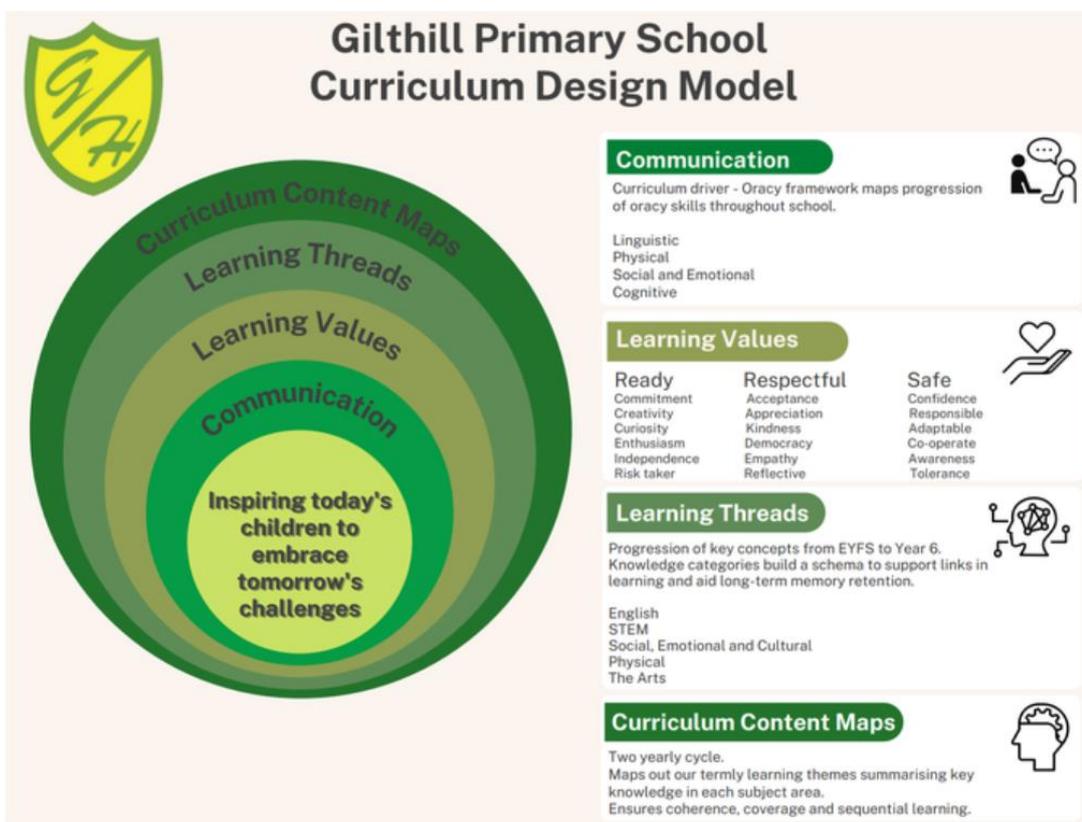


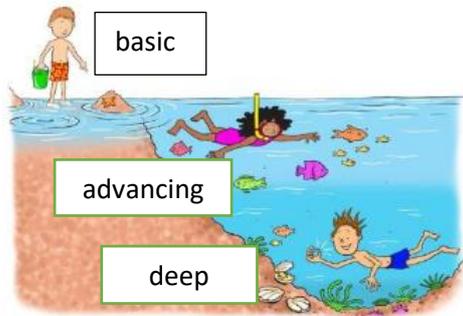
Gilthill Curriculum Policy

At Gilthill Primary School our curriculum is based on the National Curriculum for Key Stage 1 and 2 and the Early Years Framework in Reception. Our ambitious, well-planned curriculum along with high quality teaching enables children to embrace tomorrow's challenges. The curriculum provides the children with the skills to reach their full potential by developing a love of learning and a desire to succeed.

We believe that the curriculum is not only what we teach explicitly, but also the things children learn through extra-curricular activities and how they learn to treat others and behave. Our curriculum is driven by communication and by following the Voice 21 oracy program we are explicitly teaching children to become good speakers and listeners.



The curriculum follows a 2 year cycle and through our Learning Threads the children make progress in key concepts and our knowledge categories help the children to build a schema and make links, this helps the children to learn more and remember more. At the beginning of each lesson we ask retrieval questions to also help the children remember their prior learning. The curriculum is carefully planned to ensure children revisit concepts. At the end of a lesson or topic children are assessed using 'Proof of Progress' tasks to established if they have met basic, developing or advancing criteria and also ensures that children in the second year of the cycle are building on their learning. We believe the mastery approach allows children to develop a deeper thinking, they become independent learners who are not afraid to take risks and fail on first attempts. As the children are taught new concepts they will have scaffolds to help them, such as a model question or an example of a piece of writing. As and when the children are ready the scaffold will be taken away.



Lessons will use a variety of teaching styles to help all children reach their full potential and not allow children to sit back and coast. Within a lesson you may see:-

- Star challenges to deeper thinking
- Helping hands to give examples of equipment which could be used to support the learning
- Pre-teaching
- Intervention
- Working in pairs
- Mixed ability groups
- Use of working walls and classroom environment

Through these different teaching styles we set high expectations for all children and plan challenging work for all groups including:-

- More able children
- Children with SEN
- Children from disadvantaged backgrounds
- Children with low prior attainment
- Children with English as an additional language

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