

Gilthill Primary School

Curriculum Design Statement: intent, implementation, impact.

Intent

Our curriculum is designed to support our whole school vision, where we aspire to:

'To inspire today's children to embrace tomorrow's challenges.'

To achieve this, we have designed our curriculum around three main aims:

- 1) To nurture excellent communication skills by embedding a structured oracy framework that empowers children to confidently express their ideas and emotions, adapt to new situations, and engage in purposeful dialogue. Through rich opportunities to talk, listen, question, and reflect, we aim to develop active, motivated learners who recognise the many possibilities ahead of them and feel equipped to explore them.
- 2) To embed our Gilthill learning values in order to create a positive, nurturing learning environment that enhances academic achievement and strengthens students' social and relationship skills for life. Through these values, we aim to ensure every child develops a strong sense of belonging, feels valued within our school community, and is supported to thrive both personally and academically as they prepare for future challenges.
- 3) To provide a coherent and well-structured curriculum that offers a broad breadth of knowledge relevant to our pupils and ensures the sustained acquisition of essential knowledge, skills and understanding about the world around them and the society we live in. Our curriculum is designed to give every child strong foundational skills needed to access learning confidently, while remaining ambitious, broad and balanced for all. We are committed to adapting our curriculum thoughtfully to meet the diverse needs of every learner, ensuring that all pupils can engage, progress and thrive.

1. Communication

Our one main curriculum driver is communication. This shapes our curriculum and drives the vision for our school by responding to the needs of our pupils' and creating an environment where we value ideas, foster collaboration and promote the development of language skills.

We believe good communicators interact with others and work well in a team. They investigate by making connections, asking questions, being curious, researching information, finding evidence and applying skills and experiences. We provide opportunities for the children to become collaborative problem-solvers through the development of oracy. This allows our children to learn through talk and by talk, giving them the skills they need to communicate their ideas and emotions effectively through physical, linguistic, social and emotional and cognitive oracy development.

2. Learning Values

We believe children should be taught in an atmosphere of warmth and support that fosters a love of learning and a desire to succeed. We aim to develop good learners through our key values of Ready, Respectful and Safe. From these, we have identified the values we feel children need to develop as confident and responsible citizens of the future; children who are physically and mentally healthy,



independent, self - confident and have respect and empathy for others. These values are shared and celebrated and incorporated into our everyday life at school.

3. A coherently planned curriculum

Underpinned by our driver, our curriculum sets out to:

- a) **Map our key learning values** and show how they are embedded in daily learning, helping children understand how these values shape their attitudes, choices and approaches to school life.
- b) **Identify learning threads for each subject area**, outlining the progression of the key concepts and skills pupils should secure by the end of each phase. Knowledge categories are used to build a strong schema, supporting connections in learning and promoting long-term memory retention.
- c) **Map the progression of foundational knowledge and skills** in communication and language, reading, writing and mathematics. These core areas are carefully sequenced to ensure all children develop the essential foundations they need to access the wider curriculum confidently and thrive as learners throughout their time at Gilthill.
- d) **Provide clear curriculum content maps** that highlight our learning themes and the essential knowledge within each subject across a two-year cycle. This ensures coherence, full coverage and meaningful opportunities for children to build on their prior learning as they move through the school.
- e) **Embed oracy across the curriculum** through our bespoke oracy framework, which sets out the progression of speaking and listening skills from Early Years to Year 6. This framework works alongside our learning threads and curriculum maps to ensure oracy is integral to learning and supports the development of knowledge, understanding and confidence.

Implementation

Our learning themes are mapped on a two-year cycle to ensure that key concepts and knowledge enter pupils' long-term memory by building on prior learning and making meaningful links across the curriculum. We prioritise regular and frequent retrieval of previously taught content, strengthening both storage and retrieval processes and enabling pupils to apply learning with increasing confidence. Oracy is embedded throughout our curriculum to deepen understanding and support pupils in acquiring and retaining new knowledge through purposeful talk, questioning and discussion. Ongoing professional development ensures that staff are skilled in delivering the curriculum with consistency, accuracy and high expectations, supporting successful implementation and effective assessment of our learning themes.

Impact

The impact of our curriculum is that, by the end of each phase, the vast majority of pupils are able to remember, apply and are fluent in the content outlined within our learning threads and the key knowledge identified in our curriculum content maps. Some pupils will demonstrate a greater depth of understanding and be able to make more sophisticated links within and across subjects.

A strong emphasis on developing foundational knowledge and skills in the Early Years ensures that all pupils begin their school journey with the essential communication and language, early reading, writing and mathematical understanding needed to secure future learning. These firm foundations enable children to access the wider curriculum with confidence as they move through school.

We monitor progress carefully to ensure all pupils remain on track to meet the expectations of our curriculum and to identify where additional support or challenge is needed. Ongoing monitoring of implementation throughout the year ensures that our curriculum is having the intended impact on pupils' knowledge, skills, attitudes and readiness for future learning.

End point

By the time our children leave our school, we aim for them to be confident, articulate learners who can communicate their ideas, emotions and understanding effectively. We want them to carry a genuine thirst for learning and a clear understanding of what helps them become successful, reflective learners. Through our values-led approach, our children develop a strong sense of pride and belonging within our school community, feeling recognised, supported and empowered to be their best selves. These qualities give our pupils high aspirations for the future and the resilience, confidence and curiosity needed to embrace new challenges and thrive in the next stage of their education and beyond.