



Gilthill Primary School Curriculum Policy (Updated 2026)

1. Vision

At Gilthill Primary School, our curriculum is built around our whole-school vision:

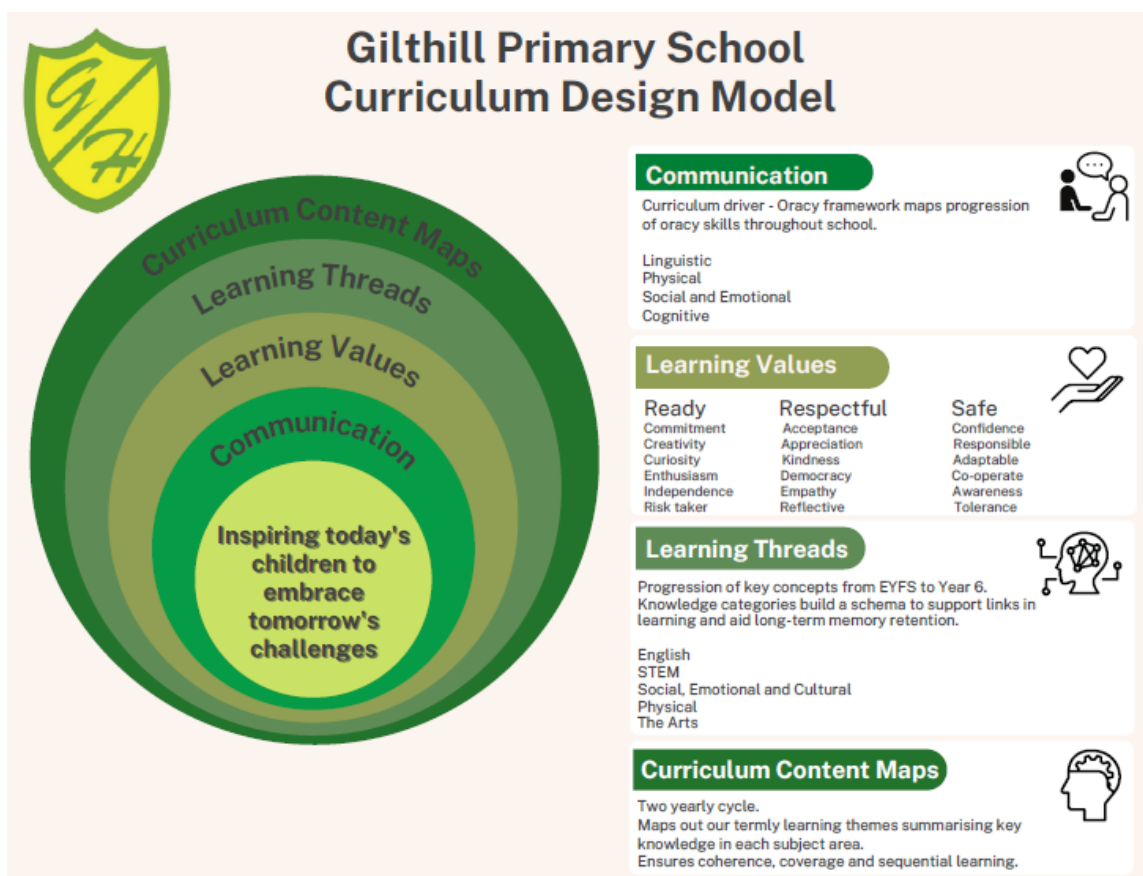
'To inspire today's children to embrace tomorrow's challenges.'

Our curriculum empowers children through strong communication skills, deep knowledge, rich cultural experiences and purposeful learning that builds confidence, resilience and curiosity.

2. Curriculum Intent

Our curriculum intent is shaped by three core aims:

- 1) Communication as our curriculum driver, rooted in our oracy framework;
- 2) Learning Values – Ready, Respectful, Safe – and their wider linked values;
- 3) A coherently structured, ambitious curriculum built through Learning Threads, Knowledge Categories and progressive content across a two-year cycle.





2.1 Communication – Our Curriculum Driver

Communication underpins every aspect of our curriculum. Through our Oracy Framework, we explicitly teach Physical, Linguistic, Social & Emotional and Cognitive oracy skills. These develop confident speakers and listeners, enabling pupils to express ideas, collaborate, challenge, question and reflect. Oracy is woven throughout lessons and across the curriculum, supporting deep learning and long-term understanding.

2.2 Learning Values

Our school rules – Ready, Respectful, Safe – shape all aspects of learning and behaviour. From these rules, we embed our learning values. These values are intentionally planned into lessons, assemblies, behaviour expectations and enrichment experiences to nurture confident, principled individuals.

2.3 Curriculum Design – Learning Threads and Knowledge Categories

Our curriculum is structured around Learning Threads which are the golden threads and big ideas that run through each subject. Progression within each thread is mapped from EYFS to Year 6. Knowledge Categories in many subjects, help pupils build secure schema, connect concepts, and remember more over time. Curriculum maps ensure progression, coherence, ambition and balanced coverage across all year groups.

3. Implementation – Teaching and Learning

High-quality teaching at Gilthill is underpinned by modelling, scaffolding, retrieval practice, oracy routines, mastery principles as well as pre-teaching and responsive interventions. In lessons you will 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

Lessons begin with retrieval to reinforce long-term memory. We use Proof of Progress tasks to assess whether pupils are working at basic, developing, advancing or deep levels of understanding. Scaffolds are gradually removed as pupils gain independence.

3.1 Oracy Across the Curriculum

Oracy is a core expectation in every lesson. Teachers use sentence stems, partner talk, dialogic questioning, group discussions and structured speaking opportunities to help pupils articulate ideas and develop deeper understanding. Oracy is planned into our curriculum to ensure talk is taught and practiced. Children are taught to talk and through talk. Oracy routines support



inclusion, enabling all pupils, including SEND and EAL learners, to access and express knowledge with confidence.

3.2 Retrieval Practice and Memory

Retrieval practice is embedded daily through questioning, low-stakes quizzes, quick reviews, spaced retrieval and interleaving. This strengthens long-term memory and helps pupils make meaningful links between concepts across subjects and year groups.

4. Enrichment and Wider Curriculum Offer

Enrichment is integral to our curriculum. Our two-year enrichment cycle ensures all pupils experience a broad, rich and ambitious range of opportunities. Experiences include: theatre visits, pantomimes, author visits, First Aid training, workshops, wheelchair basketball, Drumba, Chance to Dance, Life Skills workshops, in-school theatre, music celebrations and end-of-term productions. Curriculum visits such as Cadbury World, Yorkshire Wildlife Park, Space Centre, Magna Science Museum, Roman and Anglo-Saxon workshops and local history studies deepen curriculum knowledge. Religious and cultural visits include church visits, synagogue and mosque visits, Open Centre experiences and multicultural learning. A wide extra-curricular programme includes sports clubs, creative arts clubs, games clubs, physical activities and wellbeing opportunities. Residential visits in Years 2, 4 and 6 develop independence, teamwork and resilience.

4.1 Equity, Inclusion and Participation

Our enrichment programme is monitored to ensure equitable access. Participation of SEND, EAL and disadvantaged pupils is tracked to identify gaps and provide targeted invitations and support. Adjustments, such as pre-visits, sensory considerations and additional adult support, ensure full inclusion.

5. Impact – Outcomes, Knowledge and Character

Pupils at Gilthill leave as confident communicators with strong foundational knowledge, secure progression across subjects and a deep awareness of our values. Learning walks, book looks, pupil conferencing, assessment data and teacher reflection confirm that pupils retain key knowledge and apply skills confidently. Pupils demonstrate readiness for secondary school through resilience, independence, curiosity and a strong sense of belonging.

6. Roles and Responsibilities

Leaders ensure curriculum quality, coherence and ambition; curriculum leaders monitor progression and delivery; teachers implement high-quality adaptive teaching; governors maintain strategic oversight and review curriculum intent, implementation and impact.

7. Inclusion

Our curriculum is inclusive by design. Adaptive teaching, targeted intervention, SEND support, vocabulary scaffolds, visual aids, oracy routines and personalised provisions ensure that all



pupils, including SEND, EAL and disadvantaged learners, can access and progress through the curriculum.

8. Review of Policy

This policy is reviewed every 3 years as per our EMET policy checklist and to ensure alignment with statutory requirements, current research, school improvement priorities and pupil needs.