

Curriculum Intent at Gunthorpe Our curriculum is developed alongside our Christian whole school vision. At Gunthorpe we believe children are entitled to a curriculum that is ambitious, inspiring and engaging. It is focused on our children and designed to meet their needs. We strive to have a curriculum that is high in challenge, however built upon low stakes. We believe an inspiring and engaging curriculum does not purely take place in the classroom, allowing opportunities for active learning, making use of our outside space, our local area, providing trips and inviting visitors into our school. Our curriculum is designed so that all children, regardless of background or starting point, gain the knowledge, skills and vocabulary they need to succeed academically, flourish personally and contribute positively to society, as reflected in our school vision.	Knowledge rich and text led Reading and the use of high-quality, diverse texts, which include rich language, are a highly valued part of our curriculum. Children read widely across the curriculum and reading for pleasure is prioritised. Knowledge is carefully selected and sequenced so that new learning builds logically on what children already know. This allows them to make connections and deepen understanding over time. Knowledge organisers identify key facts, concepts and subject specific vocabulary. These are referred to regularly during lessons to support recall and secure understanding.	Broad, balanced and inclusive All subjects are valued and considered important within the curriculum. Planning ensures that the curriculum is coherently sequenced from EYFS to Year 6. This ensures key knowledge and subject specific skills are built upon and supports next steps in pupils learning. Specific skills are identified within individual subjects and progression is mapped. Pupil voice is considered when developing and improving our curriculum. Our curriculum is inclusive by design. All pupils, including those with SEND and those from disadvantaged backgrounds, access the same ambitious curriculum, with appropriate adaptations and support to ensure success.	Enrichment and cultural capital Enrichment is carefully planned to ensure all children, including disadvantaged children, have access to experiences that broaden horizons and deepen understanding beyond the classroom. Extracurricular days such as Diversity Day/Values Day enrich the curriculum by promoting shared values, celebrating difference and helping children develop respect, empathy and understanding of the wider world. Through these opportunities our children have a deeper understanding of our Christian vision. Opportunities for trips (including residential) and inspirational visitors ensure cultural capital is developed as children progress through the school. This broadens their experiences, builds independence and supports personal and social development. A wide variety of clubs, often led by specialists are provided for pupils of all ages. We shape these through the use of pupil and parent voice. We hold celebration events in order to share learning with parents eg. Awards and Achievements Assemblies, music concerts, plays, Fantastic Friday.
High quality teaching and instruction Learning is focused on skills and knowledge rather than being led by activities. Teachers model thinking explicitly, break learning into manageable steps and provide appropriate scaffolding so that all children can access ambitious content. Teachers share clear learning objectives and success criteria so that children understand what they are learning and why it is important. Skilled questioning and structured discussion are used to probe understanding, address misconceptions and deepen children's thinking. Teaching is adaptive and responsive, with teachers adjusting instructions in the moment to meet children's needs, without lowering expectations. Feedback is timely, specific and focused on helping children understand how to improve and what to do next.	Retrieval practice Retrieval practice is planned and spaced over time so that pupils revisit key knowledge and vocabulary, strengthening long term memory. We use a range of retrieval strategies, including low stakes, high challenge quizzes, oral questioning, flashbacks and knowledge checks. Staff use the outcomes from retrieval activities to identify misconceptions and gaps, providing targeted support or adapting teaching when needed. Working walls supports pupils to reflect back on prior learning and retrieval practice helps them to apply knowledge with increasing fluency.	Progress Knowledge is carefully considered for progression across units and builds on prior learning. The impact is seen in the children's ability to recall prior learning, use subject specific vocabulary with growing confidence and make meaningful connections between concepts. Wider curriculum subjects have road maps which show this progression. In books, children can see their progress via the use of learning ladders. The Maths and English curriculum overviews demonstrate how the National Curriculum is implemented through school. Children are provided with regular, high quality feedback to know their next steps.	Inclusion and SEND Teaching is adaptive and responsive. Staff use their knowledge of children to plan and deliver lessons that anticipate barriers to learning and remove these through high quality teaching strategies. This includes careful scaffolding, modelling, use of visuals/ manipulatives, pre/post teaching and opportunities for over learning and retrieval. Pupils are identified promptly through on going assessment and pupil progress meetings Targeted interventions are used where appropriate to help pupils keep up. Support staff work closely with teachers to deliver consistent, well-matched support that promotes independence, confidence and engagement. The Senco works collaboratively with staff, parents and external professionals to ensure provision is effective and responsive to children's needs. Pupil voice is used to inform provision, helping pupils to understand their own learning and celebrate progress.