

## Curriculum Statement:

Intent,  
Implementation,  
Impact



# Intent – Hugh Gaitskell Primary School

***Together we will make the world a better place***

*Every child deserves a champion:*

*an adult who will not give up on them, who understands the power of connection and insists they become the best they can possibly be.*

Alongside parents, we are that champion.

And it doesn't matter how much it takes, how easy or hard it might be because our passion is to champion every child that comes here.

We are their cheerleaders, their coaches, their biggest fans.

Our children live in a diverse world, a more connected world where they will meet people from all over the globe and speak different languages.

That world lives in our school.

We champion that diversity, we celebrate it, because it makes us all richer through new experiences, new adventures, new friends,

but it also teaches tolerance, understanding and respect.

One world, one school.

Our children will have a voice and they will become the champions of others, their community and their world.

They will make the world a better place.

They will say:

I have things to do, people to impress and places to go.

I will be a better person when I leave-

I am powerful and I am strong.

At Hugh Gaitskell Primary School, our intention is that our curriculum extends opportunity, raises aspiration, opens children's eyes to the world beyond their immediate environment, enables our children to live happy, healthy and productive lives and inspires children to learn more. For children with special educational needs, the curriculum is mediated and adapted by the class teacher, supported by our skilled and knowledgeable special needs co ordinators and pastoral team. We believe our curriculum prepares the children well for their secondary education and has inspired them to find out more about the world around them. We aim to provide our children with the cultural capital they need to succeed in life.

Our vision is to ensure that our children are able to overcome extreme rates of mobility, poverty of expectation, individual needs, limited life experiences and, for a significant proportion of our pupils arriving from abroad, limited experience of life in Britain.

We encourage our children to learn whilst having fun. We want to help each child to become a caring, confident and curious young person who has a passion for learning in order to prepare them to embrace their bright futures- they will be powerful and they will be strong.

We will do this by supporting, nurturing and inspiring our children through quality-first teaching strategies and providing a wealth of opportunities to enrich their life experiences.

By working with our families, we create an aspirational environment where everyone is valued and successes are celebrated.

### **At Hugh Gaitskell Primary, we support all our children to:**

- Have a high-level of articulacy and be confident communicators with a genuine thirst for learning
- Develop a strong sense of moral purpose- including respect, tolerance and understanding of others
- Develop an understanding of how actions affect themselves and others, learn about different communities and Modern British Values: tolerance and respect, democracy, rule of law and liberty
- Learn about, value and enjoy our diverse society
- Be active contributors to the school and the wider community
- Value and care for others in the local community and the wider world
- Be as independent as possible, including children with special educational needs and disabilities who will develop their knowledge, skills and abilities
- Feel a sense of pride and belonging towards the school and its community
- Respect, value and care for the natural environment
- Develop as confident, self-motivated, independent and collaborative learners
- Be able to rise to challenges and grasp new opportunities
- Achieve high standards in all areas of the curriculum

### **To achieve this we will provide:**

- A happy, healthy, safe, secure and nurturing environment
- A school that nurtures ambitions and aspirations, builds resilience and enables children to seize opportunities to learn
- Quality-First teaching across the whole curriculum
- Bespoke support for those children who need it, enabling them to work with increasing independence
- A rich, challenging, relevant and engaging curriculum
- A wide range of extra-curricular opportunities
- Opportunities for pupils to play a part in developing their school and community
- A professional, skilled, highly-motivated staff team committed to the ethos and aims of the school
- Opportunities for parents to be active partners in the education of their children and the life of the school
- Brokered external support for children with special educational needs and disabilities, where this will enhance practice and provision
- Leadership focused on continuous improvement
- Effective management systems which support the drive to raise standards

# Implementation- Hugh Gaitskell Primary School

**Drivers:** Underpinning the whole curriculum are four key drivers, especially chosen to tackle context-specific issues in school. They meet the needs of the community and the children, preparing them for life beyond Hugh Gaitskell Primary School. Our key drivers are:

## Our' place in 'our' world

Pupils, including those with SEND, develop a good knowledge of the local community, national context and wider world. They are good citizens and have a developing awareness of their responsibility to care for the environment. Links to other schools, local businesses, heritage and cultural organisations, voluntary groups and other faith communities are developed.

Children are aware of world events and have a growing general knowledge.

Children develop a knowledge of the differences and diversities there are across a range of global cultures.

Pupils are made aware that their own health and mental well-being is an important aspect of their place within the world.

## Aspiring entrepreneurs

Pupils begin to engage in the concept of the world of work and have an understanding of the value of money.

Pupils challenge themselves to gain high aspirations about what their future 'world of work' may look like. Entrepreneurship is encouraged and children are engaged in activities that fire their imaginations towards enterprise and fund raising.

Children learn to face challenges with resilience and self reliance while also using teamwork and problem solving skills within an ethos of positive competition.

Pupils with special educational needs and disabilities use effective strategies that help them to compete in the wider world.

Pupils reflect upon their work so that they are able to improve it and set themselves aspirational targets for the future.



## Creative collaborators

Pupils have opportunities to communicate their ideas in a range of different and imaginative ways. Individuality and self expression is promoted, with children who have SEND flourishing under the guidance and support of skilled and knowledgeable practitioners.

Pupils develop resilience, resourcefulness and risk taking when faced with challenging tasks.

Positive relationships are encouraged and these enable all pupils to feel safe and cared for in an ethos of teamwork and respect. Pupils share their views and opinions within all areas of school life, knowing that their voice matters.

Children are encouraged to be empathetic and appreciate that collaboration includes listening. Creativity is encouraged in all areas, the arts are an important aspect of school life.

## Inquisitive investigators

Learning is fun and actively promotes pupils exploration of knowledge and skills.

All children are encouraged to be inquisitive learners. They are prepared to take risks and question outcomes. They are engaged in active learning that gives them opportunities to tackle activities and problems in imaginative ways and to develop solutions and outcomes for themselves.

Children are actively encouraged to formulate questions, gather information and summarise possibilities. They apply, analyse and evaluate their learning to ensure a real depth of knowledge is gained.

SEND pupils understand how to tackle challenges and are able to do this with progressive levels of independence

## ***All half- termly medium-term plans/units of work to include:***

### **SMSC**

- SMSC and Modern British Values are woven into all aspects of the school curriculum. Children develop their understanding of how actions affect themselves and others, learn about different communities and British Values: tolerance and respect, democracy, the rule of law and liberty.
- Every unit of work, every task and skill building activity will build children's self esteem, especially those who are disadvantaged and those with SEND. Pupils will learn to value themselves in the first instance and this will enable them to value others. Resilience and respect will be key drivers for success and teaching growth mindset will equip young learners with the tools to succeed.

### **Development of language and communication**

- The 'Talk Matters Initiative' is used to accelerate speech, language and communication development across the school, and in all subject areas
- SEND pupils are immersed in high level language and this supports their progress in oracy
- Children build confidence through opportunities to reason, debate, discuss, explain and present
- Children know that their voice is heard- they are able to lead and inspire others
- Oral language is given high priority by adults and children who see this as a key strategy for developing thinking and deepening understanding and learning
- Classrooms are language rich and resources to promote and support independent learning are progressive and reflect year group expectations

### **Skills for empowerment**

- Learning activities develop carefully selected, transferable skills that progress over the seven years of primary schooling
- Explicit teaching of skills leads to their application in a context relating to the topic/theme
- SEND pupils understand their own needs and can seek ways to manage those appropriately to best be successful
- Children are made aware of the skills they develop and discussion focuses on how skills can be used in other contexts
- We conduct pupil conversations to help staff evaluate the learning journey. Their opinions, references to key drivers and awareness of skills are used to inform future topics.

### **Cross-Curricular Links**

- Topics incorporate, and provide context for, the majority of National Curriculum subjects: English, mathematics, computing, languages, humanities and the arts. All topics incorporate skills and content from multiple subjects.

## Impact- Hugh Gaitskell Primary School

The main source of impact will always remain the quality and breadth of work; seen in pupil's books, through online portals such as Tapestry, in individual learning journals and in the learning environment. We are striving to raise the expectations of learners and the quality of work they produce from an enriched and connected curriculum. We ensure there are always opportunities for application of learning within and across subject disciplines.

The impact of our curriculum should also be measured by assessment procedures which allow us to measure outcomes against all schools nationally:

- EYFS % of pupils achieving a 'Good level of development' (GLD)
- EYFS increase in Average Total Point Score (ATPS) to xx
- Phonics Screening Test at the end of Year 1
- End of KS1 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths
- End of KS2 % of children working towards or at the expected standard and at Greater depth in reading, writing and maths

In addition, impact is measured by how effectively we help our pupils to develop into well rounded individuals who embody our values and carry with them the knowledge, skills and attitudes which will make them lifelong learners and valuable future citizens.