



Emmanuel Christian School Curriculum Policy

At Emmanuel Christian School, we define curriculum as the complete, holistic experience of a child. We insist that our children are the best they can be in every aspect of their life, that they strive for the highest standards and ‘work heartily as for the Lord’ to achieve their maximum God given potential.

Our curriculum is designed to reach the heart and mind of each child in order to shape their character and progress in their academic ability. We aim to develop children into successful, physically and emotional healthy adults that will appreciate differences in society and contribute to their community and wider world by being the people that God intended them to be and carrying out his purposes.

We are committed to providing:

- our school vision and mission,
- an excellent Christian education for every child in our care,
- broad and balanced curriculum that is highly engaging, motivating and aspirational.
- teaching of values that prepare children to make positive contributions to society

Our Curriculum:

- Inspires our children to love all people and to seek to serve God in their family and the wider world. It enables children to develop an understanding of the wider world and their responsibility to make a positive difference to the world in which they live.
- Supports our children to develop their character and help them to keep physically and mentally healthy and safe.
- Has a firm focus on the development and application of reading, writing and mathematics skills.
- Has an uncompromising passion for a child’s progress, achievement and wellbeing in every aspect of their life – to be the best they can be and inspired to excel both academically and in their character and behaviour.
- Prioritises assessment and feedback, led by teachers who know each child’s success and weakness in order to support and challenge.
- Celebrates equality, diversity and inclusion, supporting the pupils’ spiritual, moral, social and cultural development enabling them to become excellent citizens in modern Britain or anywhere else in the world they go on to live.
- Provides a range of enrichment activities to broaden their subject knowledge, bring learning to life and inspire children to have high ambitions and dreams for the future, ‘with God everything is possible’.

- Enables Pupils of all levels to achieve their potential. Those who are most able are challenged and supported through appropriate extension activities. Those who struggle are encouraged and given targeted support to embed skills, to develop at their own pace, or simply to learn in a style that best suits their individual needs.
- Encourages children to take ownership of their learning and development, and provide opportunities for them to develop strategies for working both independently and collaboratively.

Our curriculum is carefully designed and regularly reviewed, to ensure it is effective, engaging and relevant. It is designed to provide a broad and rich coverage of engaging and age-appropriate themes and topics, whilst allowing for clear progression in skills in all subjects, year on year. In order to ensure that our curriculum is always relevant and engaging, Subject Leaders play an important part in leading a regular programme of monitoring, evaluation and review.

We strive to enable all our children to achieve their God given potential as learners and be the best they can be as individuals within a Christian framework and an environment of outstanding care, support and spiritual guidance. We will give the children experiences that leave them with a joy for learning and able to express their own talents. With a strong feeling of friendship and care throughout the school we will develop the children's ability to integrate well and ultimately their social confidence to contribute to the world. Through our links with the community, we will develop the children's sense of belonging and knowledge of what it is to contribute and receive in God's world. Through our broadening of the curriculum, we will introduce them to the 'best that has been thought and said and helping to engender an appreciation of human creativity and achievement' thus equipping children with the cultural capital to succeed in life.

At Emmanuel Christian school our intent is that:

- Staff have high expectations of themselves and all children.
- Teachers impart knowledge accurately and with enthusiasm which generates high levels of commitment from children.
- Children make rapid and sustained progress in lessons.
- Teachers support children in developing independence.
- Teachers systematically check understanding, intervening in a timely manner when needed.
- Teachers regularly provide high quality marking and constructive feedback
- Children are challenged and inspired.
- The curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before.
- Pupils will learn the curriculum and make progress by knowing more, remembering more, and being able to do more. Pupils need to transfer and embed key concepts in their long-term memory and apply them fluently.

We implement this through:

1. Quality first teaching

- highly focused lesson design with clear objectives.
- High levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining.
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently.
- Regular use of encouragement and praise to motivate children.

2. Target setting

- Individual children's progress tracked in all year groups.
- Strengths and weaknesses identified supporting planning and intervention.
- Data collected on a regular basis and shared with staff and children.
- Children have regular opportunities to discuss their progress. Teachers actively involve children in setting and reviewing their progress towards their targets.
- Teaching, interventions and revision programmes are adjusted in the light of progress children make.
- Parents and carers are regularly updated on their child's progress.

3. Focussed assessment

- Rigorous assessment and tracking of children's performance takes place to inform classroom practice allowing children to make good progress and close attainment gaps.
- Assessment for Learning (AfL) is evident across the school – through learning objectives, learning outcomes, success criteria, self and peer evaluation.

4. Intervention

- Individuals and groups who are not making sufficient progress are identified quickly.
- Provision for intervention is mapped according to need.
- Detailed plans are put into place.
- Interventions are evaluated and relevant adjustments are made.
- Staff meet regularly to discuss current and future interventions engaging in dialogue around the impact of interventions, potential barriers and further actions required.
- Time and resources allocated to ensure the best interventions possible, including staff and volunteers.

5. Learning environment

- Organisation of the classroom/learning environment adapted to the children's learning needs.
- The use of learning resources and IT is developed to allow children to work independently and successfully.
- Make effective use of other spaces – 'outdoor classroom', library, hall space.
- Displays to be a mixture of celebration of children's work, supportive resources and information.
- Cultural diversity represented in all areas as well as important Values.
- Books readily available and well-resourced to inspire a love of reading.

6. Curriculum organisation

- The curriculum is designed to cater for the needs and interests of a full range of learners including:
 - high achievers
 - Learners with learning difficulties, including those with speech, language and communication needs
 - Learners who are learning English as an additional language
 - Boys and girls
 - Children who are in care
 - Learners with social, emotional and behavioural difficulties
- Flexibility is built into the curriculum organisation and delivery to ensure greater coherence from the children's perspectives.
- Repetition and revisiting concepts is built into the curriculum to ensure transfer to long term memory and retention.
- Reading and the love of reading are given high regard, as well as the synthetic phonics programme.

7. Extended curriculum

- Opportunities for the children to make visits to the local community to broaden their knowledge and learn from real life experiences.
- Planned opportunities for visiting speakers and professionals to share knowledge and inspire.
- Sporting opportunities and fixtures against other schools to allow for competitive sport.

8. Parents as partners

- We have twice yearly consultations with parents about progress and to share targets and written report in the summer term.
- Planned workshops in healthy eating, phonics, number, internet safety.
- Parent events to welcome parents into school and instil a sense of community.
- Staff that work in partnership with parents and are always available to talk about their child's emotional, spiritual, mental and academic progress.

Impact:

We aim for the pupils at Emmanuel Christian school to have a character shaped by the principles of the Christian faith, to have a love for God, a servant heart, a forgiving spirit and a hard working ethic.

We also aim for children to leave Emmanuel Christian School with a secure understanding of the academic content; with the understanding of how to be socially, morally, spiritually and culturally responsible, safe and globally aware; how to make positive contributions to the local area and how to endeavour to be the best that they can be.

We aim for all of our children to leave Emmanuel Christian School respectful, skilful and ambitious, with the motivation and passion to continue to learn and with a thirst for life and all it has to offer.

Curriculum Subjects:

English and Mathematics

The development of these skills is of utmost priority in our school and we adopt a wide and varied approach to learning across these areas.

English

Our daily English lessons develop pupils' spoken language, listening reading, writing, punctuation and vocabulary. Alongside the use of Hamilton Trust resources used in English lessons, literacy is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions.

Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely.

Phonics We follow the twinkl phonics learning programme for our younger pupils.

Reading This has a high profile in school, and we ensure our books are inspiring, varied and age appropriate. The process of learning to read is incredibly complex and we teach our children the strategies they need to learn through many activities. These include: guided reading sessions, whole class and individual reading sessions on a 1-1 basis. Our reading books are book banded and include a variety of reading schemes. We hear readers little and often and children who are

learning to read at a slower pace are heard more frequently. Children from year 1 onwards are assessed on their reading comprehension termly.

Speaking and listening

Children are provided with many opportunities to develop their speaking and listening skills through drama, discussions, and paired work. Children play an active part in presentations, topic

talks, group discussions, debates and drama activities on a regular basis and speaking and listening opportunities are planned for and exploited across the curriculum.

Writing

We develop writing skills so that Reception pupils have the stamina and ability to write simple statements and sentences. To support children in moving towards independent writing we provide a wide range of activities including use of modelled, shared and guided writing, editing and discussion. We encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary before they complete any writing tasks. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. Children from Reception onwards are assessed termly via an 'unaided writing' session and marked against the age-related expectations.

Targets are set after each assessment.

Spelling

Spellings, high frequency words and common exception words are taught in a weekly spelling session. Spellings are set and practiced at home and tested each Friday. Results are recorded and children who are struggling are given extra support. Common exception words and tricky words are reinforced daily in the phonics sessions, they are also displayed around the school in prominent places to be reinforced throughout the day.

Mathematics.

Our teachers will ensure that mathematical skills are taught every day. We use the White Rose small steps and Power Math's resources to support our lessons. Teachers also use every relevant subject to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving which allows children to use and apply their knowledge acquisition. Problem solving is a key area which allows children to use and apply their knowledge acquisition.

We adopt a mastery approach to maths with the aim of ensuring our children develop:

- Deep and sustainable learning in mathematics which they can apply to a range of contexts
- An ability to build on previous knowledge
- An ability to reason about a concept and make connections
- Sound procedural and conceptual understanding

- Fluency with number
- An ability to solve complex problems by breaking them down into smaller steps and showing resilience
- Opportunities to introduce abstract concepts in a concrete and tangible way using a variety of resources

Science: will be taught as a separate lesson but will be linked to our Topic work where appropriate. We will encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. Pupils are encouraged to work scientifically by asking scientific questions, using scientific vocabulary, planning and carrying out investigations and analysing their results. We aim to build key knowledge and science skills and carry out practical investigations, encouraging their curiosity and making learning exciting.

Computing: is an integral part of everyday life and we aim to equip the children from reception to year 11 with the necessary skills to become confident and independent users of computers, including developing their programming skills.

We aim to:

- Ensure all children know how to be safe when using computing technologies and what to do if an incident occurs.
- Ensure that all pupils have ready access to computing equipment in the classroom and throughout the school.
- Provide all pupils with equal opportunities as specified in the Equal Opportunities Policy.
- Enable pupils to build on their previous computing experiences.
- Teach pupils life skills and make them independent learners.
- Develop pupils' skill and confidence in their understanding and use of Computing
- Develop pupils' application of their skills.
- Use computing to support and improve learning and teaching across the curriculum.
- Teach pupils how to use computing equipment in the most effective way.
- Enable pupils to plan and assess their use of computing across the curriculum.
- Provide pupils with stimulating and challenging work using computing.
- Improve pupils' knowledge and understanding of the many uses of computing in modern society.
- Celebrate pupils' success in the use of Computing.

Physical Education: The school benefits from being near public playing fields which can be used for outdoor sports such as cross country, orienteering and tag rugby. We also make use of our space at the back of the building. The local leisure centre is within walking distance and the school provides swimming lessons to our pupils from reception to year 6 to improve their water safety skills and ability to swim.

PE lessons are assessed alongside age-appropriate learning targets linked to the national curriculum. The school also benefits from entering local sports competitions and events through its membership with the local school sports partnership.

Biblical studies and RE: Our school is underpinned by its Christian Ethos. We have biblical studies lessons to inform children of what the bible says, allowing them time to reflect themselves and discuss the meaning of God's word, we recognise that God has equipped children with discernment, and we want children to search out their own informed understanding of the bible. Whilst we recognise this, we also give children time to study other major world religions and that some people have no attachment to religious beliefs and follow secular philosophies. This enables the children to become more tolerant, responsible, and reflective about other people, their beliefs, and the world around them.

Geography, History. Our topic programme is carefully balanced and planned to be age appropriate across the years. Our Plans show how each subject is taught, the knowledge and skills covered and links to other parts of the curriculum. It is important to us that art, music, literacy and where appropriate numeracy and science are linked in teaching. So, for example, a history Romans topic could include urn making in art, catapult construction in design and technology and catapult testing and measuring in maths and science. Through our history and geography lessons we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. Trips are used to support pupils' learning and to enhance the curriculum. We welcome parental help on these.

Our Creative lessons include Art, Music and DT.

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Our cooking lessons teach the principles of nutrition, and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown.

We use a variety of teaching and learning styles in Art lessons. Our principal aim is to develop the children's knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. Units of work always include spending time appreciating the work of one or more artists. These might be older artists or those with a more modern style. Children examine at how the artist produced their artwork, rehearse the techniques themselves and then use these to produce work of their own in the same style.

Children have music lessons every week. We currently use Music Express as a basis for our weekly music lessons to ensure high quality, enjoyable music provision with clear curriculum coverage across all year groups. The learning within each scheme is based on: Listening and Appraising; Musical Activities - creating and exploring; and Singing and Performing.

Next to the music lessons, singing and other musical activities are used to enrich subjects and other parts of the curriculum. Assemblies and plays will also provide an opportunity to practise singing. Pupils will also be taught to play a musical instrument and encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding and background music can be heard daily around school.

Modern foreign languages:

From KS2 we teach French to all children. Our approach is to make learning a new language fun! We use the CGP French Scheme 'Salut' to plan and teach languages. From year 7, Pearson French is used.

The learning of a foreign language provides valuable educational, social and cultural experience for

our pupils. They acquire communication and literacy skills that lay the foundation for future language development. Learning another language raises awareness of the multilingual and multicultural world that we live in. It also introduces an international dimension to pupils' learning and gives them an insight into the culture of other people. The learning of a foreign language provides an excellent opportunity for cross-curricular links and the reinforcement of knowledge, skills and understanding in other subjects.

The skills developed in French will include:

- Understand and respond to spoken and written French
- Speak with increasing confidence, fluency and spontaneity.
- Can write in Spanish at varying length.
- Discover and develop an appreciation of a range of writing in French

PHSE/RSE: As part of a whole school approach, PHSE/RSE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society.

Our RSE programme, follows the PHSE Association long term plan but is planned to suit the needs of the children at our school, we use the Love Wise resources to support our teaching. We ensure children are taught about boundaries, staying safe, who to speak to if they feel unsafe and what changes will occur in their body as they grow (please see our RSE policy).

All our year groups have a PHSE/RSE discrete lesson time, but we encourage a cross-curricular approach to the development of these skills and understanding. Circle time is used to listen to others and to be heard. Pupils learn about similarities and differences between people and cultures through well planned activities and visitors. The PHSE/RSE themes are often picked up

in assembly and reinforced through this. We also take part in Anti-bullying week and celebrate standing against bullying.

Early Years Curriculum

Our Reception class learn alongside our year 1 and 2 pupils, by having this mixed age class, it enables pupils to grow and thrive and look up to role models. The activities in the class are set within a Christian framework, into which we have incorporated the three prime areas of the EYFS and the four specific areas. The activities are carefully differentiated for the different age groups and abilities, with the older children having the opportunity to be challenged with more structured learning activities. 'Free Play' both in the classroom and outdoors forms part of all sessions and is planned so that all the areas of development are covered. Staff pay careful attention to the children's interests and level of development through observation in order to plan timely and relevant learning experiences.

Christian perspectives

Where appropriate Christian perspectives and principles are brought out naturally within the context of the learning outcomes of a scheme of work as well as on an occasional informal basis where staff will respond to pupil questions concerning issues of a spiritual nature. We ensure that children have a range of learning experiences that stretch, challenge, stimulate and promote thinking and learning.

Social, Moral, Spiritual and Cultural development (SMSC)

We strive to create a learning environment that promotes our pupils' Spiritual, Moral, Social and Cultural development (SMSC). Equipping our pupils with the knowledge, skills, attitudes and values they will need to be healthy and respectful citizens and to succeed in their future lives.

Opportunities are provided throughout our curriculum, as well as assemblies and extracurricular activities:

- We encourage our pupils to be reflective and to have their voice heard via our 'listening tree'.
- Develop opinions and points of view through class discussions.
- Celebrate achievements through termly governor awards and weekly celebration assemblies.
- Encourage children to reflect on their own behaviour and develop coping strategies.
- Celebrate whole class behaviour with the Judah stamp treat system.
- Daily whole school assemblies to reinforce belonging, citizenship, tolerance and mental, emotional, spiritual wellbeing.

British Values

We teach British values at Emmanuel throughout the curriculum and wider school, these include:

- The Rule of Law
- Democracy
- Individual Liberty

- Mutual Respect
- Tolerance for those of different faiths and beliefs

To do this our children will develop;

- An understanding of how citizens can influence decision-making through the democratic process.
- An understanding that the freedom to hold other faiths and beliefs is protected in law.
- An acceptance that people having different faiths and beliefs to oneself (or having none) should be accepted and tolerated, and should not be the cause of discriminatory behaviour.
- An understanding of the importance of identifying and combating discrimination.

Inclusion

Teachers set high expectations for every pupil. They plan differentiated work to challenge and enable each child to reach their potential. Teachers use appropriate assessment to set targets which are deliberately ambitious. The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so in consultation with the child's parents.

If a child has a special educational need or disability, our school does all it can to meet these individual needs. Our provision complies with the requirements set out in the SEND Code of Practice.

Assessment

The curriculum is assessed against the National Curriculum Learning Objectives and is based on the achievement of age-related expectations. We want our children's learning to be secure and embedded so that they have a firm foundation upon which to build their future learning.

At the end of Reception, Year 2, Year 6 and Year 8 children will be informally assessed. In Years 2, 6 and 8, Assessment Tests like those offered in other schools. In addition, the Year 1 children do a Phonics screening check.

Assessment in DT, art, geography, science, computing, history, music, PE and RE, RSE and languages is managed by the class teacher and is recorded at the end of a unit as to whether the child has achieved specific National Curriculum objectives relating to that unit of work. Work is kept in the children's files and assessed day to day through different methods. The subject leaders check the children's books frequently and report to governors on the progress made.

The role of the classroom teacher

- Support and embed the agreed Teaching and Learning policy
- Support and embed the Assessment Policy

- Ensure coverage of nationally agreed objectives and assessment
- Liaise with Curriculum leaders and support their work in ensuring high quality, high impact teaching and learning
- Differentiate for the different abilities in the class

Monitoring and Review

Planning is monitored by the leadership team to ensure that planning is current and used as a working document. They conduct a work scrutiny is carried out to ensure clear progression is evident in books. They ensure that clear learning intentions are identified in plans and that children receive consistent and developmental feedback on their work in line with the school's marking policy. The leadership team and subject leaders also conduct learning walks throughout the year to ensure there is a broad and balanced curriculum being delivered to the children.

SLT feedback to individual teachers about their monitoring so that strengths can be shared amongst staff and development points acted upon.

This policy was reviewed by the schools Governing Body on 01/09/2025 and will be reviewed annually.