



Curriculum Policy

This policy was adopted on 25th January 2024

Reviewed in September 2025

To be reviewed in September 2026

Emmanuel Community School

Curriculum Policy

1. Introduction

This policy sets out the key intentions for pupils' learning at Emmanuel Community School (ECS). In line with OFSTED guidance, it is centred around three 'I's:

- **Intent** – the knowledge and skills to be gained by our pupils - *section 2*;
- **Implementation** – how we do this - *section 3*; and
- **Impact** – evaluating what knowledge and skills pupils have gained against expectations - *section 4*.

This policy is to be read in conjunction with the other relevant school policies as set out in Annex 1 and the legislation and other relevant publications set out in Annex 2.

This policy complies with our funding agreement and articles of association. In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#) as set out in Annex 3.

2. Intent: Curriculum aims

The school's vision statement is "A Christian School in the Heart of Walthamstow". Towards this goal, our curriculum is designed to be connected to the school's locality; where feasible, our curriculum makes connections with the history, geography, art, literature and creativity. We aspire for the pupils to develop an understanding and appreciation for the local area and to value living and learning "in the Heart of Walthamstow".

In line with the school's Equality Policy, it is the belief in the future and value of every child, that shapes our "broad and balanced" curriculum which promotes pupils' learning, and their personal and social development across, not only the formal requirements of the National Curriculum, but also their behaviour and attitude to their learning more generally. Through our curriculum, our pupils will begin the process of preparing for the opportunities, responsibilities and experience of life in British society, upholding British values as set out in Annex 4. In addition, as a Christian school, through our curriculum, we aim to promote and demonstrate our Christian ethos and values (see Annex 4) which underpin our work with the children.

The aims of our curriculum are therefore to:

- promote a lifelong love for and enjoyment of learning;
- teach children numeracy and language skills;
- teach children ICT skills and apply them across the curriculum;
- fulfil the National Curriculum;
- fulfil the requirements of the Diocese of Chelmsford RE Syllabus and the Waltham Forest Locally Agreed Syllabus for Religious Education, in line with the school's Religious Education Policy;
- teach children about the developing world, its environment and changing society;
- enable all children to learn, and develop their skills, to the best of their ability;
- enable children to innovate, using 'thinking' and problem-solving skills, independently;
- enable children to appreciate the arts, and be creative;
- enable children to appreciate and value scientific / technological development;

- enable children to have respect for themselves and collaborate with others;
- fulfil the school's responsibility to teach Relationships Education, giving heed to the Department for Education's statutory guidance.
- value the contribution made by all ethnic groups in our multi-cultural society and to themselves, contribute positively to the society in which they live and
- value truth and fairness, giving opportunity to everyone.

3. Implementation: roles & responsibilities; organisation & planning

Roles and Responsibilities

This section is to be read in conjunction with the school's articles of association and Terms of reference for governance policy.

Governors

a) Local Governing Body (LGB)

The school's LGB will ensure:

- a robust framework is in place to setting curriculum priorities and aspirational targets.
- the school meets its funding agreement with a "broad and balanced curriculum" which includes English, maths, and science, giving enough teaching time to each area; and
- proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN).

b) Curriculum, Standards and ICT (CSI) Committee

Our governing body's CSI Committee is responsible for monitoring the implementation and impact of the school curriculum, covering each subject area during its cycle of review and development.

There are named governors from the CSI assigned to specific curriculum areas. These governors liaise with the respective subject leaders and monitor closely the way in which these subjects are taught.

c) Finance, Premises, HR and Audit (FPHA) committee

The FPHA committee of governors consider, during its cycle of review and development, the resources required to deliver the school's curriculum as set out in this policy, including in particular whether further investment is required (and not budgeted for).

Head Teacher

The Head Teacher is responsible for the day-to-day organisation of the curriculum. He / she, along with the Senior Leadership Team monitor the curriculum through for example, regular book looks, reviews of planning, and analysis of pupil progress data.

Subject Leaders

The role of a subject leader is to:

- provide a strategic lead and direction for the subject.
- oversee the curriculum for their subject area in order to ensure necessary coverage.
- support and advise colleagues on issues related to the subject.
- monitor pupils' progress in that subject area and
- provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local levels. They should allocate time in their week to do this. They review the way in which the subject is taught in the school, and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for the subject, ensures that there is full coverage of the National Curriculum, and sees that progression is planned into schemes of work. The subject leader may also keep a sample portfolio of children's work, which can be used to exemplify standards and expectations, and support assessment moderation.

Parents and carers

Communication with parents about how their children are performing and what they are experiencing is achieved in a number of ways. For example:

- 'Curriculum letters' are published on each year group's page on the school website.
- homework tasks build on what the children have been learning in class.
- Class assemblies (parents are invited) where children sometimes present their work.
- Social media (Facebook, Instagram and LinkedIn) posts about class, whole school and enhanced activities.
- consultations between parents and class teachers; and
- formal written reports to parents at the end of each academic year.

Organisation and planning

The development of our curriculum is set out in detail in the school development plan (SDP). This is updated every year and scrutinised by governors. The points below should be read in conjunction with the SDP.

Organisation

We organise the curriculum at ECS into discrete subject areas – these are set out in Annex 5. For all curriculum subjects, teachers plan and assess against carefully organised learning objectives to continually build upon and extend knowledge and skills. As such, our curriculum promotes learning through specifying a core, coherent and sequenced body of knowledge.

More specifically, the curriculum that we teach in the reception class meets the requirements set out in the EYFS curriculum – see further in Annex 3.

Planning

We plan our curriculum in three phases: long, medium and short-term. Across all of these, our curriculum is carefully planned to ensure that new learning is based upon what has been taught before and prepares pupils for what they will learn next. Children's learning is always centred around age appropriate skills. Throughout everything, the learning of fundamental British Values and opportunities to develop a wider understanding of the modern world are threaded through the curriculum.

a) Long-term

We agree on a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We arrange our curriculum into subject areas (see Annex 5). We review this long-term plan on an annual basis.

b) Medium-term

Through our medium-term plans, we give clear guidance on the objectives and teaching strategies for each topic. We use a variety of resources, such as textbooks. In the Early Years Foundation Stage (EYFS), planning covers the areas linked to the national Early Learning Goals.

c) Short-term

Our short-term plans are those that our teachers use on a weekly or daily basis. We use these to set out the learning intentions for each lesson, to plan the learning activities in which pupils will be engaged, to make clear how learning may need to be differentiated for groups of different ability, to plan assessment opportunities and to identify what support and resources will be needed by the pupils.

4. Impact: monitoring and review

The school is committed to regularly evaluating the knowledge and skills pupils have gained, against expectations. In addition to the points mentioned in Section 3.1 above, this is done in a number of ways:

- Governors monitor whether the school is complying with its funding agreement and teaching a “broad and balanced curriculum” which includes the required subjects, through close scrutiny of the SDP every year. They also carry out a programme of school visits, meetings with the school council and hold a meeting one weekend a year to look at pupils’ books to see progress, feedback etc. in practice. They also spend time looking at displays around the school. More specifically and in addition, the CSI committee will monitor and review the curriculum via written and oral updates from curriculum leads during CSI meetings on an annual basis.
- The Head Teacher monitors lesson plans, data updates, pupils’ books and regularly speaks with all teachers about the progress of pupils.
- Subject leads monitor the way their subject is taught throughout the school by classroom observations, book looks, resource reviews and planning scrutiny. They also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed every year by the CSI Committee for approval by the full governing body.

5. Inclusion

At ECS, we set high expectations for all pupils, because we believe that every child has a future. The curriculum in our school is therefore designed to be accessed by all children who attend the school. Teachers will plan lessons so that all pupils can study every National Curriculum subject and Religious Education and fully partake in all wider curriculum learning, wherever possible, and ensure that there are no barriers to every pupil achieving their full potential. We use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- Higher attaining pupils.
- pupils with low prior attainment.
- pupils from disadvantaged backgrounds.
- pupils with SEND and
- pupils with English as an additional language (EAL).

If we think it necessary to modify some children's access to the curriculum, in order to meet their needs, then we do this only after their parents or carers have been consulted and in line with the relevant policies.

6. Annexes

Annex 1 – Other relevant school policies

This policy links to the following policies and procedures:

- Assessment policy
- Equality
- EYFS policy
- SEND policy and information report
- Teaching and learning policy
- Terms of reference for governors

Annex 2 – Other relevant legislation and guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which we have chosen to follow. It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Annex 3 – The Early Years Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the statutory framework for the early years foundation stage. Our curriculum planning focuses on the Early Learning Goals, as set out in this document, and on developing children's skills and experiences.

Our school fully supports the principle that young children learn through play as well as through group and whole class teaching, and by engaging in well planned and structured activities. Teaching in the EYFS builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the various nurseries and other pre-school providers in the area, for example by visits.

Each term in the reception class, the teacher will assess the skills development of each child, and record this. This assessment forms an important part of the future curriculum planning for each child.

Annex 4 – Christian ethos and values

- Provide a safe, secure and stimulating learning environment in which children can enjoy learning and develop positive relationships with others.
- Deploy a range of teaching styles to meet the needs of different learners.
- Insist on high expectations of attainment and behaviour.
- Involve parents and carers in our school life and develop strong links with the local community.
- Celebrate all achievements.
- Provide experiential learning outside of the classroom at every opportunity.
- Give children opportunities to voice their ideas and opinions, thus ensuring that their voice is heard and listened to.
- Encourage an understanding of the meaning and significance of faith and promote Christian values of love, acceptance, tolerance and good citizenship.
- Become highly motivated independent learners who achieve high standards.
- Develop an understanding of the responsibilities involved in living as part of the family, school, local and wider community.

- Respect and care for the environment and world we live in.

Our core values underpin our work with the children:

Love: play together, be a friend, from your heart

Justice: be fair

Courage: be brave

Truthfulness: tell the truth, don't tell lies

Forgiveness: be friends again when someone says sorry, be kind

Annex 5 – Discrete subject areas

- RE
- English
- Maths
- Science
- Art and design
- Personal, Social and Health Education (PSHE)
- Computing
- Design and technology
- Languages
- Geography
- History
- Music
- PE
- Relationships education