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## Emmanuel CE Middle School Initio Learning Trust

### Supplement to the Prospectus

Emmanuel CE Middle School  
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Welcome to Emmanuel CE Middle School. The purpose of this brochure is to provide you with the finer details about the structure and organisation of our school.

Mission statement:

**'At Emmanuel we are inspired to go beyond our own limits.'**

A vision stirred by Colossians 3:22

## EXCELLENCE - ENDEAVOUR - ENJOYMENT



## Our School

We provide education for pupils of all abilities in the age range 9 – 13. Emmanuel has a roll of approximately 450 pupils and a highly qualified staff. The School offers a broad and balanced education for pupils during their middle years, in line with the National Curriculum.

The School is committed to:

A well-planned, sequenced and progressive curriculum.

A focus on supporting pupils to remember and recall what they have learnt.

Opportunities for pupils to deepen their learning.

Planned 'ways-in' for SEN students.

Celebrating achievement at every opportunity.

Develop character through the curriculum and extracurricular activities.

Leadership opportunities in every year group.

Spiritual development through openness, forgiveness and tolerance.

A community connected through worship, a house system and celebrating our core values.

## Accommodation and Facilities

Emmanuel Middle School is purpose built and well equipped to give the best educational opportunities to all its pupils during their middle years. Our facilities include:

- A fully fitted purpose-built Library
- KS2 shared area
- Computing Suite
- Chromebooks for use in the classroom
- Product Design Room
- Textiles Room
- Food Technology Room
- Art Room
- 2 Science Laboratories
- Music Suite
- Drama Suite
- Hall
- "The Reef" - a room designed to support with pastoral needs
- A kitchen that provides hot meals prepared and cooked fresh on site.
- Sports Hall and extensive playing fields with facilities for Football, Rugby, Netball, Basketball, Hockey, Handball, Tennis, Badminton, Volleyball, Cricket, Pickleball, Table Tennis, Rounders, Athletics, Gymnastics, Trampolining, Orienteering and Health & Fitness.

## Organisation

During the middle school years pupils make great leaps forward academically and also change emotionally and physically. They start Middle School as children and leave as young adults. The organisation of the School makes provision for this.

Emmanuel Middle School is organised into four year groups – Years 5, 6, 7 and 8 – each under the direction of a Year Leader.



In their first year, Year 5 children spend the majority of their time with their class tutor assisted by other specialist teachers. This provides continuity and a gradual progression from how they are taught in first school.

From Year 6, Maths is taught in ability groups. From Year 7, English is taught in mixed ability groups with a support group aimed at narrowing the gap with their peers. These groups are smaller and have additional teaching assistant support.

## Curriculum

The curriculum studied begins in Year R and culminates in Year 9 and is written in collaboration with other trust leaders and external consultants. There are strong links between phases ensuring that the learning in the Verwood first schools supports pupils at Emmanuel. Subsequently, the pupils' middle school learning ensures they are prepared for the upper schools we feed to: QE and Ferndown Upper School. The middle years' curriculum is sequenced and progressive providing a challenge for all pupils. Key learning is identified throughout and staff know what pupils studied the year before and know what they will go on to study to provide the best possible continuity for learning.

The curriculum consists of the following subjects:

- English
- Mathematics
- Science
- Religious Education
- Design and Technology
- Humanities (History and Geography)
- French
- Music
- Art
- Physical Education
- Computing
- Wellbeing (PSHE and Citizenship)

A unique and essential feature of middle schools is the huge change pupils go through in their time at EMS. Puberty and changes in the function of the brain can be a challenging time for our children. We provide a consistent, reliable and safe environment for our pupils during this time and ensure they are upper school ready by Year 9. This is one of the key and unique attributes of the three-tier system. We encourage our families to complete all available years at Emmanuel.

## Homework

Homework is an essential part of school life and is set for all year groups. It is planned as a natural extension of classroom activity and is mostly set through online platforms such as Sparx Maths, Maths.co.uk, Sparx Reader, Accelerated Reader and Google Classroom.

We are very proud that our pupils regularly feature in the top 5% nationally for their homework engagement. Key Stage 3 homework begins to prepare our pupils for upper school where the demand increases further.



## Teaching and Learning

In a nutshell, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge and skills successfully into larger concepts.

At Emmanuel Middle School, we ensure that we provide the best possible learning opportunities for our students. To achieve this requires the meticulous planning of a progressive, broad and balanced curriculum which provides relevant and engaging experiences.

To enable the curriculum to be delivered effectively, we follow a evidenced informed approach at Emmanuel, ensuring that we train teachers in the teaching techniques which will ensure new learning is delivered in a way which is easily understood.

Pupils will undertake a range of different learning activities that develop their knowledge, skills and understanding closely matched to the key learning identified in the curriculum.

## Personal Development

Our mission is to serve all members of our community and create an environment where everyone can flourish. Pupils have different start points, different experiences and develop at different rates. Staff are well trained and attuned to meet the needs of **all** pupils. We are a fully inclusive school.

A cornerstone to character development at Emmanuel is building resilience. All staff will help pupils to do their best at all times, both academically and socially. We take every opportunity to celebrate when pupils demonstrate our core values of Excellence, Endeavour and Enjoyment. Our warm, caring and nurturing environment provides a platform for pupils to push themselves beyond their perceived limits.

Children are supported to recognise and respond to the needs of others, showing tolerance, respect for and understanding of their values and beliefs. Children are supported in developing morally and spiritually in order for them to foster a life-long love of learning which will bring them the success they deserve and help them to contribute positively to society.

Our pastoral team is incredibly experienced and qualified. From time to time pupils require additional support. The team responds quickly, identifies needs and implements targeted support. This support usually lasts between six to twelve weeks.

Celebrating hard work and success is our start point. Where the children demonstrate our core values, candle credits are awarded through the online platform epraise. Pupils and parents have an epraise account and can watch their candle credit total grow until they have saved enough to 'buy' a reward experience. These are wide ranging and very popular. We encourage pupils to make suggestions and the PTFA fund the activities.

## Parents and Partners

It is essential that teachers and parents work together to support children so that they feel secure and valued. Our support will help them to meet expectations for them to achieve their personal best and to become confident and independent young people;



At Emmanuel we:

- Share our plans for teaching and learning
- Share our plans for staff training
- Keep parents informed by sending regular newsletters, communicating through the homework diary and by arranging information evenings
- Meet regularly with parents to consult and give progress reports about their children's academic performance informed by a range of low-stakes quizzing and formal assessments
- Listen to parents' concerns
- Respond to parents' suggestions

Our doors are always open. If parents are concerned, they must not hesitate to contact us at school so that a meeting can be arranged. Talking positively about school is fundamental alongside strong attendance and reading daily.

## The Library

Developing a love of reading and the requisite skills are central to pupils' future success and as such reading is at the heart of our resourcing, curriculum and training. Our pupils all use the Accelerated Reader programme which uses assessments to ensure their reading books are of the most appropriate level and also supports in developing comprehension. The children will tell you commitment to their personal reading also gives them the chance of success in the numerous motivational competitions which are run to encourage reading. Our school library contains a wide selection of fiction, non-fiction and reference books. This valuable resource supports the curriculum of the School and gives pupils easy access to an enjoyable, interesting and informative range of written material - all of which is indexed with their ZPD (level of challenge) to ensure pupils select the correct books.

## RE at Emmanuel

As a Church of England School, Religious Education and Collective Worship are important elements in its life and work. These give the opportunity to demonstrate Christian belief in action and provide a sound knowledge of what Christians believe and why. The Dorset Agreed Syllabus, which has been adopted by the Local Academy Committee Body, provides a framework in which this can happen.

The syllabus is not designed to convert children to Anglicanism nor to force a Christian belief on them, nor is it confined to information about religions and religious traditions, practices and teaching. It extends to wider areas of morality and the effect of religious belief and practice on people's daily lives. The syllabus has regard to the national as well as the local position and bears in mind the ages, aptitudes and family background of the pupils in the school. This is also reflected in Collective Worship.

## Collective Worship

It is a statutory requirement that all schools hold a daily act of Collective Worship. At Emmanuel worship is Christian in accordance with our Trust Deed. Children are enabled to worship in groups of different sizes – whole school, year group and tutor group. Children are also encouraged to appreciate spiritual moments as and when they happen during the school day.



We actively invite and host guests from the community, which adds diversity to Collective Worship and the messages given. The school follows planned themes throughout the academic year. Emmanuel has close links with St Michael's Church. Clergy from St Michael's and other churches in Verwood frequently lead worship in school.

We also recognise the legal right of parents to withdraw their children from acts of worship.

## Pupil Leadership

Pupil leadership opportunities are at the forefront of our school ethos.

There are many leadership and ambassador roles available for the children to aspire to, including sports leaders and subject ambassadors. This forms a crucial part of our pupils' education.

From Year 5, pupils have an opportunity to represent the Emmanuel School Council. It meets regularly and is a forum in which pupils can raise questions about rules and regulations and contribute to, and be involved in, the ongoing development of the School. It also helps to decide which charities the School supports.

Every year, our elected school and subject ambassadors rise to the challenge of representing EMS.

## Special Needs

At Emmanuel, we follow the graduated approach for identification and support of pupils with Special Educational Needs and Disabilities. As a whole staff, we work closely together to identify pupils in need and collaborate carefully to plan and provide for those needs.

Building close relationships with our pupils and working in partnership with parents is at the heart of the support we deliver.

Support may include:

- additional in class support
- smaller group teaching
- additional intervention outside of lessons
- provision of specialist equipment
- gaining help from outside agencies and other professionals such as specialist teachers and educational psychologists.

Supporting pupils through transition is key. Our transition work is well developed, particularly with our feeder first schools. Our pastoral team and SENDCo begin this process in earnest after Easter. Regular visits to schools, working alongside staff and pupils enable the team to get to know pupils' strengths and weaknesses. This, along with a programme of additional visits to EMS, if required, supports the smooth transition into our setting. For pupils outside of Trust or who are not at a feeder school, we communicate closely with the school and parents.



## Promoting Prosocial Behaviours

Pupils have one education. It is essential they are able to learn in an orderly and calm environment. We have a well-established EMS Way and rewards system that promotes prosocial behaviours that enables pupils to learn. Pupils will make mistakes and this is recognised through learning consequences and restorative conversations between pupils and staff. Staff at EMS act as positive role models.

The EMS Way is reviewed frequently to ensure it meets the needs of our pupils and promotes an ethos and culture that enables everyone to be successful.

## Extra-Curricular Activities

During lunch hours and after school, children are encouraged to take part in many clubs, activities and house competitions. These include various sports, music, computing, art, hobbies and interests.

School staff and our young leaders (supported by other adults) lead these activities. We also have visiting coaches and tutors who ensure that an excellent programme is available for our children.

Clubs for music include choir, orchestra and various smaller ensembles relating to a variety of instruments. Groups have the opportunity to take part in school concerts and are often invited to perform at other locations.

## Breakfast Club

Emmanuel runs its own Breakfast Club on site from 7.40am until the beginning of the school day. Further details are available on the school website under the Parents tab.

## After School Care

SCOOSC run an after-school club at Verwood First School for children in Years 5 to 8 from the end of the school day up until 6.00pm. Further details and booking information can be found on their website [scoosc.com](http://scoosc.com).

## Instrumental Music Tuition

Instrumental lessons, taught by visiting teachers, are available to all children for a small charge. Children are taught either individually or in small groups. Lessons are for a variety of instruments including guitar, piano, woodwind and percussion.

Children taking instrumental lessons are supported to take part in school-based groups such as School Band and other ensembles.

## Emmanuel School Uniform

All pupils wear full school uniform and we appreciate the support of parents in maintaining this. We strongly believe that school uniform gives our pupils a sense of identity and belonging to the School. We regularly review the cost and provision of uniforms.



## Provision of Clothing Grant

Parents in receipt of Universal Credit and who have successfully claimed free school meals for their child/children may be eligible for clothing grant. In addition, we also have a small selection of second-hand school uniform which parents may wish to purchase. Further details may be obtained from the school office. All enquiries are treated in the strictest confidence.

## School Routines

### The School Day

8.40am	Registration
9.00am - 9.55am	Lesson 1
9.55am - 10.50am	Lesson 2
10.50am - 11.10am	Break
11.10am - 12.05pm	Lesson 3
12.05pm - 1.00pm	Lesson 4
1.00pm - 1.40pm	Lunch
1.40pm - 1.45pm	Registration
1.45pm - 2.40pm	Lesson 5
2.40pm - 3.20pm	Lesson 6 (inc worship from 3.00pm)

### Arrival and Departure from School

Pupils arrive at school on foot, by bicycle/scooter or by car. Pupils who cycle must be thoroughly proficient road-users and parents are reminded of their responsibility to ensure that their child's bicycle is roadworthy. The wearing of cycle helmets is strongly advised.

### Attendance

We are required by law to keep accurate records of attendance and punctuality. Children should be in school by 8.40am unless:

- a) they are unwell or have a medical appointment
- b) they have permission for special leave in extenuating circumstances

All requests for special leave should be made in writing to the Headteacher for consideration. Please note that Headteachers are no longer able to authorise leave for family holidays.

## Mobile Telephones

It is understood that mobile phones may be carried by children for their independent journey to and from school. Once in school, all phones must be handed to the form tutor and they will be securely stored until being returned at the end of the day. Inappropriate use of mobile phones on the campus such as playing music or taking photographs is not allowed and staff have the right to confiscate phones. Parents would then be called to ask for the mobile to be collected. If you wish your child to bring a phone to school, this must be named and turned off.

It is strongly recommended that parents regularly check phone content and age appropriate apps are installed. Social media (eg. WhatsApp, Instagram) can create enormous issues within school and negatively impact children. We ask parents to closely



monitor the use of any social media if you choose for your child to have a mobile phone or access to these types of platforms.

## Accessibility

We are committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. Please see the school's Accessibility Plan for further information.

