



# Sporting Stars Academy

## Curriculum Policy

<b><u>Agreed by the Directors:</u></b>	<b><u>01</u></b>	<b><u>09</u></b>	<b><u>2013</u></b>
<p style="text-align: right;"><b><u>Reviewed:</u></b> <b><u>September 19<sup>th</sup> 2014</u></b></p> <p style="text-align: right;"><b><u>Reviewed:</u></b> <b><u>8<sup>th</sup> September 2015</u></b></p> <p style="text-align: right;"><b><u>Reviewed:</u></b> <b><u>14<sup>th</sup> September 2016</u></b></p> <p style="text-align: right;"><b><u>Reviewed:</u></b> <b><u>3<sup>rd</sup> September 2017</u></b></p> <p style="text-align: right;"><b><u>Reviewed:</u></b> <b><u>September 2018</u></b></p> <p style="text-align: right;"><b><u>Reviewed:</u></b> <b><u>September 2019</u></b></p> <p style="text-align: right;"><b><u>Reviewed:</u></b> <b><u>September 2020</u></b></p> <p style="text-align: right;"><b><u>Reviewed:</u></b> <b><u>28<sup>th</sup> September 2021</u></b></p> <p style="text-align: right;"><b><u>Reviewed:</u></b> <b><u>16<sup>th</sup> January 2023</u></b></p> <p style="text-align: right;"><b><u>Review Date:</u></b> <b><u>August 2023</u></b></p>			
<p><b><u>Signed:</u></b></p> <p>Signed..... (Director of Premises, Recruitment &amp; Public Relations)</p> <p>Signed..... (Director of Business, Finance &amp; Enterprise)</p> <p>Signed..... (Headteacher/Director of Curriculum and SENDCO)</p>			

## **Introduction**

We recognise that the curriculum encompasses all that the students experience as a result of being members of the school community. As such, the formal curriculum is complemented by the enrichment activities, which are vital for our students. Underpinning all is the quality of relationships enjoyed by the members of the community.

Students at Sporting Stars typically fall into three categories, those with EHCPs for SEMH, students who have been permanently excluded from a mainstream or a special school and students that are looked after. As a result, all students at Sporting Stars have had significant disruption to their learning and have typically been to several schools and provisions before joining us. Many also face challenges in their life outside of school and are at risk of being NEET. We offer pathways which are ambitious and supportive and reflect the point that a student joins us.

## **Assessment, Recording and Reporting**

The use of a range of assessment for learning strategies are deployed during lessons including mini-whiteboards, group discussions and paired work. This allows for increased thinking time when responding to the teacher's questions.

Where appropriate and actionable students work is live marked in lesson, either through self-assessment or teacher led marking, to provide immediate feedback for correction and improvement.

Summative assessment is completed in two ways. A marked Assessment is used following completion of a particular topic, students are provided feedback to take action and respond to. Assessment QLAs (Question Level Analysis) are used to identify areas for development for each student. Follow up tasks for English, maths and Science are then set up for students to attempt individually using online learning platform Seneca. Retrieval tasks are then interleaved into lessons to review and recall areas of prior assessment where improvement areas have been identified.

Furthermore, a Progressive Marked Assessment is used at the end of each term until with a final end of year assessment in June/July. This consists of content delivered throughout a term as well as containing previously taught content from previous assessments. Students are then provided personalised feedback sheets in order to improve and are directed to interventions to support misconceptions or missing knowledge.

Assessments are collated and tracked centrally using shared tracking sheets. Once, every half term subject areas formally report to parents/carers using a short written report and informally through weekly welfare and progress checks.

## **Key Stage 3**

We have a small number of students in Year 9. For these students, after our initial assessment we find the most appropriate pathway for them, whether this be within our mainstream year 9 class, our nurture group, group or home tuition and an reintegration timetable. This curriculum is designed to engage students in learning which will enable them to return back into a mainstream environment as soon as they are ready. For some students, we will identify that a mainstream school is not appropriate and begin (or continue) the EHCP process in order to find a specialist setting. Students access a differentiated curriculum that will support a return to mainstream or specialist setting.

## **Key Stage 4**

In Years 10 and 11 all students are prepared for public examinations. The core subjects include English language and English literature, mathematics, physical education and science. All students also continue to follow the personal wellbeing and economic wellbeing programmes.

We also run alternative programmes for our nurture students. These may be one to one tuition or support packages, personalised provision, including reintegration timetables or working in small groups. Our Pre 16 nurture provision has English and mathematics at it's core with science for most students as well. Our main Pre-16 nurture provision is delivered by a primary specialist and covers the humanities subjects and has project based topics as well, with a strong focus on enrichment and life skills.

### **Post 16**

Sporting Stars will provide opportunities for young people to stay within an educational setting post 16 which supports and meets their educational, emotional and mental health needs, where they can continue to sit GCSE and related qualifications and gain independence and life skills where this is appropriate. We will support young people through individual pathways to enable them to successfully navigate to the next stage of their education or employment. Typically students in Key Stage 5 will have an EHCP and, as at Key Stage 4, a number of students are looked after. For some students, often those leaving care, we offer both in school and home tuition as well as support for the students' social and emotional health. These courses and provisions are tailored to the individual needs of the students and agreed as part of the students' annual review process.

Level 3 courses may be available each year but this depend on viable numbers and each cohort.

### **Grouping and teaching methods**

The emphasis in the school is on meeting the needs of each individual student. Key Stage 4 students who follow our main timetable are taught in year groups in a class of 12, with teacher and a HLTA/TA. The Nurture groups will have students from different year groups and the classes will have no more than 8 students, with a teacher and one or two TAs. One to one or small groups are also in place, for students who are unable to access the normal school timetable and this may include home tuition for some students. As a result most classes are arranged on a mixed ability basis. The staff use a variety of teaching and learning methods suited to the age, ability and learning style of the students. These include whole class teaching, group and individual work as well as self-supported study.

### **Special educational needs**

We believe that all students are entitled to an education, especially those who have had a challenging start to life or where a mainstream provision has not met their needs. As such we believe they should be involved in the full life of the school. This is so that they, too, can fulfil their potential as learners, experience and contribute to the life of the school and be prepared for life outside of school. Our provision matches needs, takes account of the wishes and feelings of the individual student and is delivered in partnership with parents, careers and external agencies. We identify students who are experiencing learning difficulties by using information from their previous schools and the results of our screening tests, listening to the concerns of the students and their parents/careers and by noting teachers' observations and assessments. Provision for many students with special educational needs means ensuring staff know that a little extra attention may be necessary. Other students who need more specific help might be taught within our nurture provision or by specialist support staff in small withdrawal groups, or they might be helped in their normal lessons by a TA or HLTA.

### **Personal wellbeing**

The personal wellbeing programme we offer addresses issues that relate to the personal, social and health education of our young people. Key areas are relationships and sex and education, drugs education and careers. The relationships and sex education programme is part of the positive, person-centred education that is at the heart of the school's purpose. The programme seeks to ensure that all students accept their own and others' sexuality positively

in order to enjoy relationships based on mutual respect, dignity, and responsibility. The biological aspects are largely taught within the science curriculum whereas the emotional, legal and moral aspects are covered in personal wellbeing programme supplemented by work done by other subjects such as religious education. Great care is taken to teach this work in a manner which promotes a responsible attitude towards sexual behaviour and the value of family life. The drugs education course is designed to enable the students to learn about drug, alcohol and tobacco use and misuse including medicines and volatile substances. They consider the significant personal and social consequences of misuse for themselves, their families, and others. As a result they are better placed to make informed decisions about their own lifestyles. Our careers provision is founded on the broad principles of self-discovery, career exploration and career management. Students are encouraged to match their personal skills and qualities to broad career areas and the programme helps them to make informed decisions at key times. This may include finding appropriate work experience placements in Year 10, considering post 16 options in Year 11, and making career decisions in the sixth form. External agencies regularly visit the school to provide a range of counselling and advice. We also make use of outside speakers to provide the students with the widest base from which to make their individual decisions.

### **SMSC and Religious Education**

The School creates opportunities to enrich the students' spiritual, moral, social and cultural development across subjects and in the wider life of the School. This includes the study of religions, opportunities to explore British Values and an understanding of people with protected characteristics. This may be through timetable lessons, tutor time or drop-down days and enrichment opportunities such as taking part in Remembrance Day

### **Enrichment**

As part of our commitment to develop the whole person the school enrichment opportunities are a key part of our timetabled offer for students. Our students face and have faced many challenges. The opportunity for high quality sport coaching, social activities, and learning how to collaborate, compete and engage in activities outside the classroom are vital for them being able to progress once they leave us. Sporting Stars offers a range of activities for the students. All students in the main school have the opportunity to be coached by staff with coaching qualifications. Each day students will take part in an enrichment activity that develops their character skills, allows them to learn to cooperate, compete and engage in activities outside of the school environment. In addition all students are timetabled lessons within art to allow them to express themselves creatively. The school has an outstanding reputation for the number and variety of offsite learning opportunities that it provides. To aid their studies, students are given the opportunity to take part in day visits to such places as art galleries, exhibitions, and museums as well as other locations such as libraries and factories. Trips and visits are also organised regularly to enhance the students' experience and to prepare them for life in modern Britain.

### **Our Curriculum Intent**

At Sporting Stars our curriculum exists to ensure all students regardless of background and ability have the opportunity to unlock their potential. We are committed to students being challenged despite their previous learning experiences. Our curriculum is ambitious, coherently planned and sequenced, and will provide the platform in preparing students with the foundations for examination success and life in modern Britain. Staff have identified the key component and composite knowledge that the students need to know to learn more, the key learner skills to be able to recall more and therefore make rapid progress.

Our Curriculum Intent has been informed by a wide variety of researchers and is steeped in evidence based research. Christine Counsell summarises the aspiration of our curriculum to empower all learners creating a pathway to success in their career and life:

'A curriculum exists to change the pupil, to give the pupil new power. One acid test for a curriculum is whether it enables even lower attaining or disadvantaged pupils to clamber into the discourse and practices of educated people, so that they gain powers of the powerful.'

As well as academic success one of our main aims is to ensure our students leave us able to succeed in the wider world and overcome the challenges they have faced. We aim to provide positive relationships with adults and other students. Our new core values of respect, unconditional positive regard, resilience and kindness are currently being embedded throughout our curriculum offer to ensure we continue to meet our social, emotional, spiritual and moral obligations.



### **Our Curriculum Framework**

*Recall and Retrieval* - These are key to our curriculum. Research tells us that long term learning is the foundation for incorporating and making sense of new knowledge. Despite the gaps in education that many of our students have we sequence our curriculum and assessment to help students make rapid progress and prepare them for examinations and/or the world outside school. Long-term learning sits alongside our Teaching and Learning approaches in the classroom which make use of the most relevant research and evidence to improve long-term retention of learning

*High Challenge for All* – We aim to provide work that challenges the students and encourages them to think deeply in a low risk environment. Often students have experienced failure within a mainstream setting and many of our students have struggled within alternative or specialist provision. We recognise that prior attainment may not reflect the students ability but that we must ensure students feel safe and experience educational success if they are to achieve their potential. Therefore, scaffolding is used effectively to support all students and the use of additional adults is effective in supporting both the behaviour and learning of the students.

*Literacy* - All students are tested on admission for their reading ability. Reading is part of the timetable for all students and the use of Tier 2 and 3 vocabulary are highlighted in the schemes of learning. Tier 2 are general academic words which occur across different subjects, and are essential for reading comprehension. Tier 3 are subject specific words. The richness of vocabulary allows students to enter the academic discipline and address social mobility. Staff will typically read to students key information to ensure students where reading is a difficult are not put at further disadvantage

## *Personal Well-being -*

Personal development runs through the academic curriculum and the enrichment programme. The experiences students receive in our care are a vital addition to the development of later academic learning and their ability to be successful in later life. Enrichment activities and educational visits are in place to nurture, develop and stretch each student

Aspiration is developed through choices of resources (e.g. texts studied) and activities (e.g. educational visits) to raise students' cultural capital and this work is followed up as part of the curriculum

Equality and equity are promoted through resources which expose students to a wider range of perspectives e.g. when texts, case studies or resources are chosen, consideration is given so that students study work from a wide range of people (gender, race, sexual orientation, disability etc.)

## **Implementation – Teaching and Learning**

### **Learning Environment**

All rooms are clean, clutter free and are ready for the students to learn. Equipment is provided and water is available for the students. All lessons will, typically, have two adults present.

### **Our Teaching and Learning cycle**

Our teaching and learning cycle may be seen in one lesson or over a series of lessons but will include the following elements

### **Connect the learning**

Smart Starts

- *Recall and Retrieval* – Last lesson, last week, last month, last unit – but can also link to the next lesson to enable the sequencing of the curriculum and learning to be seen
- *Redo* - Do now activities based on Exit task or last lesson's work (reshape/reteach)

Learning objectives or outcomes so students can see the bigger picture

Introduction of key vocabulary and new learning

### **Explain, Model and Practise**

I do – direct instruction where the teacher is delivering new materials. Teacher will model the process, including thinking out loud for students to understand the learning. High challenge for all students is key, with scaffolding for all.

We do – Guided practise with scaffolding

- Hunting not fishing/Reading
- Being aware of the common issues and misconceptions
- Chunking the learning and frequent learning checks/targeted and planned questioning
- Vocabulary instruction
- Knowing the students' learning and behavioural needs

Specific support

- Writing frame works
- Use of TAs
- Help sheets
- Prompts

You do – Based on the learning checks, exit tasks or marking, The practice part of the cycle can take place during the lesson or at the start of the next lesson. Within the lesson, this may include revisiting the key component knowledge. The marking of exit tasks or books should enable staff to provide individual response tasks as a Smart Start for the next lesson.

Students work independently to practice applying the new knowledge.

Reteach task – based on learning checks

Response task – based on assessment

**Whole class learning checks and end of lessons(formative assessment)** – an effective and systematic approach to check students’ learning that allows reshaping and reteaching

Questioning

Planned, with followed questioned to push the most able

Scaffolded to support those who may struggle e.g. Think/Pair/Share or start with a simple question and progress to harder ones

Cold calling/no opt out

Exit Task

Planned and scaffolded with personalised response tasks as needed

Reflection

Quizzes or self-assessment at the end of the lesson

## **Impact**

At Sporting Stars our key challenge is to re-engage the students in learning, to support their social, emotional, and personal wellbeing to enable them to achieve their academic and personal potential. We measure this through

- Attendance
- Behaviour and engagement
- Personal wellbeing and enrichment
- Academic outcomes
- Readiness for work and life outside school

Whether students leave us to go to college or work, we aim to ensure that they have the personal and academic skills to be successful. Success is measure on an individual basis due to the specific needs of each child.

## Appendix 1 - Sporting Stars Teaching and Learning Cycle

### Connect the learning

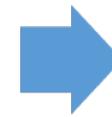
#### Smart Starts

- **Recall and Retrieval** – Last lesson, last week, last month, last unit – but can also link to the next lesson to enable the sequencing of the curriculum and learning to be seen
- **Redo** - Do now activities based on Exit task or last lesson's work (reshape/reteach)
  - Learning objectives or outcomes so students can see the bigger picture
  - Introduction of key vocabulary and new learning



### Explain, Model and Practise

- **I do** – direct instruction where the Teacher is delivering new materials.
- **We do** – Guided practise with scaffolding
- **You do** – The practice part of the cycle can take place during the lesson or at the start of the next lesson. Within the lesson, this may include revisiting the key component knowledge.
  - Students work independently to practice applying the new knowledge.
  - Reteach task – based on learning checks
  - Response task – based on assessment



### Whole class learning checks

#### Questioning

- Planned, with followed questioned to push the most able
- Scaffolded to support those who may struggle e.g. Think/Pair/Share or start with a simple question and progress to harder ones
- Cold calling/no opt out
- **Exit Task**
  - Planned and scaffolded with personalised response tasks as needed
- **Reflection**
  - Quizzes or self-assessment at the end of the lesson

## Appendix 2 - Sporting Stars Curriculum Pathways

Typical PEX in Year 9	High Prior Attainer	Typical PEX in Year 10	Typical PEX in Year 11	Key Stage 4 Off-Site or Vocational	Key Stage 5 ~	Key Stage 5 ~Off-Site	Complex SEND	Additional Options	
English	GCSE English Language	GCSE English Language*	GCSE English Language*	GCSE English Language*	GCSE English Language*	GCSE English Language*	GCSE English Language*	GCSE Art GCSE Mathematics with statistics GCSE RE GCSE English Literature GCSE Biology/Physics GCSE Photography BTEC Health and Social  * Functional Skills – English and Maths may be offered as an alternative  # GCSE may be available	
Maths	GCSE Mathematics	GCSE Mathematics*	GCSE Mathematics*	GCSE Mathematics*	GCSE Mathematics*	GCSE Mathematics*	GCSE Mathematics*		
PSHE	BTEC Sport	BTEC Certificate Sport	BTEC Award Sport		BTEC Travel and Tourism	BTEC Travel and Tourism	Humanities		
RE	GCSE Science	GCSE Science (Double)	GCSE Science		BTEC Public Services	BTEC Public Services	Science #		
PE	GCSE English Literature								
Art	BTEC Certificate Personal Growth and Wellbeing	BTEC Certificate Personal Growth and Wellbeing	BTEC Award Personal Growth and Wellbeing				BTEC Personal Growth and Wellbeing		
Humanities	GCSE Statistics						BTEC Life Skills		
							BTEC Home Cooking		
<b>Enrichment</b> - all students have a variety of enrichment opportunities – football coaching, gym, golf, boxing, booster classes, additional GCSE, wellbeing activities, art and life skills.									
~ From 2023 Business Studies will be introduced for Post 16 students alongside BTEC Life Skills and Personal Growth and Wellbeing with the option to study additional GCSEs									