



Maths	
Key Stage 4	<p>Good mathematics is not about how many answers you know but about what you do when you don't know the answer. Mathematics, like Numeracy, gives us the tools to engage with the numbers we encounter in everyday life such as ratio and proportion, finance, measure or the rapidly expanding fields of statistics and data. At Sporting Stars, we aim to ensure that our students are numerate which is vital to ensuring they are employable and can achieve financial stability and independence; on a day-to-day basis and also to enhance their future career prospects. Mathematics also teaches the importance of problem solving. Students develop the ability to read and understand a problem and then apply their Mathematical knowledge to solve a problem. It teaches students to be logical and organised in their thought processes. It encourages students to be tenacious and to see a task through to its conclusion. Lessons which challenge and inspire students to think mathematically, to be analytical and solve problems, while also developing their knowledge.</p> <p>The following qualifications are currently offered in mathematics: GCSE Mathematics . Functional Mathematics – Pearson/Edexcel Entry Level Certificate, Entry Level, Level 1 and Level 2. The qualifications offered will be reviewed regularly to ensure pupils are on the correct pathway.</p> <p>Key Stage 4 students follow the Edexcel Mathematics GCSE syllabus. Students take their GCSE at the end of Year 11 at either the foundation or higher tier of entry. The GCSE syllabus is broken into 5 topic areas: number, algebra, ratio, geometry and probability and statistics. Building on skills learnt at Key Stage 3, students learn to solve complex problems and build fluency in their mathematical approaches. Problem solving makes up 40% of the foundation tier examinations and 50% of the higher tier examinations. The remainder of each exam tests mathematical fluency. Students will be assessed in three written papers each contributing 33% to the final grade. Examinations are 1 hour 30 minutes long for both Higher and Foundation, only the first paper is non-calculator, with a scientific calculator being essential for the second and third papers</p>
Functional Skills	Entry Level Certificate - To prepare students for post school life by enabling them to apply numeracy methods to become financially numerate and problem solve.
English	
	<p>The intent of the English curriculum is to maximise student learning against their own personal targets by using relevant strategies to build vocabulary, foster a love of reading and to develop appropriate reading and writing skills that will equip students with a command of the spoken and written language. The English department offers a curriculum that is mindful of our students needs but also exposes them to a broad range of texts that challenges their ideas and perspectives on a wide range of social, cultural, and political concepts. The curriculum is designed to aid the progression of reading, writing, speaking, and listening skills in</p>

	<p>preparation for examinations, with students gaining both new knowledge and honing new skills each year. Underpinning all English study is the understanding and exploration of ideas, methods, and contexts. The texts studied are springboards to key concepts, which encourages students to develop critical thinking skills whilst assessment objectives are mapped across the year to implant, embed, and consolidate knowledge and abilities. Students will respond to 19th, 20th and 21st century texts covering a range of genres. Texts will include literature and extended literary non-fiction and there will be an emphasis on the comparison of texts throughout the course. Students are taught how to shape their writing for a range of different purposes. Specifically, they focus on developing creative writing and narrative skills, as well as writing to express a viewpoint on a different topic.</p> <p>Students either follow the AQA GCSE syllabus for English Language, English Literature or the Pearsons Functional Skills syllabus depending on their previously gained skills, knowledge and attainment. Students are also awarded a qualification in oral communication.</p>
Functional Skills	Entry Level Certificate - To prepare students for post school life by enabling them to communicate effectively in many forms. Students will be able to read and write competently, providing them with exam based and real life literary skills.
Science	
	<p>The intent of the Science curriculum is to maximise student learning against their own personal targets by using relevant strategies to build knowledge, foster a love of science and to develop appropriate reading and writing skills that will equip students with the tools they need to be successful in their academic studies. The Science department offers a curriculum that is mindful of our students needs but also exposes them to a broad range of topics that challenges their ideas, tackles misconceptions, and helps them gain an understanding of the wider world around them. The curriculum is designed to build on prior knowledge, with topics carefully selected to ensure that knowledge gaps are avoided.</p> <p>Physics Physics allows students to gain a deeper understanding of how the world is made up and gives students the fundamental knowledge to be successful in the other areas within the science curriculum.</p> <p>Chemistry Chemistry allows students to consider how factors affect the world in which they live. We explore a range of topics including global warming and pollution which allows students to consider moral thinking, the direct impact that their actions have on the planet and an understanding of wider cultural and contemporary issues.</p> <p>Biology Students will develop an understanding of the world directly around them. They will explore a range of topics that include systems within the human body, preventing diseases and lifestyle and human health. This</p>

	curriculum allows students to consider real-life scenarios and how science can affect them and the world around them on a daily basis.
Sport/PE	
	<p>BTEC Sport provides an engaging and relevant introduction to the world of sport.</p> <p>It incorporates important aspects of the industry, such as fitness testing and training for sport and exercise, the psychology of sport, practical sports performance and sports leadership.</p> <p>This course offers a completely different pathway where the majority of the course is made up of coursework (75%) with one exam (25%) for the award qualification and two exams for certificate qualification. The exam focuses on contemporary issues in sport and the remaining units cover practical sports performance, developing knowledge of skills in sport and the media and sports leadership. There are some practical elements to the course where students are assessed in individual and team sports. Opportunity to practise English, Maths and ICT skills.</p>
PSHRSE	
	<p>Personal, Social, Health and Relationships and Sex (PSHRSE) education is a subject through which our students will develop knowledge, skills and attributes they need to manage their lives, now and in the future. Building upon their existing skills set and knowledge to help them stay healthy, safe and prepare them for life and work in modern Britain.</p> <p>The intent of our PSHRSE curriculum is to deliver learning opportunities that are accessible to all, ensuring that each of our students will understand more about how to play a positive and successful role within our society. They will learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.</p> <p>Our aim is to support students' spiritual, moral, cultural, mental and physical development, prepare and equip them for the opportunities, responsibilities and experiences of life and to provide them with a knowledge of their world, locally, nationally and globally and give them confidence to tackle many of the moral, social and cultural issues that they face as they grow up.</p>
Pre 16 Nurture	
	<p>The nurture curriculum is designed to incorporate a range of subjects including English, Maths, Science, Geography, History, Religious Studies, PSHE and ICT. Delivery of Each subject is adapted to meet the needs of individual students and their projected academic outcomes. In addition, all students attend regular enrichment activities to support their learning and understanding of the environment around them. Visits include the local library, church, museums as well as many outside of Stoke-On-Trent. All lessons are designed to challenge and inspire students and make links between subjects thus improving their overall academic achievement. The English Curriculum is intended to improve reading, writing and analytical skills. It exposes all students to a range of texts and genres</p>

	<p>including both fiction and non-fiction writing. It is designed to improve students' vocabulary and spoken English thus enabling them to communicate effectively with those around them. It challenges perspectives and ideas allowing students to express their opinions on a wide range of social, cultural, and political concepts. Students are taught how to shape their writing for a range of different purposes. Specifically, they focus on developing creative writing and narrative skills, as well as writing to express a viewpoint on different topics.</p> <p>Students are taught a range of numerical concepts in Mathematics to ensure they are equipped with the necessary skills for employment. Students are encouraged to challenge themselves and complete an assortment of problem-solving activities requiring them to be logical and analytical in their thinking. The four operations are continually taught to ensure competence in basic numeracy and students are able to access all other areas of mathematics.</p> <p>The Science Curriculum covers Biology, Chemistry and Physics. Students are offered either Foundation GCSE or AQA Unit Award Skills. The curriculum is designed in order to help the students gain an understanding of the world around them, how it works, factors which affect the world and all about themselves. Students conduct a range of experiments and observations and are taught to document their findings, whilst evaluating and analysing all outcomes. Students are encouraged to discuss issues such as global warming, pollution, diseases and human health.</p> <p>The Humanities Curriculum covers Geography, History and Religious Studies. It allows students to study the local, national, and global human and physical world around them. Furthermore, it enables students to develop an understanding of themselves, their identity and advance their critical and analytical thinking skills. In addition, it supports an understanding of the spiritual, moral, social and cultural questions which may surface in their lives.</p> <p>The following qualifications are currently offered in the Nurture Class: GCSE Mathematics/English/Science. Functional Mathematics/English – Pearson/Edexcel Entry Level Certificate, Entry Level, Level 1 and Level 2. Personal Growth and Well Being BTEch and AQA Unit Awards. The qualifications offered are reviewed regularly to ensure pupils are on the correct pathway which best suits their needs.</p>
Post 16 Nurture	
	<p>The Post 16 Nurture Curriculum's intent is to ensure all students are equipped with the relevant skills for life beyond school. It offers three BTEch's at Level 1 and Level 2 In Work Skills, Personal Growth and Well Being and Home Cooking Skills. The curriculum is designed so that all students gain both employability and life skills preparing them for life after Education.</p> <p>Life Skills focuses on applying for jobs, writing curriculum Vitae (CV), cover letters, interviews with potential employers and how to present themselves at work. Furthermore, it covers the use of ICT within the workplace, knowing and understanding their Rights and Responsibilities</p>

	<p>within the workplace, environmental awareness and how to manage the challenges they may face at work. In addition, students are given the opportunity to complete an enterprise project. They plan, promote and create a product and its packaging whilst ensuring they remain within budget.</p> <p>Personal Growth and Well-Being aims to improve the students physical and mental well-being. It allows students to reflect upon factors which affect their mental health both positively and negatively and what they can do to improve it. Additionally, it explores roles and relationships in social health and well-being particularly those with family members and friends. Alongside this it focuses on sexual health and well-being specifically intimate and sexual relationships with others.</p> <p>Home Cooking Skills develops students' knowledge, understanding and confidence enabling them to cook meals at home. It teaches how to budget and economise when planning a meal and to apply skills they have learnt to a range of different recipes. It allows students to cook a variety of dishes and learn how to prepare, cook, and present food appropriately., In addition, it teaches all basic food hygiene principles.</p> <p>Post 16 Nurture also study Maths and English on a weekly basis to improve their reading, writing and numerical skills. Students are given the chance to complete Functional Skills Level 1 in both English and Maths as well as AQA Unit Award Schemes.</p>
Post 16 BTEC Public Services	
	<p>Through the Public Services curriculum, we aim for learners to become responsible citizens, within the school and a wider context, understanding the value of making a positive contribution to society. Skills in leadership, teamwork and effective communication will be developed and will fundamentally underpin the learning within this subject. Students will learn the important skills of reflection and self-analysis; vital tools required to identify their own successes, mistakes, areas for improvement and future training needs. Learners will develop the knowledge, skills and understanding required to enable progression into a range of employment opportunities as successful and confident individuals within the Public Services sector. Add breadth to learners' knowledge and understanding of the Public Services sector as part of their career progression and development plans. It will support learners who have had some achievement in their Key Stage 4 program and who wish to 'top up' their Level 2 achievement to progress to employment or other qualifications. Help support progression to specialised Level 3 qualifications in Public Services, or to an Apprenticeship.</p>
Post 16 BTEC Travel and Tourism	
	<p>Through the Travel and Tourism curriculum, we aim to add breadth to learners' knowledge and understanding of the Travel and Tourism sector as part of their career progression and development plans. Support learners who have had some achievement in their Key Stage 4 programme and who wish to 'top up' their Level 2 achievement to progress to employment or other qualifications.</p>

	<p>Help inspire and enthuse learners to consider a career in the Travel and Tourism sector.</p> <p>Give learners the opportunity to gain broad knowledge and understanding of, and develop skills in, the Travel and Tourism sector.</p> <p>Help support progression to specialised Level 3 qualifications in Travel and Tourism, or to an Apprenticeship.</p> <p>Give learners the potential opportunity, in due course, to enter employment in a wide range of job roles. Opportunity to practise English, Maths and ICT skills.</p> <p>The pathway of the course is made up of coursework (75%) with two exams (25%) for the certificate qualification.</p>
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Art

	<p>At Sporting Stars Academy, we believe that teaching and learning in art is important because it stimulates creativity, imagination and inventiveness. The purpose of art education is to give pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences in a visual or tactile form. It fires their imagination and is a fundamental means of personal expression. We take inspiration from famous artists, books, experimentation, experience and the people we know. Art is used to bring out confidence in the young people, developing social and interpersonal skills in order to develop not only our art skills but also our communication with the world through verbal, written and visual representations. Art is created to show that mistakes can be made, altered and learnt from, this core value is imbedded within the schemes of learning. Clear examples of this core value is referenced in reflection of the wellbeing scheme of work (delivered in summer 1), for example Charlie Mackesy's book 'The Boy the Mole, the Fox and the Horse'. <i>"The greatest illusion", said the Mole, "is that life should be perfect"</i>. References to appropriate literature is evident within the learning outcomes. Relevant books are also displayed for use within the classroom art library. The 'Art Library' selection of books are being slowly built up as reference material for KS4/KS5 learners, for enrichment focuses, and with specific reference material for none GCSE/BTEC students that study art within the Art specific Scheme of Learning.</p> <p>Our Art curriculum provides youngsters with opportunities to develop their skills using a range of media and materials. Youngsters learn the skills of drawing, painting, collage, 3D work and digital art and are given the opportunity to explore and evaluate different creative outcomes. Youngsters will be introduced to a range of works and develop knowledge of the styles and vocabulary used by famous iconic artists. It enables our youngsters to communicate what they see, feel and think about the use of colour, texture, form, and along with experimenting with different materials and processes. Youngsters become involved in shaping their environments through art and design activities. Through this the Youngsters learn to make informed judgements in relation to aesthetic and practical decisions. Youngsters explore ideas and meanings through the work of artists and designers. The curriculum has been designed to develop specific art skills and reinforces prior knowledge and intended progress.</p>
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	<p>Art is taught in isolation, although wherever appropriate it is linked to other areas of the curriculum. Art and Design at Sporting Stars Academy delivers a curriculum rich in opportunities to discover a diverse range of cultures, faiths and beliefs. Many areas of art link with mathematical ideas for example when we are drawing proportions and scale or repeating a pattern with a range of different shapes. The curriculum develops speaking and listening skills, with language being developed using a range of visual element vocabulary.</p> <p>It is paramount that artwork be purposeful; be this as a means of expression or to explore the styles of other artists that inspire our own work. Pupils should be clear what the intended outcomes are and have a means to measure their own work against this. In Art, Youngsters are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving and developing skills. This should be meaningful and continuous throughout the process, with appropriate verbal feedback and reflection. Youngsters are encouraged to take risks and experiment with a range of purposeful media and materials. Youngsters are encouraged to reflect on why some ideas and techniques are successful or not for a particular project.</p>
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