



# SPORTING STARS ACADEMY

# CURRICULUM POLICY

Current Version Valid From 16<sup>th</sup> January 2023

To be Reviewed in January 2024

Reviewed by The Directors

*January 2023 – January 2024*

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### 1. Introduction

At Sporting Stars Academy, we recognise that the curriculum encompasses the whole experience the students' access as members of the school community. As such, the formal curriculum is complemented by enrichment activities, many of which include active learning opportunities that are vital for our students' emotional, social, and intellectual health and well-being. The importance of building and maintaining positive relationships between the staff, students, and the wider community underpins the whole curriculum.

A high proportion of students attending Sporting Stars Academy have experienced struggles with their educational journey, and presently, 84% of our students have an Education and Health Care Plan (EHCP) with social, emotional, and mental health as their primary need. Of our current cohort, 24% of students are also looked-after children, and a number of them have been out of school for significant periods of time. As such, many of our students present with a range of barriers, including anxiety and emotional dysregulation. In attempting to help them overcome their barriers, it is vital that we provide holistic support to help build confidence and self-esteem whilst promoting independence and helping our students return to full-time education.

### 2. Assessment, Recording, and Reporting

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 the lesson, either through self-assessment or teacher-led marking; this provides immediate feedback for correction and improvement.

Summative assessment is completed in two ways. A marked assessment is used following the completion of a topic, and students are provided with individual feedback that supports them to act and provide a response. Assessment QLAs (Question Level Analysis) are used to identify each student's development areas. Follow-up tasks for English, Mathematics, and Science are then provided for students to attempt individually using the online learning platform, Seneca. Retrieval tasks are interweaved into lessons to review and recall areas of prior assessment where improvement areas have been identified.

In addition to this, a progressive assessment is used at the end of each academic term, where students are provided with personalised feedback designed to help them improve. Personalised interventions that aim to identify and remedy misconceptions and missing knowledge are then utilised. Term three culminates in a final end-of-year assessment that is comprised of the components studied during the academic year.

Assessments are collated and tracked centrally using shared tracking sheets. Subject Leads informally report to parents/carers through weekly welfare and progress checks and formally report in writing at least twice a year.

### **3. Key Stage 3**

Our current cohort includes a small number of Year 9 students. After our initial assessments are completed, they follow an appropriate pathway suitable for their presenting needs, whether within our mainstream or nurture provision or via home tuition with a reintegration timetable. This curriculum is designed to motivate and reengage students enabling them, where appropriate, to return to a mainstream environment when ready.

Where a mainstream environment is deemed inappropriate, they will remain at Sporting Stars Academy if the placement is suitable and can meet their needs. For those who require a more specialist setting, the school will liaise with the referring authority and support a transition into a placement designed to meet their needs.

### **4. Key Stage 4**

In Years 10 and 11, all students are prepared for public examinations. The core subjects include English Language, English Literature, Mathematics, Physical Education, and Science. Students also access a Personal, Relationship, Social, Health, and Economic (PRSHE) education programme that incorporates a qualification in personal growth and well-being.

Additionally, the Academy offers an alternative programme for students requiring a smaller, more nurturing environment. This encompasses one-to-one tuition, outreach support packages, and personalised provision, including both transition and reintegration timetables. Our pre-16 nurture provision has English and Mathematics at its core with the addition of Science. A Primary Specialist delivers this provision and also covers Humanities and project-based topics with a strong focus on enrichment and life skills.

### **5. Post 16**

Sporting Stars Academy is registered to provide opportunities for young people aged 16 to 19 years. Here they can continue to access GCSE and vocational qualifications whilst gaining life skills that promote preparation for adulthood and independence. Individual pathways enable them to successfully navigate to the next stage of their education or employment.

Typically, students within the age bracket will be in receipt of an Education and Health Care Plan (EHCP), and a number are looked-after children. For some students, often those leaving care, we offer both in-school learning and access to home tuition, offering additional support for the

student's social and emotional health and well-being. Predominantly, these courses and provisions are tailored to the student's individual needs and are agreed upon as part of the student's annual review process.

Level 3 courses can be made available each year, but this is dependent upon individual needs and requirements.

## **6. Groupings**

The emphasis is on meeting the needs of each individual student. Key Stage 4 students who follow our mainstream timetable are taught in year groups with a class size of 12 or fewer. This is staffed by a Teacher and a Higher-Level Teaching Assistant (HLTA). The nurture groups have a reduced number of students from across year groups with additional staffing, where necessary, to meet individual needs.

Bespoke one-to-one and small groups (2-3 students) are also in place for students who are unable to access the regular school timetable, and for some students, this is further complemented by additional home tuition opportunities.

## **7. 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 fully involved in school life to ensure that they can fulfil their potential as learners, experience and contribute to school life, 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/carers and, where appropriate, external agencies.

We identify students who are experiencing barriers to their learning by utilising the recommendations made in their Education and Health Care Plans (EHCPs) and using information from their previous schools as well as the results of our screening tests. In addition, we listen to the concerns of the students and their parents/carers and note teachers' observations and assessments. Provision for students with special educational needs means ensuring all staff fully understand their individual needs and make use of a range of support strategies, including Higher Level Teaching Assistant and Teaching Assistant support.

Students who require more specific help may be taught within our nurture provision, in small withdrawal groups by specialist staff, or via outreach learning opportunities.

For students who do not have an Education and Health Care Plan (EHCP), the support is again tailored to their presenting needs to ensure that they are able to access the curriculum and achieve success.

## **8. Personal Development and Wellbeing**

The Personal Development and Wellbeing Programme we offer addresses issues relating to our young people's personal, relationship, social, health, and economic education. Key areas are relationships and sex education, drug education, and careers. The relationships and sex education programme is taught discreetly and as an integral part of the formal qualification of personal growth and well-being.

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 primarily taught within the science curriculum, whereas the emotional, legal and moral

aspects are covered within the programme and are supplemented by work completed during personal development days, within humanities, and during form time.

Care is taken to teach this vital part of the curriculum in a manner that promotes a responsible attitude towards sexual behaviour and the value of family life. The drug education course is designed to teach students about the dangers of drug, alcohol, and tobacco use and the misuse of medicines and volatile substances. The students 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 critical times. This includes access to appropriate work experience opportunities, considering post-16 options in Year 11, and making career and/or next-step decisions in the Sixth Form. External agencies regularly visit the school to provide a range of counselling and advice. We also use outside speakers to give the students the broadest base from which to make their individual decisions.

### **9. SMSC and Religious Education**

The Academy creates numerous opportunities designed to enrich the students' spiritual, moral, social, and cultural development across subject areas and within the wider community. This includes the study of religions, opportunities to explore British Values, and understanding people with protected characteristics. This, again, is delivered as part of the school's formal timetable via form time, Personal, Relationship, Social, Health, and Economic (PRSHE) lessons, personal development days, and enrichment trips and visits.

### **10. Enrichment**

As part of our commitment to developing our students holistically, the school enrichment opportunities are a vital part of our timetabled offer. The opportunity for high-quality sports coaching, social activities, and learning how to collaborate, compete and engage in activities outside the classroom are a vital part of our students' progress as they prepare for adulthood and being able to contribute positively to society.

Students engage in enrichment activities daily, and the options available to them allow them to develop their character, cooperation and competitive skills whilst enjoying and achieving beyond the classroom. Additionally, all students access art to enable them to express themselves creatively.

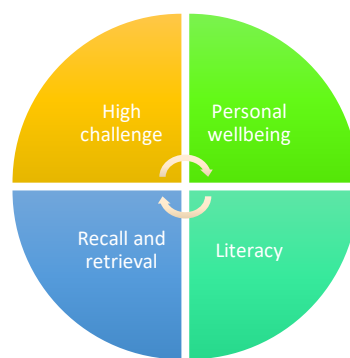
The Academy has an outstanding reputation for the number and variety of offsite learning opportunities it provides. To aid their studies, students are given the opportunity to take part in day visits to such places as art galleries, exhibitions, and museums, as well as other locations such as libraries and factories. Trips and visits are also regularly organised to enhance the students' experience and prepare them for life in modern Britain.

### **11. Our Curriculum Intent**

At Sporting Stars Academy, our curriculum exists to ensure all students, regardless of background and ability, have the opportunity to unlock their potential. We are committed to challenging our students to realise their hopes and dreams regardless of their previous learning experiences. Our curriculum is ambitious, coherently planned, and sequenced and provides students with the foundations for examination success and life in modern Britain. Staff have identified the key components and composite knowledge that the students need to know to learn more and the key learner skills required to recall more and 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, our main aim is to ensure that our students leave us able to succeed in the wider world. We strive to help all students overcome the challenges they have faced or may face in the future, build their resilience and equip them with the tools to succeed. We aim to provide an example of 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 to ensure we meet our social, emotional, spiritual, and moral obligations.



## 12. Our Curriculum Framework

### 12.1 Recall and Retrieval

These are key to our curriculum. Research shows 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.

### 12.2 High Challenge for All

We aim to provide work that challenges our 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 an alternative or specialist provision. We recognise that prior attainment may not reflect the students' ability and that we must ensure all 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 supports the students' behaviour and learning.

### 12.3 Literacy

All students are tested upon admission for their reading ability. Reading is part of the timetable for all students; the use of Tier 2 and 3 vocabulary is highlighted in the lessons. Tier 2 are general academic words that occur across different subjects and are essential for reading comprehension. Tier 3 is subject-specific words. The richness of vocabulary allows students to achieve better whilst addressing social mobility. Staff will typically read key information to students where reading is difficult; this is to ensure students are not put at a further disadvantage.

#### *12.4 Personal Development and Wellbeing*

Personal development and well-being are apparent throughout 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, their ability to be successful, and in their ability to contribute positively to society. Enrichment activities and educational visits are in place to nurture, develop and stretch each student.

Aspiration is developed through a choice 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 that 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 characteristics and traits (gender, race, sexual orientation, disability, etc.)

### **13. Implementation (Teaching and Learning)**

#### *13.1 Learning Environment*

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

#### *13.2 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:

##### **13.2.1 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 the 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.

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

- *I do:* Direct instruction where the teacher is delivering new materials. The 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 practice 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
- *We do:* Specific support
  - Writing frame
  - Use of Higher-Level Teaching Assistants/Teaching Assistants
  - 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)

### **13.2.3 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 follow-up questions to push the most able students
  - 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-assessments at the end of the lesson

## **14. Impact**

At Sporting Stars Academy, our key challenge is to re-engage the students in learning whilst developing their social, emotional, and personal well-being, enabling them to achieve their full academic and personal potential. We measure this through;

- Attendance
- Behaviour and engagement
- Personal development, well-being, and enrichment
- Academic outcomes
- Readiness for work and life outside school



## 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*		
PSHRE	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 Award Personal Growth and Wellbeing	BTEC Award Personal Growth and Wellbeing	BTEC Subsidiary 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 may be introduced for Post 16 students alongside BTEC Life Skills and Personal Growth and Wellbeing with the option to study additional GCSEs									