

# Sporting Stars Academy

## Spring Newsletter 2024



*Welcome to our new look newsletter, where we are excited to share the many successes and news stories from the Spring term.*

*This one has been a relatively short term but has been jam-packed with learning and activities such as the introduction of Forest School, mock GCSE examinations for Year 11, World Book Day and Careers week to name a few.*

*As we draw to the end of the term, I would like to take this opportunity to congratulate all our students for their efforts and achievements, particularly our Year 11 students as they embark on a crucial phase of their studies in the lead up to their GCSEs. Additionally, the introduction of Student of the Week has been a fantastic way to acknowledge and celebrate the successes of individual students and we hope that you continue to join us in celebrating their achievements.*



*I would like to thank the staff team for their commitment and dedication and for extending a warm welcome to myself during my first term as Headteacher. My thanks also extend to our families and the wider community for your support throughout this term.*

*We have welcomed some new and returning staff to the Sporting Stars Team: Alison Ward-Banner, who joins us as Deputy Headteacher for Teaching and Learning and Anthony Griffiths returning to the team as Student Support.*

*We wish a fond farewell and thanks to a member of our team, Cemile Tezgel, who has moved on to pastures new this half term.*

*On behalf of myself and all of the staff team at Sporting Stars Academy, we wish all a happy and restful break and we look forward to seeing you all back on Tuesday 9<sup>th</sup> April 2024, for the start of the Summer term. **Katie Jackson Headteacher.***

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## Spring Newsletter 2024



### Art Department

The Nurture group have been looking at street art this half term and discussing the messages that some artwork shows. They have some understanding of different types of graffiti including, sticker bombing, wheat pasting and tagging. They have carried out a range of activities that explore 'Street Art'.



GCSE students in year 11 are getting ready for their exam and creating a range of ideas for their final outcomes. One student has chosen to use a mannequin as a canvas for their final piece. Meet 'Cynthia' who has been named after a famous mannequin created in 1932.

A range of students work 1:1 in Art to develop skills. Some students are working towards an AQA unit award and are studying a range of artists that will form a part of their personal art portfolio.



Some students have been introduced to 'the typewriter'; this much-loved machine has encouraged a range of creative writing outcomes this week, from short stories to a tool for creating artwork annotation. Every student that has used the machine likes the tactile actions of typing; it's been a big success. **Alison Harding, Teacher of Art.**



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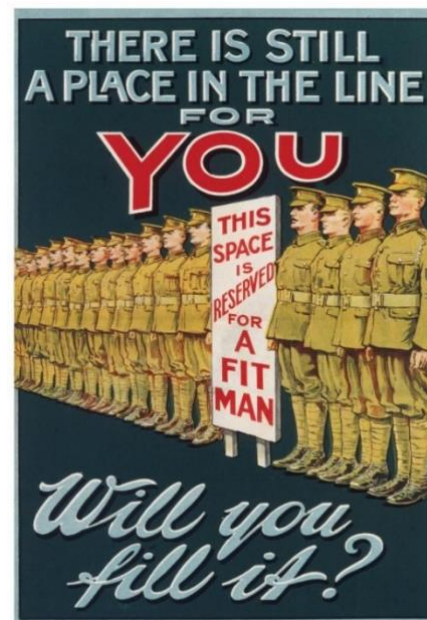


## Humanities Department

Year 10, who are also my form class, are undertaking GCSE History with myself and are especially skilled at interrogating primary sources and applying the skills needed. These skills include explaining the content of the source, who made it and its purpose.

Students have already completed two of the four GCSE units, Germany 1890-1945 and Conflict and Tension 1918-39.

After Easter they will be undertaking their third unit on Britain and Health from the medieval period to present day.



Year 9, although only recently joining the school are again making a positive impact and settling well; they are undertaking History Units on Nazi Germany and the Holocaust. The class engage with reading and sharing their knowledge on issues such as Nazi propaganda and they are making excellent progress.

Nurture have been an absolute joy to teach this academic year and have undertaken GCSE Level 1 units on Germany 1890-1945, incredibly completing four modules thus far. After Easter, they will be undertaking a unit on Conflict and Tension in Europe 1918-39.

Year 11 have two units left to undertake on Islam, beliefs and practices and then they will have completed the content for their GCSE. They have already studied Christian beliefs and practices, relationships, conflict, crime and religious beliefs about life and the afterlife.

***Paul Burgess, Teacher of Humanities***



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## Spring Newsletter 2024



### English Department

#### Year 11

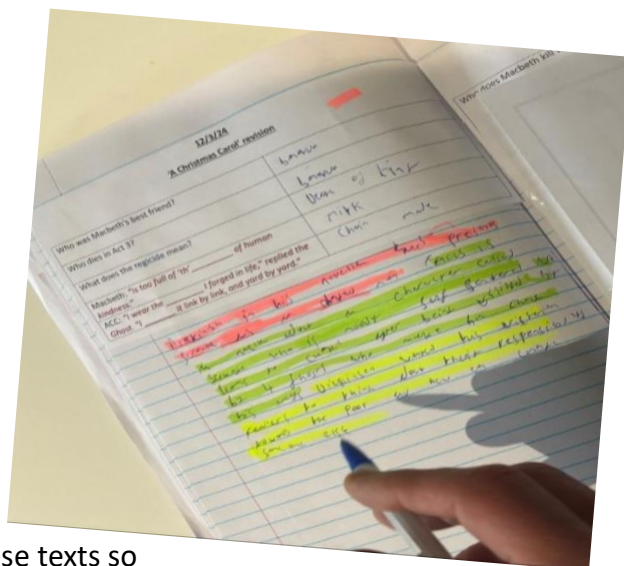
Year 11 have worked incredibly hard revising for their GCSE English Language exams. As well as completing mocks on both papers, we have been working hard in class writing practice answers and looking at marked responses from the exam board.

We wish them the best of luck in their exams!

#### Year 10

Year 10 have worked very hard studying 'Macbeth' this term as part of their GCSE in English Literature. They have taken it in turns to read the play and have completed written work assessing the development of the characters and what William Shakespeare's message to the audience was.

We have also spent time revising 'A Christmas Carol' which was read by Hannah with the students before Christmas. This text is also on the English Literature GCSE and it is important that we revise these texts so we can keep the key facts in our mind. Opposite is an example of a paragraph which has been broken down into the key skills needed.



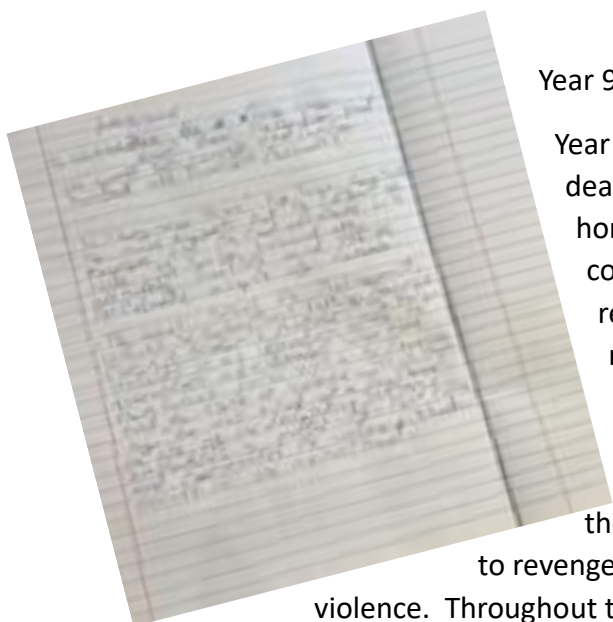
Currently, we are learning how to answer GCSE English Language paper 1. We have focused on the reading section and will be completing a practice paper before the end of this term.

#### Year 9

Year 9 have been studying the novel 'Long Way Down', which deals with mature themes such as revenge, violence and honour. The novel follows the protagonist, Will, as he contemplates seeking revenge for his brother's murder. The story unfolds in an elevator, where he encounters individuals who have themselves fallen victim to revenge and the cycle of

violence. Throughout this novel study, we

have also explored a variety of poems and written some of our own.



***Alison Ward-Banner, Deputy Headteacher and Head of English***



### Maths Department

Y11/Post 16

Students have successfully completed their mock exam papers in preparation for the forthcoming GCSE exams.

Students can identify their strengths and will be spending the remaining lessons improving their exam technique to maximise marks.

Our focus areas will be plotting straight line graphs, algebra skills and problem solving.



Y10

Students have just finished a unit on angles which involved investigating parallel lines and polygons.

We have now moved onto the topic of averages; they have been gathering data by throwing paper airplanes in order to calculate average flight times. We have had great fun with this topic!

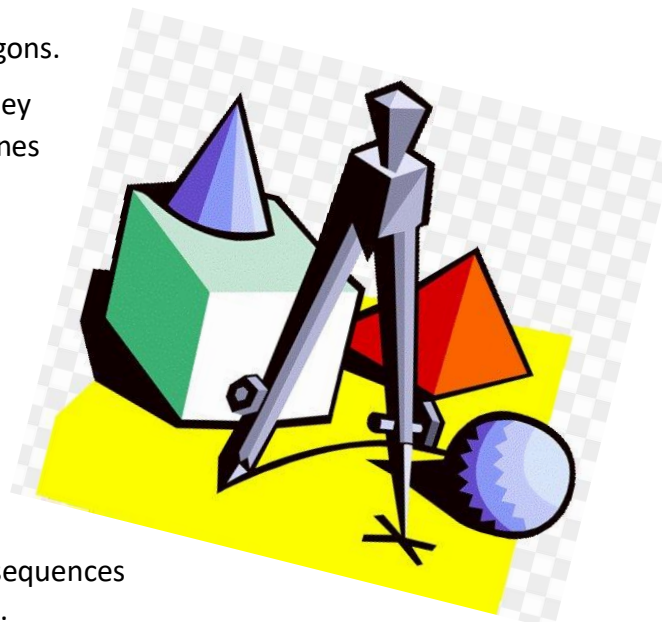
GCSE Nurture Maths

Over the past few weeks, we have completed our unit on linear graphs understanding how to use  $y = mx + c$ , understanding the gradient of linear graphs and being able to plot our own graphs.

Nurture have particularly enjoyed completing the sequences unit, understanding how to work out the value of  $x$ .

The group's efforts have been fantastic during a week of mock exams whilst continuing their pathway in Maths. We look forward to another busy term including Angles, Transformations and Pythagoras.

***Sam Bollan, Deputy Headteacher and Head of Maths***



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## Science Department

### Y10

Year 10 have been learning about how to stay healthy. We have also learnt how to reduce the spread of diseases.

Our final topic of the term has been the earth's atmosphere and how that relates to global warming.

### Year 11/Nurture/P16 Nurture

These groups have been learning about electricity, learning about acids and alkalis and taking their mocks. They have worked very hard and are now ready to revise for their final exams.

### Year 9

Year 9 have been finishing off their topic on energy and have begun learning about waves.

We have learnt about the properties of waves.

***Ashley Miller, Head of Science***

### Sport Department



In Year 10, students have delved into the realm of fitness training programmes, gaining invaluable insights into various fitness principles and methodologies. Through interactive sessions and practical exercises, they've explored the significance of crafting tailored fitness regimes, understanding the intricacies of individualised training needs. Emphasis has been placed on setting smarter targets, honing the ability to establish specific, measurable, achievable, relevant, and time-bound goals to optimise fitness outcomes.

Meanwhile, Year 11 have been fully engrossed in their coursework for Unit 3, demonstrating an exceptional level of dedication and effort. Their commitment to academic excellence has been palpable, as they meticulously navigate through the coursework requirements with unwavering determination and focus. The collective work ethic exhibited by Year 11 students has been commendable, showcasing their readiness to excel in their academic pursuits.

***Ryan Blackwell, Teacher of Sport***



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## Spring Newsletter 2024



### Nurture Curriculum

#### Forest School

We have recently started to attend 'Forest School' on a Tuesday afternoon. Our group have undertaken 'den building' and 'bushcraft', learning all about fire safety in the forest and about animals and their habitats. It has been a wonderful experience which has been thoroughly enjoyed.

**Hannah Bennett, SENCO and Head of Nurture**





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## Spring Newsletter 2024



### STAR curriculum

A new form time curriculum has been created by myself and Alison, which started this term. Below you can see the breakdown of each day for each class:

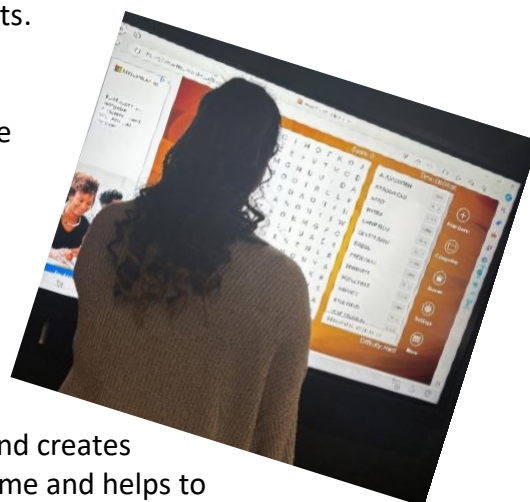
- On Monday, the students undertake Literacy and correct grammar and spellings.
- On Tuesdays, we debate a particular PSHCE (Personal, Social, Health and Careers Education) issue and this may be an issue raised recently by the students.
- On Wednesday, we undertake some numeracy tasks as a class on the board, trying to solve the problem we are posed with.
- Thursday is about news and current affairs and what is happening locally, nationally, and internationally.
- Friday is a fun way of ending the week and may involve such things as wordsearches and jokes or board games such as chess and draughts.



As well as these activities each morning, we also have a 'Thought of the Day'. These thoughts pose questions to the students on a variety of topics, both current affairs and ethical issues. Please discuss with the students the 'Thought of the Day' because I am sure they would love to hear your ideas.

All classes undertake these themes, with the activities tailored to the ability of the class.

The STAR curriculum has been developed post-Christmas and creates meaningful, calm learning during our 15 minutes of form time and helps to build relationships between the students and staff.



The STAR curriculum is not just seen in form time. During lessons, students in year 10, 11, post 16 and nurture are undertaking BTEC units for 'Personal Growth' and 'Development and Work Skills'. For 'Personal Growth', the students are learning about Healthy Relationships and for 'Work Skills', the students are studying the skills and qualities needed in the job market of modern Britain.

**Paul Burgess, Personal Development Lead**



### STAR Curriculum

Year 9, 10, 11 and Nurture have taken part in National Careers Week (NCW) commencing 4<sup>th</sup> March 2024 to 9<sup>th</sup> March 2024, where they have taken part in 'Careers Form Time – Your Future is in Your Hands'; highlighting support and opportunities available and exploring case studies. In Form Time, they have also examined 'How can I make the most of Work Experience Placement', and 'Employability – Applying and Preparing for the World of Work'.

Year 10 and 11 continue to make progress with their BTEC Work Skills studies; have benefited from internal and external Careers Information Advice and Guidance (CEIAG) sessions and taken part in College Visits. Year 10 have benefited from talks with an employer, and have applied for, and subsequently successfully secured, a Work Experience Placement during the Summer Term.

In addition to the aforementioned College Visits, CEIAG sessions, and BTEC Work Skills progress, Year 11 are currently completing their BTEC Workskills Unit 1 'Considering Your Own Work-Related Skills and Behaviours' Assessment/Assignment write ups. Additionally, some Year 11 students have attended College Open Days, and the majority have submitted their Further Education College Applications, with several students having already secured and undertaken interviews.



Post 16 also continue to make progress with their BTEC Workskills Unit 1 'Considering Your Own Work-Related Skills and Behaviours' Assessment/Assignment write ups and have also benefited from the above CEIAG. Post 16 Nurture and some Year 11 students have undertaken a Skills Audit; completed Buzz Quizzes and Skills Assessments; explored Job Sectors, Job Profiles, Labour Market Information, Job Searching, CV Writing, Job Applications and Interview Skills. Furthermore, a number of Post 16 students remain engaged in external training provision for Barbering/Hairdressing, Construction, and Motor Vehicle.

***Simon Chinn, CEIAG Advisor***



*We would finally like to wish the best of luck to all our students who will be completing external exams over the next few weeks.*

*They have worked very hard and we wish them the best of luck in their exams!*

