

STONE SOUP ACADEMY CURRICULUM STATEMENT

Introduction

The SSA curriculum reflects an understanding of our students.

A 'broad and balanced' curriculum is not just the timetabled subjects; it is every student's holistic experience of SSA. This encompasses the 'hidden curriculum', such as: extracurricular activities, trips, careers, workshops, how to behave, how to have tolerance of others and good mental health. The curriculum offers a wide range of cultural opportunities to provide students with a higher level of cultural capital, enabling them to expand their horizons. We also understand that having a wide vocabulary and good reading skills are crucial for our students to be able to access all aspects of the curriculum. The SSA curriculum is linked to our vision and values and reflects the students we serve. We believe that all students, regardless of their background, should have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work. The curriculum has been reviewed with senior leaders, middle leaders, teachers and governors.

Intent

Stone Soup Academy provides an outstanding holistic approach to education for all our students (OFSTED 2019). Our vision, creating unimagined futures, is rooted in a desire to enable students to reach the highest levels of personal development, creativity and achievement.

The academy provides a warm and caring environment that nurtures our values (respect, aspiration and positivity) to build self esteem. This platform enables students to engage in the curriculum in its broadest sense, by fostering a genuine love of learning. As 21st century citizens, students are encouraged to be collaborative but also take control of their own education and develop independence that is the foundation for lifelong learning.

Stone Soup is an inclusive academy that aims to meet the needs of every student, supporting them in fulfilling their ambitions and being the best they can be, regardless of background, special needs or disability.

The curriculum followed at SSA is one designed to promote attainment in the core subjects of English and mathematics. This emphasis remains crucial to the future lives of our students and enables them to be successful in college courses and employment. Linked to this is our intent to provide a broad and balanced curriculum where students of all abilities are stretched and challenged, and students leave SSA with a range of good qualifications in subjects they are interested in. We will continue to allow students to choose their options for year 10 and 11.

The timetable design and coverage is one reflection of our intent: In year 9, all students will study the following curriculum: maths, English, PSHE, music, art, sport, food, enterprise and enrichment activities.

In years 10 and 11 all students study GCSE English language and literature, GCSE mathematics and personal, health, social and economic (PSHE) and relationship and sex Education (RSE). Students will choose four subjects from four option blocks which are: GCSE Art, Craft and Design, GCSE Photography, GCSE Textile Design, GCSE short course in RE, First Award in Creative Digital Media Production, NCFE Level 2 Certificate in Music Technology, Cambridge National Award in H&S Care Level 1/2, BTEC Level 1/2 First Award in Sport and NCFE Level 1/2 Certificate in food and cookery skills. All students choose an enrichment activity on Friday afternoon: football, gym, music, food and ice skating.

Students have the opportunity to attend college courses one day a week and gain extra qualification. Students can choose from Confetti (level 1), Health and Beauty (entry level), Multi-Skills (level 1) and Motor Vehicle (level 1).

Furthermore, Stone Soup Academy offer the following:

1. Work experience: Crown Plaza with NCFE award in Hospitality and Catering qualification, Trent Bridge with NCFE award in Hospitality and Catering qualification, Loxley House (Social Care) and HMRC.
2. Workshops: Street Doctors, Youth Offending Team, The Pythian, Nottingham Forest (knife crime), Police (Stop and Search) and Nottingham Trust Castle Project.
3. Festivals/events: Multisport festival, Sport England crossfit, Dodgeball Festival, Jim Robinson, Independent Thinking (Leadership Skills), Chilwell Army Barracks (activity days and careers opportunities), WE community day (project presentation at The Royal Concert Hall), Raising The Grade (NTU), Dallaglio (rugby workshop/mentoring programme), Leadership qualification, NTU degree show (Art show), Suits day.
4. Trips: Residential-Aberdovey in Wales, Drayton Manor, Holme Pierr Pont, Cosmo's restaurant, World Skills Day (Apprenticeship fair in Birmingham) and End of term/ year trips.

Implementation

Implementation is how the curriculum is delivered; it is the journey of learning from Year 9 through to Year 11. We seek to develop a broad, rich and rigorous curriculum that stretches and challenges all students, across the whole academy. Our teachers have regular collaborative training on how to develop their pedagogy and expertise, and all teachers have 'Creating Unimagined Futures' as an objective in their annual Performance Management Appraisals. Students are taught in ability sets in core subjects and mixed ability groups for other subjects, teachers are expected to differentiate to ensure there is stretch and challenge for all abilities in every class. Consistent high-quality teaching is our key priority. SoW are quality assured by senior leaders to ensure there is depth of knowledge at Key Stage 3 and Key Stage 3 forms the building blocks for progression into Key Stage 4.

Furthermore, part of our rigorous quality assurance system ensures that the 'planned curriculum' is evidenced in books and lesson observations. We scrutinize how the curriculum is designed to help students remember what they have been taught, by looking at students' books and assessments. The academy monitors student progress throughout the year and we are clear that for this to be successful, assessments need to be reliable and meet the needs of all students. Assessment data is utilised in a meaningful way, for example to address misconceptions in learning and to target intervention. The academy seeks to ensure that when our students leave SSA they are well-rounded young people with an excellent set of examination results. GCSE English and maths are a priority to ensure that we continue to Create Bright Futures for all our students.

Impact:

SSA evaluates the impact of the education provided to its students, the main focus is on what students have learned.

The culmination of our curriculum is that students leave our academy with the confidence and intelligence to thrive. We know our students as individuals which enables us to provide curriculum

guidance and careers guidance throughout their time with us. We expect all students to leave our academy with the grades required to progress to their desired destination, and the character required to flourish once they get there.

By teaching our curriculum well, and delivering education with character, we bring out the best in everyone.

These are high quality summative assessments which allow pupils to demonstrate their growing understanding of their subjects and teachers to assess the impact of their teaching. Summative assessments take place each half term. These are based on the national assessments and examinations as indicators of students' outcomes, enabling teachers to focus on formative assessment from lesson to lesson and work with all students, including disadvantaged students and students with SEND to acquire the knowledge they need to succeed in life.