



## **STONE SOUP ACADEMY CURRICULUM STATEMENT 2025-2026**

### **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, of 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 years 10 and 11. The timetable design and coverage are one reflection of our intent: In year 9, all students will study the following curriculum: maths, English, PSHE, RSE, RE, music, media, sport, food, history, geography, business, science, art, photography 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), religion education (RE) and relationship and sex education (RSE). Students will choose four subjects from four option blocks which are: GCSE Combined Science: Trilogy (AQA), GCSE Art, Craft and Design, GCSE Photography, Pearson BTEC Tech Award Level 1/2 in Creative Media Production, Pearson BTEC Tech Award Level 1/2 in Enterprise, , Pearson BTEC Tech Award Level 1/2 in Music Practice, Pearson BTEC Tech Award Level 1/2 in Sport, Pearson BTEC Tech Award Level 1/2 in Sport, NCFE Level 1 and Level 2 Certificates in Food and Cookery Skills (NCFE).

Students have the opportunity to attend college courses one day a week and gain an extra qualification. Students can choose from City & Guilds Level 1 Award in an Introduction to the Hair and Beauty Sector (QCF), and Multi-Skills (City & Guilds Level 1 Award In Construction Skills (QCF)).

All students choose an enrichment activity on Friday afternoon: football, gym, music, food and ice skating. Furthermore, Stone Soup Academy offers the following:

1. Work experience.
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: Trip Abroad, Residential-Aberdovey in Wales, Drayton Manor, Alton Towers, Walesby Forest, Cinema/Laser Quest, West Midlands Safari Park, Spring Lakes, May Sum's restaurant, and End of term/ year trips.

## **Implementation**

Implementation is how the curriculum is delivered; it is the journey of learning from year 9 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 is quality assured by senior leaders to ensure there is a 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.