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## CIC School Curriculum Policy

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This policy will be reviewed annually. Sporting Chance Newport CIC reserves the right to amend this policy, following consultation, where appropriate.

Policy Owner:	Paul Parry
Queries to be directed to:	Paul Parry
Date created:	March 2022
Date of last review:	N/A
Date of next review:	July 2024

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## Sporting Chance Newport CIC **School Curriculum Policy**

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### **1. What is the policy about?**

This curriculum policy sets out the intention of our curriculum approach, how it is implemented it and how we measure the impact of our curriculum for our students. It covers our approach to curriculum content and delivery and stands alongside other essential policies for curriculum implementation.

### **2. Who does this policy apply to?**

The Curriculum Policy is for all Sporting Chance Newport CIC Staff, Commissioners, Parents/Carers, young people and Inspectors.

### **3. Policy requirements**

Our mission is to enable young people to progress and succeed in sustained education, employment and training. We do this by engaging young people positively with their purpose through learning and future life aspirations. Our learners achieve positive outcomes, thrive and enjoy a quality education that is delivered by skilled passionate people with high expectations in a place that is safe, of a high quality and appropriate.

To do this, we intend to give young people a broad and rich curriculum that gives them both the academic skills and qualifications needed to move successfully to the next stage of their lives, and the personal development skills to ensure a fulfilling future. We have set a curriculum in line with the National Curriculum alongside a school structure which supports our young people to overcome their barriers to learning ensuring our young people have bright futures both in their personal and professional lives. .

#### **Curriculum Knowledge and Skills Intentions**

1. Equip students with key knowledge and skills to be successful in current learning as well as in future life.
2. The knowledge and skills determined by the Curriculum for Wales, the independent school standards or exam board programme of study.
3. Pupils will have the opportunity to sit phonics screening.
4. To improve the literacy and numeracy of our students with embedded opportunities to develop and practice skills.
5. Provide an ambitious curriculum which will include exposure to a variety of new experiences.
6. Provide a clearly designed curriculum showing progression of skills and knowledge.

#### **Curriculum flexibility intentions**

7. To provide opportunities and experiences for students' personal development and support them with their personal aspirations.

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8. To provide a flexible approach to the curriculum that meets the varying needs of our students through the use of an academic and vocational curriculum alongside working with outside agencies to give a holistic, wrap around and personalised timetable.

### **Implementation**

At Sporting Chance Newport CIC we meet these intentions with

#### **The whole school curriculum**

We have begun to introduce the new curriculum for Wales to underpin our teaching and learning during 2021/22.

#### **The 4 Purposes**

The 4 purposes will be at the heart of our new curriculum. They will be the starting point for all decisions on the content and experiences developed as part of the curriculum to support our children and young people to be:

- **ambitious**, capable learners ready to learn throughout their lives
- **enterprising**, creative contributors, ready to play a full part in life and work
- **ethical**, informed citizens of Wales and the world
- **healthy**, confident individuals, ready to lead fulfilling lives as valued members of society.

#### **The new curriculum will give exposure to:**

- 6 Areas of Learning and Experience from 3 to 16
- 3 cross-curriculum responsibilities: literacy, numeracy and digital competence
- progression reference points at ages 5, 8, 11, 14 and 16
- achievement outcomes which describe expected achievements at each progression reference point.

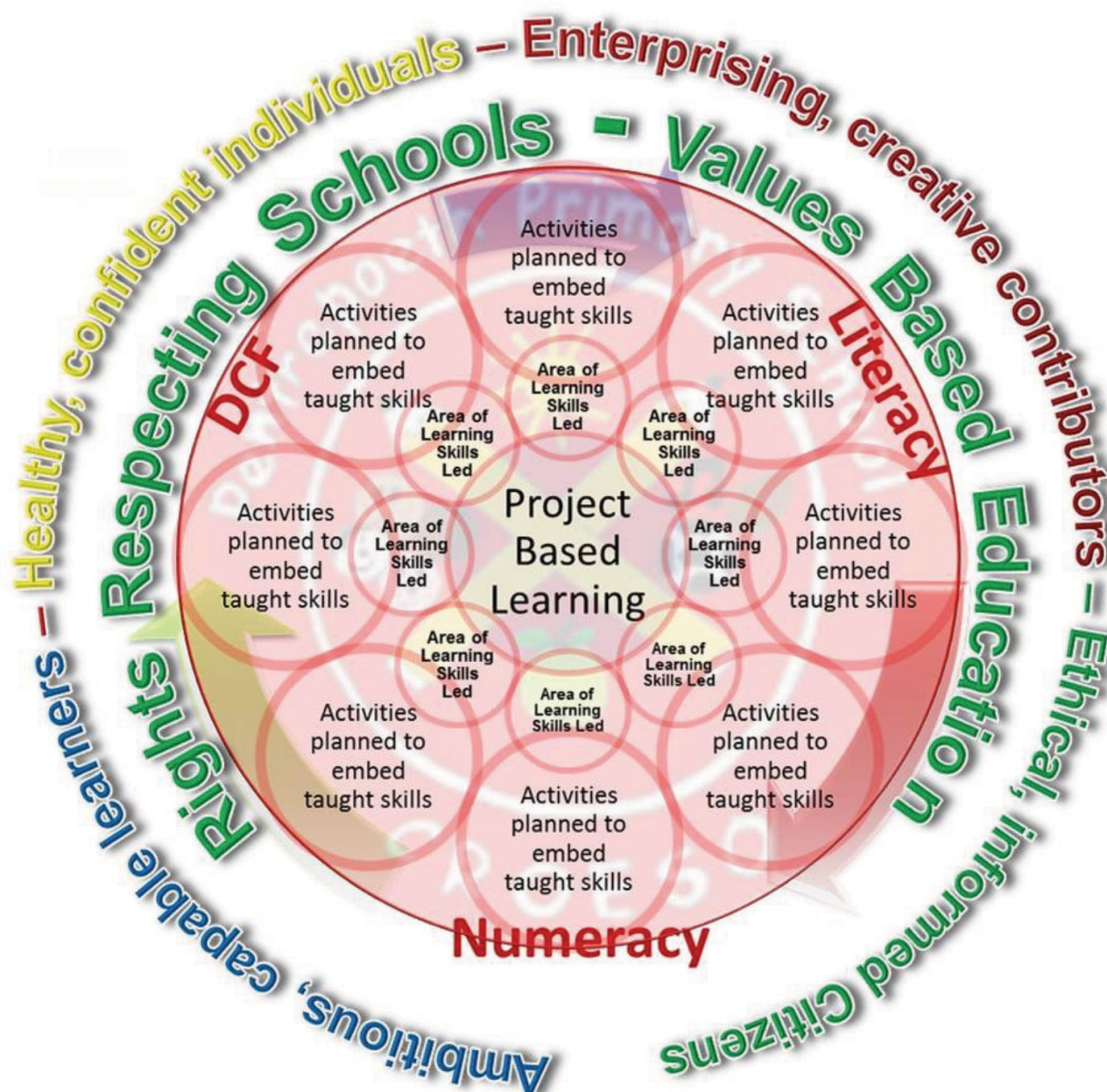
#### **The curriculum will be organised into 6 Areas of Learning and Experience:**

- Expressive arts
- Health and well-being
- Humanities (including RE which should remain compulsory to age 16)
- Languages, literacy and communication
- Mathematics and numeracy
- Science and technology (including computer science).

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We are committed to embedding the UN Convention on the Rights of the Child through our school curriculum. We aim to inform pupils about their rights and encourage a culture that reflects in particular: -

- Article 12 – You have the right to be listen to and taken seriously
- Article 6 – You have the right to life, to grow up and reach your full potential.
- Article 12 – You have the right to find out and share information
- Article 28 – You have the right to an Education
- Article 29 – You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment





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## Curriculum Overview

CYCLE 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Stargazers	Frozen Kingdom	Tomorrow's world	Allotment	A Child's Battle	Darwin's delights
Trip/Events ideas	Planetarium trip	Ice Age Movie	VR, Sport equipment at Pontypridd Uni	Shelter and Den Building	Castles	Technique
Language, Literacy and Communication	Newspaper reports; Sci-fi/Graphic narrative Mnemonics; Myths & Legends; Free verse poetry	Chronological report; Short narrative; Diaries; Haiku poetry; Letter writing	Email and blogs; Websites; Thriller narratives; advertising; Podcasts.	Non-Chronological reports; Instructions; Explanations; Narrative; Poetry	Letters, newspaper reports, diaries, blogs, discussion texts, stories	Labelling & Journals; Diaries; Letters
Mathematics and Numeracy	Problem solving using measures, Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world, And See Long Term Maths/Numeracy Plan	The number system is used to represent and compare relationships between numbers and quantities And See Long Term Maths/Numeracy Plan	Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world And See Long Term Maths/Numeracy Plan	Data handling, measuring, Statistics represent data, probability models chance, and that both support informed inferences and decisions, And See Long Term Maths/Numeracy Plan	Weight, capacity, The number system is used to represent and compare relationships between numbers and quantities And See Long Term Maths/Numeracy Plan	Algebra uses symbol systems to express the structure of mathematical relationships And See Long Term Maths/Numeracy Plan
Science and Technology	Earth & Space; Forces; Working scientifically. Programming. Making a 'Moon Lander'	Living things & their habitats. Collecting, evaluating, and presenting information. Building an igloo.	Effective and safe online research; Programming; Using logical reasoning; Light & Electricity.	Cooking & Nutrition, Making structures for growing plants. Plant reproduction and lifecycles of mammals, amphibians, insects, and birds. Working scientifically.	Designing shelters, battle/war/period time recipes	Evolution & inheritance; living things and their habitats; Working scientifically; Online research.
Expressive Arts	Space-inspired music & lyrics Role play Painting star scenes	Photography, Soundscapes, Painting, Northern Lights.	Logo design; Website header design; Product design	Botanical drawing and painting. Nature them	War time music, blitz/bombed skyline	Creating sketchbooks; Observational drawing
Humanities	Locating Physical Features, Significant Individuals.	Features, history & locations of the polar regions	History of Computing; Key individuals in design and technology.	Land use, food history/origin, map work, climate.	Timeline, evacuation, comparing life, buildings for defending ie castles	Using maps, geographical similarities, and differences; Islands of the world. Significant Individuals.
Health & Wellbeing	Circle Time/ Debating / Physical Education / SWEET  Developing physical health and well-being has lifelong benefits.	Circle Time/ Debating / Physical Education / SWEET  Developing physical health and well-being has lifelong benefits.	Circle Time/ Debating / Physical Education / SWEET  Developing physical health and well-being has lifelong benefits.  Our decision-making impacts on the quality of our lives and the lives of others	Circle Time/ Debating / Physical Education / SWEET  Developing physical health and well-being has lifelong benefits.  How we process and respond to our experiences affects our mental health and emotional well-being.	Circle Time/ Debating / Physical Education / SWEET  Developing physical health and well-being has lifelong benefits.  Healthy relationships are fundamental to our well-being	Circle Time/ Debating / Physical Education / SWEET  Developing physical health and well-being has lifelong benefits.  How we engage with social influences shapes who we are and affects our health and well-being.
Diary Dates	See Awareness Days Plan					

## Sporting Chance Newport CIC **School Curriculum Policy**

CYCLE 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	Under The Hammer	Champions and Heroes	Magnificent Monarchs	Invasions	Scrum-did-dilly-umptious	Marvellous Machines
Trip/ Events Ideas	Tredegar House, St Fagans	Newport and Cardiff rugby stadium tours	Castles	Caerleon	Cadbury's World	Clifton suspension bridge, Newport Transporter Bridge
Language, Literacy and Communication	Leaflets, Posters, Blog, Newspaper Article	Biographies, Diary, Magazine Article, Interviews,	Horrible Histories books, Biographies, Persuasive writing, Creative Writing	Instructions, Formal letter, Information leaflet, Debates	Willy Wonka and the Chocolate Factory, recipes, advertisements, creative story, poems	Explanations, brochure, Newspaper articles, persuasive writing
Mathematics and Numeracy	Problem solving using measures, Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world, And See Long Term Maths/Numeracy Plan	The number system is used to represent and compare relationships between numbers and quantities And See Long Term Maths/Numeracy Plan	Algebra uses symbol systems to express the structure of mathematical relationships And See Long Term Maths/Numeracy Plan	The number system is used to represent and compare relationships between numbers and quantities And See Long Term Maths/Numeracy Plan	Weight, capacity, The number system is used to represent and compare relationships between numbers and quantities And See Long Term Maths/Numeracy Plan	Data handling, measuring, Statistics represent data, probability models chance, and that both support informed inferences and decisions, And See Long Term Maths/Numeracy Plan
Expressive Arts	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.
Humanities	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.	Human societies are complex and diverse, and shaped by human actions and beliefs	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future	Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Our natural world is diverse and dynamic, influenced by processes and human actions.	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
Health & Wellbeing	Circle Time/ Debating / Physical Education / SWEET  Developing physical health and well-being has lifelong benefits.  How we engage with social influences shapes who we are and affects our health and well-being.	Circle Time/ Debating / Physical Education / SWEET  Developing physical health and well-being has lifelong benefits.  How we process and respond to our experiences affects our mental health and emotional well-being.	Circle Time/ Debating / Physical Education / SWEET  Developing physical health and well-being has lifelong benefits.	Circle Time/ Debating / Physical Education / SWEET  Developing physical health and well-being has lifelong benefits.	Circle Time/ Debating / Physical Education / SWEET  Developing physical health and well-being has lifelong benefits.  Our decision-making impacts on the quality of our lives and the lives of others	Circle Time/ Debating / Physical Education / SWEET  Developing physical health and well-being has lifelong benefits.  Healthy relationships are fundamental to our well-being
Diary Dates	See Awareness Days Plan					



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CYCLE 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
THEME	The Big Wide World	Ancient Civilisations	Splash	Fake News – Myths and Legends	Movers and Shakers	Our Changing World
Trip/ Event Ideas	Zoo or Safari Park or Folly Farm	museum	Aquarium, beach	Llangranog, Mountain Ash	Red Kite Centre	Big Pit
Language, Literacy and Communication	Formal letters, Review, Brochure, Balanced arguments, creative writing.	Newspaper article, diary, advertisements, leaflet	Explanations, informative posters, Magazine article, creative writing	Newspaper articles, blogs, creative writing, Persuasive writing	Information leaflet, biographies, instructions, interview	Chronological reports, balanced arguments, debates, website
Mathematics and Numeracy	Problem solving using measures, Geometry focuses on relationships involving shape, space and position, and measurement focuses on quantifying phenomena in the physical world, And See Long Term Maths/Numeracy Plan	The number system is used to represent and compare relationships between numbers and quantities And See Long Term Maths/Numeracy Plan	Data handling, measuring, Statistics represent data, probability models chance, and that both support informed inferences and decisions, And See Long Term Maths/Numeracy Plan	The number system is used to represent and compare relationships between numbers and quantities And See Long Term Maths/Numeracy Plan	Algebra uses symbol systems to express the structure of mathematical relationships And See Long Term Maths/Numeracy Plan	Weight, capacity, The number system is used to represent and compare relationships between numbers and quantities And See Long Term Maths/Numeracy Plan
Science and Technology	The world around us is full of living things which depend on each other for survival.	Design thinking and engineering offer technical and creative ways to meet society	Forces and energy provide a foundation for understanding our universe.	Matter and the way it behaves defines our universe and shapes our lives	Being curious and searching for answers is essential to understanding and predicting phenomena.	Computation is the foundation of our digital world
Expressive Arts	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.	Exploring the expressive arts is essential to developing artistic skills and knowledge and it enables learners to become curious and creative individuals.	Responding and reflecting, both as artist and audience, is a fundamental part of learning in the expressive arts.	Creating combines skills and knowledge, drawing on the senses, inspiration and imagination.
Humanities	Events and human experiences are complex, and are perceived, interpreted and represented in different ways.	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future	Our natural world is diverse and dynamic, influenced by processes and human actions.	Informed, self-aware citizens engage with the challenges and opportunities that face humanity, and are able to take considered and ethical action.	Human societies are complex and diverse, and shaped by human actions and beliefs	Enquiry, exploration and investigation inspire curiosity about the world, its past, present and future
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Diary Dates	See Awareness Days Plan					



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Alongside this broad curriculum offer, our intent is further met with a range of external visits, visiting speakers, focus events and charity days to add to our young people's experience. Sporting Chance pupils are also given the opportunity to gain vocational qualifications by attending the 'Farm' – Wellies, enhancing their abilities to access, further education, apprenticeships or full-time – employment.

At a classroom level, implementation is demonstrated through our delivery of engaging lessons which allow our learners to succeed. We ensure our lessons are fully differentiated by need, meeting the needs as identified on PDPs and also preferred learning styles. We put learning into context for students and use real-world examples to show why the learning is important both now and in the future.

All lessons provide the opportunity for fully embedded literacy, numeracy and Personal Development, as well as other cross-curricular links through sport that ensures that learning is holistic and joined up. We use sport as a vehicle for engagement for learning. We provide ample physical activity opportunities for our learners to develop their skills in a practical setting and develop healthy, confident individuals.

Lessons have been planned to follow the Curriculum for Wales, the independent school standards or Exam board requirements and have been planned by teachers to share experience and expertise to ensure our young people receive high-quality input. The lessons are then differentiated fully for the needs of each individual learner and pitched at their working level with the opportunity for stretch and challenge to ensure good progression for all.

Marking is according to our policy and is moderated to ensure accuracy and consistency. This enables students to become responsible learners and gives clear direction on how to improve. High expectations of achievement are demonstrated in both short-term and long-term targets.

We use teacher professional judgement, alongside regular work scrutiny and moderation to track our student's progress throughout the year. Mock exams help prepare our learners for their exams and to identify and provide support with related anxiety issues in preparation for their GCSEs. Exam-style questions are used in lessons to support pupils and to support teacher judgements. We do not routinely set formal assessments in exam conditions as we do not feel this benefits our students, nor does it make good use of learning time.

Young people are supported with personalised approaches, following their PDPs, PASS assessments and learner profiles alongside subject-specific assessment needs. They may receive 1:1 support, targeted individual or small group intervention strategies, or technological assistance to overcome their barriers to learning ensuring success for our young people

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Lessons make use of techniques to revisit learning to support long-term memory of concepts, not only to further support achievement in current qualifications but also to support students to see links in learning to provide a holistic view, rather than see learning in isolated episodes.

### **Hidden learning**

Outside of lessons and the curriculum offered, our original approach to supporting our students to overcome their barriers to learning is evident. We have advocates on site to work with our students when extra support is needed, and who work closely with home and other services to fully support students both in and out of school.

Our school has a supportive and encouraging ethos, where students have the freedom to express themselves and be listened to, and their successes are celebrated. Staff have high standards and expectations both academically and personally for themselves and our students.



[www.sportingchancegroup.org.uk](http://www.sportingchancegroup.org.uk)

