



# Appleton Academy

## Education Brief Document

# Curriculum Statement

## March 2009

Developed through collaboration between Bradford College (the sponsors), Place Group and Key Stakeholders



Place =

## Curriculum Statement for Appleton Academy

The curriculum offer to be developed will provide all our children and young people with the opportunities to develop the skills, competencies, knowledge and understanding, qualities, characteristics and strengths to be effective learners and citizens. Their achievements as learners would then enable our children and young people to become 'successful' leaders, employers, employees and entrepreneurs in a rapidly changing world.

Design of the curriculum will ensure that learners see and appreciate the context and purpose of their learning. Learning and teaching activity and practices will be designed and organised to enable children and young people to develop and acquire identified skills, knowledge, qualities etc. in the most efficient and effective way to achieve the key outcomes of raised aspirations and broader horizons as well as higher achievement and positive progression routes for all.

The learning approaches and teaching practices in the Academy will be personalised for each learner to ensure engagement and the development of a joy of learning. Life-wide learning will be a particular focus. Such an approach will develop the skills, knowledge and understanding required to be:

- **successful learners** who enjoy learning, make progress and achieve;
- **confident individuals** who are able to live a safe, healthy and fulfilling life; and
- **responsible citizens** who make a positive contribution to their communities and society.

This curriculum statement of intent for the Appleton Academy is consistent with the QCA Curriculum Aims.

As an All-Through Academy we will offer places to 1,297 children and young people from age 3 to 16. The Academy will have Specialisms in 2 areas:

- Science; and
- Sport;

... which will be delivered across the whole age range.

The curriculum will be designed and developed to focus on the development of the following qualities, characteristics and strengths that children and young people will require to be effective learners and citizens:

- the enhancement of basic skills and key competencies;
- providing the opportunities to acquire the qualification 'passports' needed to make positive progression at 16 to employment with training, or further education and/or training; and
- enabling students to become 'successful' leaders, employers, employees and entrepreneurs in a rapidly changing world.

A wide range of outcomes will be equally valued and the range of qualifications available will include academic, vocationally related and occupational opportunities. Close links with other educational establishments will provide clear progression routes post 16.

As an All-Through Academy the curriculum framework will deliver the core / statutory requirement for every child in each phase.

The early elements of the curriculum will provide all learners with opportunities to acquire core skills and will be structured to deliver an entitlement of Mathematics (application of number), English (communication skills), Science, ICT, Modern Foreign Languages (French or Spanish), PE and Religious Studies.

The teaching of Modern Foreign Languages will be an entitlement for all learners in years 3 to 8 initially. From Year 9 MFL continues as part of the options entitlement. Progression in language learning will be addressed through discrete and cross-curricular themed learning, supplemented by specialist language teachers. The Academy will establish links with the 'language assistants' and the EU volunteer scheme to accelerate the learning of more able gifted and talented learners.

The design of the later curriculum framework will provide learners with the capacity to create their own personalised learning and qualification pathways by providing choice from a very broad offer that will cover many 'subjects' and types of qualification. This broad range of options will be made possible through collaboration with, primarily, Bradford College, and also potentially other schools and academies.

There is strong recognition of the potential benefits of employing a 'scaffolded learning' model, as well as the benefits of project-based, cross-curricular learning, particularly in the humanities. Such approaches will be considered and employed to address individual's specifically identified dependencies of learning related to their levels and depths of understanding of abstract concepts, as well as their degree of knowledge acquisition.

Personalised learning pathways will require a principle of "stage not age" progression to be applied. This flexible approach will be informed and mitigated by consideration of an individual learner's emotional, social and physical maturity and not just applied dependent upon an individual's potential for academic progression. Where further progression in an area of study is inappropriate to the emotional and social capabilities of an individual learner, they will be provided with a greater focus of study and/or a broader range of experience and activities at an appropriate level that will engage, stretch and challenge the individual, enriching their experience and developing higher order thinking, operational, and in some cases social skills.

## **Learning Phases**

Learning in the All-Through Academy will be structured into 3 main phases that reflect and focus on the physical, social and emotional development of children at each of the given phases.

- Foundation Phase (1) - ages 3 to 8/9 years.
- Development Phase (2) - ages 9/10 to 12/13.

- Qualification Phase (3) - ages 13/14-16.

The creation of independent learners will be a fundamental principle in the Academy's curriculum provision. Each phase of learning will focus on moving children and young people from learners who are heavily dependent on support and guidance to a point at which they are able to operate as independent learners.

This will be facilitated by the learning and teaching strategies employed by staff, and the widespread use of high quality ICT. The Academy will aim to create a seamless and 'natural' progression for learners between these three broad phases. Recognition will be taken of the particular national requirements related to testing at the end of Key Stage 2 and Key Stage 4.

The three Learning Phases will focus on particular strategies and approaches to learning and teaching, and although we have identified indicative ages at which learners may move onto the next phase, there will be a principle that students will access the activities and content of any given phase when ready. We will ensure that the boundaries between the phases are permeable.

This may mean that for an individual learner they have moved into Phase 2 for much of their learning, but require continued 'Foundation' learning in one or more areas. It could also mean that some learners, whilst predominantly in the Foundation Phase of learning, will be moving into Phase 2 activity for those areas where they have particular strengths and are ready for greater development.

At the Phase 2/3 boundary some young people may be studying for certain qualifications at an earlier age than 12, whilst most will access qualifications routes from the age of 13.

Close relationships with partner primary schools will be critical to ensure the development of consistent practice, common expectations regarding learning, similar organisation of the day, familiar spaces for learning etc. Such developments will be vital to ensuring the smooth transition of primary school children into the Academy in what would be the 'traditional' Year 7.

The Academy will work closely with partnership primaries to achieve a comprehensive knowledge of children and young people entering the Academy at aged 11. 'Vulnerable' pupils, and those in danger of underachieving, will be identified early with personalised programmes such as "1 to 1 tuition" and other intervention programmes which will be established both before entry into the Academy (at the end of Year 6) and continuing through the first half term of Year 7.

The Foundation Phase will take the 'best' practice already evident in the current Primary School and extend and develop this. Much of the curriculum will be built around a project/theme-based approach to developing basic skills and critical skills such as working with others, critical thinking, problem solving etc. More specific and discrete focus will be placed upon literacy and mathematics (focussing initially on application of number skills), and science will be delivered through enquiry based learning, which will lead to knowledge acquisition.

Phase 2, the Development Phase, will be based on a mixed subject and project-based approach to developing basic and critical skills. Initially in the phase, much of the

learning will continue to be through project/theme-based activity so as to retain familiarity and continuity of experience and skills development. During the phase, discrete subjects will emerge so that the individual characteristics and disciplines of these are introduced. However, the emphasis will remain on the development and application of key and critical skills, but within the context of the subject material; i.e. during a learning session, the subject content will be the vehicle for the development of, for example, negotiation skills, research skills and analysis skills.

Later in the phase the content and specific subject knowledge will prepare learners for the demands of content-based qualification assessments. Even at this point the development of skills and competencies across the curriculum will continue to be an overt aim of each learning session.

Phase 3, the Qualification Phase is focussed on acquiring those 'passports' that have been identified through extensive and comprehensive Information, Advice and Guidance, as being critical to the positive progression pathway each individual student has outlined. For many students this path could start at any point during the Developmental Phase in those specific subjects they excel at, and are ready to be assessed in. The phase will focus on the core subjects: Maths, English and Science, and will provide a very wide range of options so as to enable students to plan and follow an individual pathway based on a range of academic, vocational and occupational qualifications.

The skills and competencies seen as essential to the development of learners will need to be mapped across the curriculum from 3 to 16, so as to ensure that all learners have sufficient clearly identified opportunities to develop these.

It will be crucial that the Academy plans the structure and organisation of these phases so that their edges are permeable, enabling progression based on the individual learner's ability and maturity, and not continue to have such progression 'shackled' to their 'age' regardless of their ability and readiness to progress.

The design and implementation of the curriculum will map, and include, opportunities for all children and young people to develop the skills and strengths they need to achieve the five Every Child Matters (ECM) outcomes in all contexts, both inside and outside the direct remit of the Academy.

Gifted and talented learners will be identified and a range of opportunities both within and extended from the curriculum will enable them to develop those gifts and talents. These opportunities will include provision within formal learning, study support, workplace learning and acceleration, extension and enrichment activities. They might also be made available to other learners who are interested in accessing such opportunities.

Strategies and processes will be designed and embedded to ensure that barriers to learning and achievement can be identified and removed. The curriculum will be responsive to learners regardless of their background or level of learning, and staff will embrace the inclusive ethos of the Academy, recognising the potential of all children and young people regardless of race, gender, religion, socio-economic background, disability, language or sexual orientation.

A range of strategies and facilities will be in place to ensure those students with special educational, emotional and behavioural needs will have the facility and capacity they need to flourish. These will include in-class, small group and individual support, provided by a wide range of specifically trained and expert professionals.

It is important that the curriculum content is delivered through a personalised approach to learning and teaching, including:

- the provision for individual and/or small group mentoring and coaching support;
- enrichment and extension beyond the core curriculum;
- provision to work at each learner's pace, using a range of learning approaches and assessment styles;
- staff who are trained and competent to work effectively and sensitively with such an approach; and
- the facility to work and learn more flexibly within effectively designed and well-resourced spaces.

Integrated, networked and, most essentially, industry-standard ICT will support the delivery of the curriculum, transforming learning and teaching, and raising attainment and achievement. This will enable 'anytime, anywhere' learning. (See ICT Vision.)

ICT is seen as a key driver of transformation in both learning and in the management and administration of the Academy. ICT will be critical in the first 2 years of the Academy to support split-site integration, enhancing cross key stage learning opportunities, monitoring and providing for staff CPD, providing links to Virtual Learning Environments across the City and the College infrastructure. ICT will also provide a driver and facility for enhancing the Academy's global perspective.

The curriculum during phases 1 and 2 will be primarily organised around:

- the development of critical basic skills and key competencies;
- the development of thinking and learning skills;
- a cross-curricular thematic approach to learning; and
- integrated projects based on the need to solve complex problems.

This approach will develop and embed 'critical skills' such as mathematics (focusing on application of number as the basic required level of operation), literacy, ICT, learning skills, critical thinking, working with others, problem solving, memory skills and research strategies.

Project-based learning and a cross-curricular thematic approach is likely to form the basis of much of the curriculum structure. There will be a discrete, as well as an integrated focus on 'citizenship' across the curriculum. This will include opportunities for specific and planned engagement during out-of-Academy hours and outside the formal curriculum. Active links will be built with other countries to promote the principle of global citizenship. Progressive development of learning pathways and discrete subject provision will be a feature of the senior years in the Academy.

The curriculum will be organised to maximise very close links with the local Primary Schools, with the South Bradford Confederation and with Bradford College.

The Healthy Schools programme and the Sports Strategy will be fully incorporated and comprehensively covered through curricular provision and extra curricular activities.

Responding to a government initiative that is being delivered through the Arts Council England, the Academy will establish an entitlement for all learners to engage in “high quality cultural activities each week”. Students will have the opportunity to work with professional writers, artists and musicians and to attend first class performances and art exhibitions.

The Academy also believes it has a role in widening the horizons of its children and young people and so will provide opportunities to engage with and develop a wide variety of extra-curricular activities. These enrichments will provide young people with a strong sense of worth, which will, in turn, feed back into a more positive approach to learning.

From the age of about 12/13 the curriculum will be designed to provide opportunities for learners to acquire the qualification ‘passports’ they need to make positive progression at 16 to employment with training, further education and/or training. A wide range of outcomes will be equally valued and the range of qualifications available will include academic, vocationally related and occupational opportunities. Where young people have not by this stage acquired some essential skills in core areas, support and courses will be offered that ensure all students have the opportunity to acquire these necessary skills by the time they leave the Academy.

The Academy will embrace the Primary National Strategy with particular reference to delivering excellence in these phases of education, and will embrace every element of the ECM agenda.

### **The Foundation Phase**

During the Foundation Phase of the Academy, those children who are in the Nursery and Reception classes will follow a learning day based on the Statutory Framework for the Early Years Foundation. This identifies the learning and development requirements set out in three elements: the early learning goals, education programmes and assessment arrangements. The early learning goals and educational programmes cover the following six areas and aim to develop the whole child at a pace that is suitable for each.

- Language and Literacy.
- Mathematical Development.
- Knowledge and Understanding of the world.
- Physical Development.
- Creative Development.
- Spiritual Development.

These will provide a seamless link to what traditionally would be Years One and Two where learning is based on the National Curriculum. Citizenship including Personal, Social and Emotional Development will be a strong element for introduction during this phase.

Through play, children will learn about teamwork, decision making, problem solving and communication. They will be supported in making friends and will learn about care, respect and consideration for others; providing a strong focus on social skills and social interaction.

In the early years, children learn best through first-hand and hands-on experiences and their education is firmly rooted in an interaction with their environment. Their learning experiences are most efficient when they are relevant, meaningful and active and are provided in a challenging but familiar context. The Academy views play as a most powerful medium of learning and will therefore offer opportunities for discovery, which develop children's knowledge, understanding and skills in language, literature, mathematics, creative development, physical development and personal and social skills. For this to be delivered, it will be important to provide a stimulating building and physical environment.

In Reception, the early elements of reading, writing and mathematics will be introduced to provide a strong foundation for entry into Year One.

We recognise the importance of parent/nursery partnership and are committed to the development of strong home/school links from the start of a child's education.

Identifying families at risk and those that would benefit from the family services of the children's centre, local adult education provision etc. will be a priority of key workers at this stage. Strategies will be designed and embedded that will provide the information, advice, guidance and support that might be needed.

### **Key Stages One and Two become Phase 1 and the early stages of Phase 2.**

Although the organisation of the curriculum into key stages is recognised as useful in some respects, the Academy will develop a culture and approach that sees not just the boundaries between these stages broken down, but replaced by 3 phases of learning. The boundaries of these phases will be both permeable and blended. A general philosophy of "progression when ready" will be moderated and informed by understanding of and sensitivity to an individual's emotional and social maturity.

The traditional Primary stage in schools will, in the Appleton Academy, be primarily re-structured and organised into a Foundation Phase of learning, which will offer learning and teaching that develops the child's knowledge and understanding of concepts across the range of subjects, but will fundamentally focus on developing a range of core skills and competencies. However, it also crosses into the first stages of the Developmental Phase where these skills and competencies will be developed through increasingly rigorous application to problem solving and later in the context of a subject structure. This Foundation Phase will provide children with a secure base on which future learning can be built. We will ensure progression in terms of content, understanding and skills as the children move through this Foundation Phase.

The nature of the Academy as a 3-16 school means that even the youngest children will enjoy a mixture of specialist subjects, teaching and facilities. As the children progress through the Developmental Phase there will be a gradually increased engagement with

curriculum subjects. Project-based and cross-curricular learning in science will be widespread across this phase.

We plan that younger children will have high quality sports' experiences from an early age; in PE, games, gymnastics, dance and outdoor activities.

From the earliest years we will ensure the acquisition of good ICT skills through both specific ICT lessons and through the use of the latest technology in the classroom and through all areas of learning. We will emphasise the development of children's research, organisational and reporting skills in order to develop their self confidence as independent learners. To the same end, as they mature, children will be encouraged to take a more active role in planning their own programmes of work and developing their sense of responsibility for and independence in learning in preparation for their secondary school education. Our children will be taught to be creative, independent and reflective thinkers and self-motivated learners, as well as to develop the team-working skills of collaboration, communication and inter-dependency.

Our main aims in the Foundation Phase are:

- To ensure standards continue to be raised in reading, writing and numeracy (mathematics).
- To support children in their development as independent, inquisitive, creative, critical thinkers and learners.
- To support children in developing their own, unique personalities while maintaining consideration and compassion for others.
- To build on the Foundation Stage and ensure that our children have the essential knowledge, self-confidence and learning and inter-personal skills to transfer smoothly and successfully to the secondary school phase of education.

### **The Development Phase**

The cross-curricular thematic approach to learning will remain a common and familiar strategy during this phase of learning. The work carried out to help children reflect on their learning during the Foundation Phase will provide a basis for their doing this in a more conscious and expanded way during, not only this phase of learning, but throughout all of their time at the Academy and beyond.

During this phase the emphasis on the development of skills and competencies remains firmly in place. However, the context of learning will become more and more varied, with a gradual move from project/themed-based learning with specialist input sessions to assure literacy and application of number skills, in particular and to begin to introduce specific subject disciplines. The influence of the twin specialisms will continue across this phase.

New and exciting learning opportunities, plus personalised learning programmes that recognise individual needs, aptitudes and interests will all build towards maximising student success. We will work to ensure that the joy of learning fostered in the Foundation Phase is carried through into subsequent phases.

We will develop a skills curriculum for all students starting at age 3 and providing a continuum of development until age 16. With our commitment to “stage not age” and to “progression when ready” we will ensure the boundaries between the learning phases are permeable and that progression within each phase is based on readiness to progress.

Organising learning in these new and exciting ways will:

- provide appropriate pace and challenge;
- enable smoother transition;
- enable better links with feeder primary schools;
- prepare students with cross-curricular skills; and
- enable those who are able to achieve sooner, to be able to progress sooner.

### **The Qualification Phase**

The Academy will provide a broad, balanced curriculum for all its learners, developing innovative and creative approaches to both learning and teaching, making education more relevant and interesting. This will include access to a high quality broad-based curriculum that will include vocationally related qualifications, such as Diplomas and Nationals, occupational qualifications, such as Apprenticeships and NVQs, and academic qualifications (GCSEs).

Courses leading to a whole range of qualifications and accreditations might be accessed by students from the ages of 12 and 13. Along with qualifications taken in both years 10 and 11 in this way we plan to increase the proportion of students achieving recognition at Level 1, Level 2 and in some cases level 3.

This approach to learning organisation will:

- enable more students to commence 13-19 courses early as well as enabling greater success in achieving level 2 qualifications if taken over 3 or more years rather than 2;
- better prepare students for post 16 education by providing post 16 learning pathways and exposure to the types of experiences students can expect in Years 12 and 13 and onwards at FE and HE level;
- allow some re-sits, particularly of core subjects if target grades have not been achieved; and
- enable the commencement of diplomas, other vocational qualifications, and occupational qualifications which can be completed at partner institutions to which the young people will progress, and to which they will already have been introduced.

### **KS4 Attainment/Intervention**

The Academy will undertake a range of targeted intervention measures from September 2009 in order to boost student attainment.

Students will undertake:

- GCSE Maths at the end of Year 10 with all students sitting GCSE Foundation Paper;

- GCSE English will be sat in November of Year 11; and
- GCSE Science with all modules being undertaken at least once by November of Year 11.

The aim will be to give students the opportunity to review their performance and make improvements. The decision whether to undertake re-sits, study another core subject and/or study an option will depend on student achievement, their targets and their aspirations.

A range of vocational/occupational courses will be jointly provided by the Academy and the Sponsor, Bradford College, to enable students to have greater breadth of options. Some courses will be potentially short one year supplements to other qualifications students are undertaking such as a First Aid course for GCSE PE students.

A range of 1 to 1 and small group learning and revision opportunities will be provided for targeted KS4 students who will be rewarded for attendance. These will include provision in holidays, Saturday mornings and after school with sessions also being run off site from South Bradford Vocational Centre for the difficult to engage students. The Academy will also employ para-professionals (e.g. Higher Level Teaching Assistants) who will be able to work intensively with targeted students on and off-site in the core subjects.

The Academy will aim to have a bank of netbooks for lending to Year 11 students through the library in order to widen ICT access for students and enable students to complete coursework and undertake revision. This will be supplemented by greater use of Managed Learning Environment to provide revision materials and access to materials from lessons.

To provide additional mentoring opportunities for students the Academy will aim to set up a distance mentoring programme with Bradford College using in the first instance teacher trainees as a resource to support students. This could be through a bulletin board or "facebook" format. The aim will also be to enable Initial Teacher Training students at Bradford College to work with Year 11 students on a 1 to 1 or small group basis to support Year 11 students.

In order to address attendance issues the Academy will employ a parental involvement/attendance worker with a specific focus initially on KS4 students. This colleague will be an outreach worker and work in the community on raising attendance and reducing persistent absence.

The Academy will use the Specialist Schools and Academies Trust (SSAT) Middle Leadership programme to enhance the professional development of its middle leaders.

### **Information, Advice and Guidance**

The Academy will ensure Information, Advice and Guidance is provided by a range of appropriate means for learners and parents, in order to support:

- learner progress;
- parental engagement;

- choices and progression through the potential courses provided by the Academy; and
- preparation for and choice of potential positive progression routes at 14 and 16.

The measures will include:

- personal support from tutors and pastoral groups;
- access to Bradford College's support & expertise;
- access to Bradford Local Authority's post 16 progression systems;
- the Academy's IT system for tracking, reporting, monitoring performance both to the young people and their parents; and
- access to the Connexions service, the Education Business Network Partnership and a range of other organisations and agencies.

## **Staffing**

Staff will be expected to work across all phases to bring their expertise and experience in learning and/or subject specialism to all parts of the Academy. For example, staff from a traditional primary context would work extensively with students going forward right through the Development Phase, sharing expertise and experience in team-teaching and of project-based and cross-curricular approaches to learning. Specialist subject teachers from a traditional secondary context would provide their expertise to learners during the Foundation and Development Phases.

The role of teacher as facilitator of learning, mentoring and coaching will be supported by para-professionals with a wide range of generic and specific skills.

There will be full induction for new staff who will be provided with a mentor. An appropriate programme of support will be given to Newly Qualified Teachers (NQTs) to build their confidence and develop their newly acquired professional skills.

Continual Professional Development (CPD) will be required of all staff. It will be aligned with the vision and aims of the Academy as well as responding to their personal aspirations and career progression. There will be peer support, an Academy (in-house) designed and delivered programme, opportunities for action research and accredited courses primarily through collaboration with Bradford College, particularly its Teacher Education Department.

By means of these activities the Academy will provide evidence to achieve Investors In People status.

## **Managing Behaviour**

Curriculum middle leaders will have the prime responsibility for the performance and the learning progress of learners within the curriculum. This will include attention to the special learning needs that all children and young people may have; where there are difficulties, where students have particular gifts and talents and where any students need challenging and stretching.

A clear Positive Behaviour Policy and Procedures will be established which outlines unambiguous positive rewards for affirmative behaviour and performance, and which will encourage learners to reach their full potential.

The Academy will also deploy teachers and learning support staff so that they are able to have an input at any appropriate stage in a learner's development. In particular the Academy will deploy a range of para-professionals to assist teaching and learning staff to ensure behaviour management processes create an effective climate for learning. The behaviour support staff will manage attendance, inclusion areas, rewards and discipline processes as well as providing and managing targeted support for those students who have to be removed from mainstream learning such as anger management courses and Social and Emotional Aspects of Learning provision.

### **Science specialism**

With regard to its Science specialism, the Academy will fully embrace the Specialist Schools Trust 'mission statement' with respect to a Science specialism, and will wish to see this reflected in the education ethos and the design of the Academy:

'Science colleges will use their specialist status to create a challenging environment which raises standards of achievement and the quality of teaching and learning in science and mathematics for all their students, leading to whole school improvement in performance. A science college will provide a centre of excellence in scientific, technological, enterprising and vocational education.'

The Sponsor strongly believes that an understanding of Science is required to equip young people to engage with the world around them. Young people who can see the role of Science in society, who can enter debate on the implications of scientific advances and who have a grasp of fundamental scientific principles become better informed citizens. The expertise in this regard, developed in the secondary phase of the Academy, will be shared across the whole age-range and with the teachers, pupils and students at other schools in the area. This will help them to create opportunities to apply scientific knowledge and to encourage a spirit of creativity and scientific enquiry.

- The Appleton Academy will seek to be at the forefront of curriculum development and offer an extensive range of science-related courses to its students. The approach will be an investigative one rather than being almost totally lab based.
- Our science curriculum will highlight and emphasise the strong links with the science industry.
- All children and young people will be challenged with a rich and varied learning experience in the Academy, enhanced and enriched by science-themed events, visits and competitions.

In summary, the Academy, through its proposed Science specialism will:

- raise attainment and contribute to whole Academy improvement through high quality and innovative approaches to teaching and learning;
- have a scientifically rich curriculum that embraces all aspects of school life and develop and share good practice across the curriculum;

- improve post 16 participation in the sciences and provide appropriate learning pathways into Bradford College and other institutions for its learners;
- develop the skills and understanding of teachers, and make imaginative use of new technologies as a means of raising the quality of teaching and learning;
- develop a wide repertoire of appropriate teaching and learning strategies, drawing on and complementing the imaginative use of ICT; and
- become known as a centre of excellence in scientific education and take a community leadership role in facilitating the developing and sharing of resources and good practice with local families, and with other schools.

Project-based and cross-curricular learning in science will be widespread across the Academy. Through this approach learners will gain:

- an understanding of science that equips young people to engage in the world around them;
- an appreciation of the role of science in our everyday lives;
- access to state of the art technology and networks of scientists;
- an ability to reflect on philosophical and ethical questions posed by scientific developments; and
- a strong sense of how the science they are learning is related to the world in which they live and the learning pathways which will enable economic well being to be achieved by seeking employment in science or science related occupations.

### **Sports specialism**

With regard to its Sports specialism, the Academy will fully embrace the Specialist Schools Trust 'mission statement' with respect to a Sports specialism, and will wish to see this reflected in the education ethos and the design of the Academy:

'Sports Colleges raise standards of achievement in physical education and sport for all their students across the ability range leading to whole school improvement. They are regional focal points for promoting excellence in physical education and community sport, extending links between families of schools, sports bodies and communities, sharing resources, developing and spreading good practice, helping to provide a structure through which young people can progress to careers in sport and physical education. Sports Colleges increase participation in physical education and sport for all pre and post 16 year olds and develop the potential of talented performers.

The Sponsor strongly believes that sport is both a cornerstone of healthy lifestyles and habits, and an area where many can raise their self-esteem and achieve.

- The Appleton Academy will seek to be at the forefront of curriculum development and offer an extensive range of sport-related courses and activities to its children and young people.
- Our sports curriculum will highlight and emphasise the strong links with the sport organisations and community.
- All children and young people will be provided with a rich and varied sports experience in the Academy, enhanced and enriched by off-site visits and competitions and visits from role-models, expert practitioners and coaches.

- Children and young people of all ages will have access to a wide variety of extra-curricular activities.

In summary, the Academy, through its proposed Sports Specialism will:

- raise attainment and contribute to whole Academy improvement through improved health and attitudes;
- use sport as a point of access for those potentially disengaged from learning and share good practice across the curriculum;
- identify and support talented performers; and
- become known as a centre of excellence in sports education and take a community leadership role in facilitating the developing and sharing of resources and good practice with local people and with other schools.

