

Kickstart Curriculum Statement

School and Curriculum Vision

Kickstart Academy is committed to providing a safe, caring and stimulating environment for all students. This allows our young people to re-engage with learning and either return to mainstream schooling or achieve success whilst remaining with ourselves. During this time, the learning needs of each individual pupil are accurately assessed to support personalisation of learning.

Our main aims as an academy are:

- To keep our students safe
- To provide a high quality of education
- Help our students to personally develop
- Improve outcomes for our young people

Our curriculum is the vehicle to deliver our whole-school vision and we believe that the delivery of an effective curriculum to help improve educational outcomes is a vital way to positively impact our students' futures. We endeavour to further our students' intellectual development, social and emotional development, character and responsibility, happiness, and success.

We underpin our curriculum using our whole school values: Belong, Respect, Inspire, Succeed, Enjoy. Our teachers aim to develop and deliver the curriculum in a way that remains true to the subjects' core content and concepts, creates a safe learning environment, encourages progression, and develops a lifelong love of learning.

Curriculum Intent

Our intent is to provide students with educational success and provide them with the opportunities to develop the essential skills and knowledge that they remember, not just encounter, ready for the next stage of their lives. This may be when they return to mainstream school or when they leave Year 11 and embark on their journey into further education, training, or employment. Our curriculum is designed for progression and to be inclusive for all whilst setting high expectations of our learners. We encourage our students to be active thinkers with the product of knowledge being our overarching goal.

We aim to provide a broad curriculum that offers a range of academic and vocational pathways whilst fostering creativity and developing critical thinking. We intend for our students to leave Kickstart with an ability to read, write, and communicate effectively. We also have a strong focus on the personal and social development of our students that allows them to understand and manage their emotions, recognise risk, increase resilience, and further their knowledge on the culturally rich communities in which they live.

As a school we also work closely with outside agencies, to help further support our young people to the greatest extent. Our target is for our students to leave Kickstart with an increased cultural capital that supports their development and allows them to achieve success beyond the classroom.

We strive to identify and work on the different and individual needs of our young people within school to help them develop in whatever they require for success. We aim to identify their individual needs and gaps in learning whilst supporting them using differentiation. It is our intention that our students leave

with a broad knowledge and understanding of the British Values and understand the positive impact they can have on their communities.

Improving outcomes for our young people is of utmost importance to us. We look to maximise attendance and punctuality, to ensure our students can access the provision they need to help them remain safe, improve their well-being, and succeed. We also have a key focus on behaviour management, with a very skilled staff team that work closely with our students to ensure that behaviour for learning is positive.

Curriculum Implementation

At Kickstart Academy our structured curriculum is delivered through high quality teaching, with specific attention being given to supporting the personal development of our learners.

Our own curriculum is based on the national curriculum but adapted at a whole-school and subject level to meet the needs of our students. In our school-based curriculum students have the opportunity to attain GCSE, Functional Skills, or BTEC qualifications in: Maths, English, Science, Art, cooking and PE. There is also the opportunity through our vocational curriculum to attain many more relevant qualifications in: Emergency Lifesaving, Boxing, and Sport Leadership. Our Learning for Life curriculum is designed to incorporate SMSC (Social, Moral, Spiritual, Cultural), RSHE (Relationships, Sex and Health Education), Citizenship, British Values and develop our student's knowledge of their local communities.

Our school reading strategy is designed to engage reluctant readers and encourage progression in reading ability. We provide students with numerous reading opportunities throughout the school day that develops a broader knowledge of the literature available to them. Our reading opportunities also incorporate the core British Values thus developing our student's cultural capital. We also provide structured reading sessions that are designed to stretch and challenge their abilities.

To ensure our aims for the curriculum are implemented effectively we instil 6 core values into our curriculum known as 'The Kickstart 6.'

Knowledge

- Use of retrieval practice of topics taught using a combination of short term and longer-term memory (lesson visuals, and 'Do Now' activities etc.)
- Reducing cognitive overload when introducing new topics by chunking information down, modelling new concepts ('I Do / We Do / You Do' etc.) and using regular low-stakes assessment to check new learning.
- Developing subject knowledge of teachers regularly through CPD.

Explanation and Practice

- Teacher-led explanations are clear and concise.
- Information is provided in a student-friendly way that is accessible by all.
- Information is chunked when necessary.
- Guided and independent practice is embedded within lessons using clear success criteria.

Modelling and Scaffolding

- New concepts, tasks, and knowledge are modelled first with differentiated scaffoldings provided where required to help build students' confidence
- A variety of models (worked examples, live modelling etc.) are shared with students to enhance their understanding.
- Scaffolding is withdrawn when teachers have assessed that students are ready.

Questioning

- Targeted questions are used to gain live feedback from students in the lesson.
- A variety of questioning methods are used (cold calling, show-me boards etc.)
- Questioning is used to allow students to deepen their understanding through subject-specific terminology and academic dialogue.

Feedback

- Feedback includes a combination of live questioning within the classroom and more deeply marked pieces of work.
- Feedback is personalised (Pink for Think, live marking etc.) to allow students to progress with their individual learning.
- Feedback is given in a positive, encouraging, and constructive way (WWW and EBI etc.)
- Students are actively encouraged to engage with feedback (DIRT, Purple for Progress etc.) to address learning gaps.

Behaviour and Relationships

- Teachers create environments in which all students feel safe.
- Positive and professional relationships are established through clear roles, routines, expectations, and boundaries.
- Routines and behaviours are rehearsed and positively modelled by staff.
- Differentiated behaviour management strategies are applied to help challenge and correct student behaviour.

Curriculum Impact

Effective implementation creates an environment where behaviours and attitudes can improve over time. This allows students to re-engage with education and experience success. This in turn fosters confidence and self-belief within our students and makes it possible for the pupil to undertake a change of educational trajectory. As a result of the calm, focused and supportive setting, students have the opportunity to close gaps in learning and further their personal and social development. Throughout the curriculum, work is done to support the improvement in behaviours and attitudes as well as social and employability skills that will support success within society.

Curriculum development is motivated to meet the needs of the evolving cohort, and this includes focus on delivering knowledge and skills to allow all students to maximise learning, and personal and social development. All staff are motivated and trained to deliver an offer that will enable all students to take advantage of the opportunities, responsibilities, and experiences of later life. The additional opportunities to increase cultural capital, alongside careers guidance helps support post-16 pathways for Kickstart leavers and is evidenced by our destination data.