

ENCOURAGING
EXCELLENCE,
NURTURING
TALENT!



**SPORTING
CHANCES
GROUP**

CURRICULUM POLICY

Lead	SCG Teacher
Last Reviewed	November-2025
Next Review Date	November-2026

To be reviewed **annually**.

This policy is enforced across **all** Sporting Chances Group provisions.



**SPORTING
CHANCES
SURREY**



**SPORTING
CHANCES
OUTREACH**



**SPORTING
CHANCES
M3**



**SPORTING
CHANCES
ONLINE**



**SPORTING
CHANCES
FITNESS**





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CURRICULUM INTENT

The curriculum at Sporting Chances Group (SCG) aims to inspire and engage students whilst addressing gaps in learning that our students will have due to their interrupted educational journey. Our intent is to deliver a broad and balanced curriculum that is tailored to meet the needs of students who experience barriers to learning and to enable them to work towards age related expectations. We achieve this through providing a nurturing and emotionally sensitive learning environment where students can thrive.



OUR CURRICULUM AT KEY STAGE 2 (KS2)

PURPOSE & SCOPE OF KS2 CURRICULUM AT SC MINI CROYDON

At KS2, SCG offers an assessment, screening, and tailored therapeutic intervention programme at SC Mini Croydon (SCMC). All pupils joining SCMC will undergo assessments at the point of induction to accurately identify their current attainment levels, learning needs, and potential barriers to learning. The information gathered will directly inform the creation of a 6-week and 12-week, highly-tailored teaching programme designed to provide immediate, targeted intervention and ensure a successful transition back into their home school's mainstream curriculum.

1. INITIAL ASSESSMENT & SCREENING PROCEDURE

All incoming KS2 pupils will undergo a mandatory, comprehensive screening process within their first 5 days of entry, **encompassing the following areas:**

AREA	TOOL / METHODOLOGY	FOCUS
Literacy	Standardised Reading Comprehension and Decoding Tests; Writing Sample Analysis	Phonic knowledge, reading fluency, comprehension skills, and written expression.
Numeracy	Standardised Mathematics Attainment Test (diagnostic sections)	Core number sense, calculation skills, problem-solving, and mathematical reasoning.
Social / Emotional	Strengths and Difficulties Questionnaire (SDQ) or similar; Structured interview with Pastoral Lead	Emotional regulation, social interaction, and overall well-being.
Communication	Speech and Language Screening (e.g., Draw 'n' Talk)	Expressive and receptive language skills, articulation, and non-verbal communication.
Cognitive / Learning	Informal observation; short-term working memory tasks	Learning style, attention span, and ability to follow multi-step instructions.



2. THE 6-WEEK & 12-WEEK TAILORED TEACHING PROGRAMME

Following the assessment phase, the first 6 weeks will be dedicated to a bespoke, intensive programme designed to close identified gaps and build core skills. This programme will integrate both core academic subjects and therapeutic/developmental activities. Pupil groups will be deliberately small (maximum 15 pupils) and led by experienced and/or specialist staff.

2.1 Core Academic and Foundational Skill Components

- **Literacy:**

Focus on foundational skills using Lexia Core5 (personalised, adaptive instruction) and Therapeutic Reading sessions to build fluency and comprehension in a supportive environment.

- **Numeracy:**

Targeted intervention using Maths Watch (video-based learning and practice) alongside practical, hands-on teaching to reinforce conceptual understanding.

- **Science:**

Introduction to core scientific enquiry skills through practical, accessible experiments.

- **ICT:**

Instruction in essential digital literacy skills, safe use of technology, and productivity tools.

2.2 Personal, Social, and Therapeutic Components

- **PSHE (Personal, Social, Health, and Economic Education):**

Focus on transition, building self-esteem, peer relationships, and emotional literacy.

- **Draw 'n' Talk:**

Structured, therapeutic activity promoting communication and the processing of feelings through drawing and guided conversation.

- **Creative Therapy (Art):**

Using art as a medium for self-expression, anxiety reduction, and developing fine motor skills.

- **Cookery:**

Practical life skills development, following instructions, teamwork, and promoting nutritional awareness.

- **Sport/Exercise:**

Daily structured physical activity to improve coordination, focus, and collaboration skills.



- **Project Work:**

An integrated, cross-curricular project that encourages independent research, teamwork, and presentation skills, culminating in a final showcase.

3. REVIEW & TRANSITION

At the conclusion of the 6-week programme, a final review will be conducted. This review will assess the pupil's progress against their initial screening data and the goals set in their tailored programme. A final report will be compiled to inform the seamless transition of the pupil into the mainstream KS2 curriculum and to ensure that any necessary ongoing support (e.g., small group tuition, in-class support) is documented and implemented.

OUR CURRICULUM AT KS3 & KS4

Students join SCG at various stages in their academic career with a variety of gaps in their education. Some students will be with the provision for merely a matter of weeks whilst some will remain for longer, but no students have attended for longer than a 3-year period.

Consequently, the curriculum is planned on a 3-year carousel with differentiation within the lesson to ensure that work is matched to a student's stage and not age.

Teaching and learning are approached with a focus on the individual needs and aspirations of the students and is based upon their baseline assessment, previous academic outcomes, long-term learning targets and any identified special educational needs and or disabilities.

Students are taught in small groups, individually, and when appropriate within the community. Students learn valuable lessons at SCG; they improve their life skills; develop methods of overcoming challenges or problems and develop resilience. Our emphasis is on providing plentiful opportunities for social, moral, spiritual and cultural development of our students. Our curriculum also emphasises employability, skills for adult life, fundamental British values, developing healthy lifestyles and the importance of positive relationships.

Weekly topics are outlined in the schemes of work, with teachers setting individual class work to suit the needs of the individual student. Whilst work is carefully scaffolded and supported, it is also aspirational and all students are expected to gain recognised qualifications such as functional skills in maths and English as well as AQA awards through vocational studies.



STAFFING

The Curriculum at SCG is overseen by an experienced Senior Leadership Team (SLT) who are responsible for ensuring that the curriculum intention is clear, and the policy is implemented and monitored regularly to ensure that it has the desired outcomes for our students.

Lessons in core subjects are taught by experienced qualified teachers. In other subject areas specialists such as coaches deliver sessions under the oversight of teaching staff and a SENDCo who is available to unpick any barriers to learning and achievement.

MATHS

The maths programme of study takes the National Curriculum for KS3 and 4 and ensures both breadth and depth of study.

There is a clear sequencing of mathematical ideas, concepts, knowledge, and techniques both within each year and across years so that new ideas are built on the firm foundations of existing ones. The curriculum gives a coherent view of mathematics that highlights important unifying ideas and links between them so that students experience mathematics not as a collection of disparate topics but as a connected whole.

At least twice a week students take part in short mental maths quizzes to continue building a solid foundation in numeracy.

Numeracy links are also written into other curriculum areas to ensure that skills are relevant and transferable for adult life.

Students are also regularly given practice papers at their appropriate academic levels in order to ensure they are prepared to take their qualifications when appropriate.

'Mathematics is an interconnected subject in which students need to be able to move fluently between representations of mathematical ideas. The programme of study for Key Stage 3 is organised into apparently distinct domains, but students should build on Key Stage 2 and connections across mathematical ideas to develop fluency, mathematical reasoning, and competence in solving increasingly sophisticated problems.'

ENGLISH

The overarching aim for English is to promote high standards of language and literacy by



equipping students with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

Aims

The SCG curriculum aim to ensure that all students:

- read easily, fluently and with good understanding;
- develop the habit of reading widely and often, for both pleasure and information;
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language;
- appreciate our rich and varied literary heritage;
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences;
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas; and
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

English has a pre-eminent place in education and in society. A high-quality education in English will teach students to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, students have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables students both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; students, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

The English programme of study takes the National Curriculum for KS3 and 4 and ensures both breadth and depth of study. To create interest and diversity, the English curriculum also incorporates SMSC and British Values by utilising Key dates throughout the year.

Literacy links are also written into other curriculum areas to ensure that skills are relevant and transferable for adult life.

Students are also regularly given practice papers at their appropriate academic levels in order to ensure they are prepared to take their qualifications when appropriate.



EMPLOYABILITY

All students are given the opportunity to complete a personalised and flexible accredited employability qualification from entry level 1 to level 2. These courses are designed around the needs and aspirations of the student and provide the skills attributes and behaviours they need to enter the world of work.

Students will:

- Achieve a qualification that demonstrates work readiness and a willingness to learn to potential employers.
- Develop the skills and values that employers seek during recruitment.
- Build confidence and motivation to seek secure and sustain meaningful employment.
- Obtain a nationally recognised and meaningful qualification.
- Have the opportunity to achieve certification for individual units which can be used towards a deeper qualification at a later date.
- Have the flexibility to gain a qualification at a flexible time during the academic year.



REVIEW & REPORT PROCESS

All teachers will review and report on students' progress regularly.

- Daily progress is charted through behaviour and achievement records.
- Student progress is monitored through assessment grids in Maths and English and is reported on weekly as well as an extensive half term academic report.
- SEMH progress is monitored through a strengths and difficulties questionnaire.
- Students' academic and SEMH progress is further monitored through the monthly completion of their Progress and Pastoral Support Plan. Goals are set by the student to ensure continued progress in these areas occur and student voice is prioritised
- A review may be called at any time if a young person is experiencing difficulties or progressing more quickly than expected.
- Reports are made available to stakeholders in preparation for EHCP reviews PEP and LAC meetings.

GUIDANCE:

- SCG will receive as much information as is available from the records of previously attended schools and make this available to staff (see [Appendix 1](#)).
- Students at each Key Stage will have a transition plan.
- The curriculum will be built around the core of developing skills in Speech, language, and communication; Literacy; Numeracy; ICT SMSC and SEAL.
- The curriculum will also incorporate a variety of outdoor adventurous activities, with will further develop the student's self-confidence, resilience and self-esteem.
- SCG will access specialist input from outside agencies or advisors to enrich the curriculum in the areas of sports, creative, visual and dramatic arts for specialist projects.
- Opportunities for monitoring, evaluating and target setting will be reflected in half-termly reviews held with the student and staff.



QUALIFICATIONS AT KS3 & KS4

All students will work towards a minimum of a Functional Skill qualification in Maths and English at a level appropriate to their educational needs.

Where applicable these qualifications will be achieved in collaboration with the school that the student is registered with. KS4 students at SC Surrey also have the opportunity to gain AQA qualifications in vocational subjects that furnish them with the specific skill and knowledge base for specialised careers. All students will also have the opportunity to achieve an employability qualification from Entry level 1 to Level 2 or certification for individual employability units.

All AQA and Functional Skills qualifications are flexible and available to be taken at any point throughout the year, ensuring that students who may have a shorter stay at the provision are not disadvantaged.

EVIDENCE

All evidence for qualifications is marked by a qualified teacher and stored securely for verification purposes. Students are encouraged to track their own progress and collate their evidence in collaboration with teaching staff.

INTERNAL QUALITY ASSURANCE

Half termly teachers from across the provision meet to ensure planning, marking and assessment is consistent across the board. Samples of students work at all grade boundaries are reassessed by another teacher and grades verified. Where a need for further training in assessment is identified this is done through collaboration with the examining body.

Opportunities for teaching staff to observe each other in the delivery of qualification are encouraged termly.

Students are given the opportunity to feedback and evaluate course materials informally during and more formally at the end of each module through a written evaluation sheet.



EXAMS

Whilst most work produced by the students will be assessed through course work on occasion it may be necessary for them to complete formal examinations. In these instances, exam board guidelines are followed and access arrangements applied for to ensure these can occur at the centre. Appropriate invigilation will occur to ensure exams are completed under strict exam conditions.

MONITORING & EVALUATION

The Senior Leadership Team will continuously monitor the effectiveness of the curriculum to ensure that it meets the needs of the students.

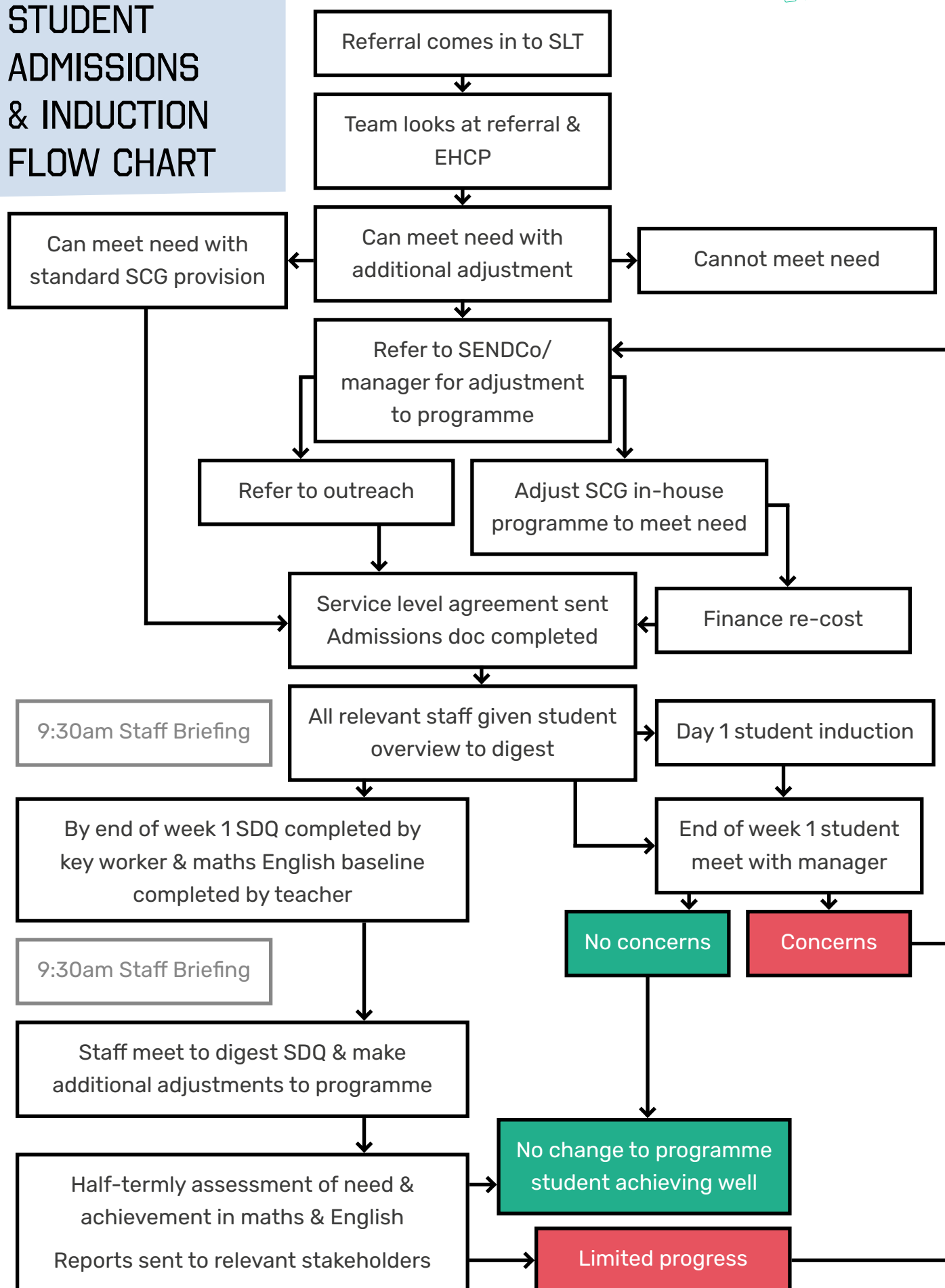
Monitoring and Evaluation processes, parents/guardians/carers and student surveys, and from external audits, and student progress data will be used to inform changes to the curriculum. Action points will be agreed and discussed with staff, thus curriculum is ever current and evolving to meet emerging needs



APPENDIX 1: STUDENT ADMISSION & INDUCTION FLOW CHART



STUDENT ADMISSIONS & INDUCTION FLOW CHART





APPENDIX 2: YOUNG PERSON'S PROGRESS & PASTORAL SUPPORT PLAN

YP PROGRESS & PASTORAL SUPPORT PLAN

Young Person's Full Name	
Academic Year	
Staff Full Name	
Date (dd/mm/yyyy)	

Wellbeing:

I am feeling...	These are the things I would like changed...
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These are the things I am doing well...	I think I can improve...
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Review of previous session including Goal and Action Plan:

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What do you want to be able to achieve by the time of your next meeting?

My Academic Goal:

--

My SEMH Goal:

--

Action Plan to meet my Academic Goal

Target 1:

--

Target 2:

--

Target 3:

--



Action Plan to meet my SEMH Goal

Target 1:

Target 2:

Target 3:

How can we help you to reach your goals?

Academic:

SEMH:

Date of my Next Meeting
(dd/mm/yyyy)