



PROSPECTUS

2021 - 2022



MALTBY LEARNING TRUST
Exceptional Experiences. Successful Lives.

SCHOOL DAY

The school day starts at 8.30am* and finishes at 2.35pm.

Optional extra-curricular activities are available after school.

ACADEMY DAY TIMINGS

Tutor Period - 8:30am - 8:50am

Period 1 - 8:50am - 10:30am

Break - 10:30am - 10:45am

Period 2 - 10:45am - 12:25pm

Lunch Break - 12:25pm - 12:55pm

Period 3 - 12:55pm - 2:35pm



Welcome to Maltby Academy

This prospectus gives an insight to the exciting range of experiences available at our Academy, from our broad and balanced curriculum to our extensive extra-curricular programme designed to provide enjoyable, enriching and character-developing activities.

We are very proud of our Academy. Our vision is to deliver exceptional experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives.

Maltby Academy has highly skilled, dedicated and talented teaching and support staff. Teachers are passionate about their subject and are keen to develop that love of learning in young people. Our team of committed support staff go that extra mile to support, challenge and encourage students and families every step of the way. The level of dedication, aspiration and challenge, underpinned by our insistence on traditional values of good manners and common courtesy continues to drive excellent examination results and secure first rate progression routes for everyone.

Our Academy is an inspirational place to learn. The school has undergone a huge transformation, having secured Academy status in January 2010 to

now being a sponsoring Academy at the heart of the Maltby Learning Community. The state-of-the-art buildings, crowned by a vibrant Business and Enterprise Centre and surrounded by inspirational spaces such as the multiuse sports centre, specialised learning spaces and open plan Post 16 spaces, are befitting for the hardworking and committed staff and students that it serves.

We are committed to ensuring that every lesson is delivered with passion and is underpinned by high quality subject knowledge, so that we give our young people an exceptional learning experience every day. We only recruit and develop the very best staff and are keen to develop new and emerging leaders within our own school. At Maltby Academy we have a vibrant sporting culture and are committed to those with a passion for the arts, music and production.

However, it is our young people that make the academy such a special place to learn - they are honest, welcoming, supportive of each other and willing to take themselves out of their comfort zone and take part in new experiences. We aim to build strong relationships with parents/carers and the wider community so that we can support our young people to strive to be the very best they can be.

Mr R Wood
Principal

Our Key Drivers



Our Vision

Delivering exceptional learning experiences that enable all young people to thrive in a competitive world and lead successful and fulfilling lives.

Our Curriculum Intent

The Maltby Academy curriculum is designed, delivered and monitored with principles of knowledge and assessment at its core. The curriculum is aspirational and deliberately challenging and it never assumes that students cannot access complex material. Rather, it builds on the knowledge acquired in the primary phase and 'starts with the end in mind' by considering the skills, knowledge and character required for higher education and employment.

Our Curriculum Intention is to:

Inspire imagination and develop interests/specialisms/key skills.

Provide appropriate challenge through access to complex material and concepts.

Provide equality and promote aspiration for all learners irrespective of starting point, learning needs, background and disposition.

Facilitate positive progression routes through the student's educational journey into sustainable further/higher education, training and employment.

Provide relevance to context and community to enable social and economic mobility.

Prepare children and young people to be successful learners for life, responsible citizens and confident individuals.



Our Curriculum

The Maltby Academy curriculum is designed, delivered and monitored with principles of knowledge and assessment at its core.

The curriculum is aspirational and deliberately challenging and it never assumes that students cannot access complex material. Rather, it builds on the knowledge acquired in the primary phase and 'starts with the end in mind' by considering the skills, knowledge and character required for higher education and employment. It is a curriculum that promotes and delivers our 'Key Drivers' of resilience, aspiration, confidence, responsibility and community with precision and purpose.

THE CURRICULUM INTENTION AT MALTBY ACADEMY IS TO:

- Inspire imagination and develop interests/specialisms/key skills.
- Provide appropriate challenge through access to complex material and concepts.
- Provide equality and promote aspiration for all learners irrespective of starting point, learning needs, background and disposition.

- Facilitate positive progression routes through the student's educational journey into sustainable further/higher education, training and employment.
- Provide relevance to context and community to enable social and economic mobility.
- Develop successful life-long learners, responsible citizens and confident individuals.

The Academy day extends over 15 periods of three, 100 minute lessons per day in Year 7 – Year 13. In September 2020, the Academy migrated to a three-year Key Stage 3 to extend the breath, provide greater variety through delivery of the entire National Curriculum and facilitate greater exposure to the Humanities and MFL during Key Stage 3.

CURRICULUM IMPLEMENTATION

Our curriculum is organised into key themes and topics which are delivered,

unless in exceptional circumstances by highly qualified subject specific specialists. Assessment takes many forms from low stakes recall and retrieval practice delivered through 'sharp starts', exit ticket plenaries through our 'Reviews', formative deep SPA assessments to formal summative trial examinations. Testing is followed by a period of Close the Gap activity through whole class or individual verbal and written feedback. Each department has externally trained examination markers and the development of expert teacher knowledge is central to our professional learning and development culture. The delivery of our subject curriculum is based on external research; tried and tested techniques which promote a love of learning, develop long term memory and reduce cognitive load. In order to master the specific elements of Principles of Instruction, learning experiences are shaped and delivered consistently across the academy through the 'Lesson Cycle'.

Subjects 2021-2022

The Maltby Academy Lesson Cycle is underpinned by Barak Rosenshine's 'Principles of Instruction' and it is the medium to deliver our curriculum.

CURRICULUM IMPACT

The Maltby Academy curriculum is designed to hook students' interests to produce amongst others, young linguists, geographers, historians and scientists. To achieve this, we place great emphasis on the balance between the professional development and opportunities for collaboration between curriculum leaders and teachers and clear evaluation and accountability. The curriculum is quality assured through quantitative and qualitative measures such as:

- Student participation in extra-curricular activities/enrichment
- Take up and retention at GCSE and Post 16
- Destination data including Post 18 progression
- Student Voice
- Quality and quantity of work in books
- Academy examination performance - attainment and progress

For further information on the curriculum, please email: info@maltbyacademy.com

Y7, 8, 9	Y10 & 11	Y12 & 13
English Language	GCSE English Language	A Level English Language
English Literature	GCSE English Literature	English Literature
Mathematics	GCSE Mathematics	Mathematics
Science	GCSE Trilogy Science	Further
Geography	GCSE Triple Science	Mathematics
History	GCSE Geography	Biology
MFL	GCSE History	Chemistry
Physical Education	GCSE Spanish/French	Physics
Design Technology	OCR Sports Science	Geography
Art	NCFE Engineering	History
Music	GCSE Art	Media Studies
Performing Arts	BTEC Performing Arts	Spanish
Computing/IT	OCR Computing/IT	Art
Life Skills	BTEC Business & Enterprise	Photography
Character Education	Life Skills and Religious	Economics
Religious Studies	Studies	Business Studies
	BTEC Health & Social Care	Psychology
	GCSE Media Studies	Sociology
	Character Education	Criminology
		Technical Awards
		BTEC Science
		BTEC Sport
		BTEC ICT
		BTEC Business
		BTEC Performing Arts
		BTEC Health & Social Care
		Life Skills

The Lesson Cycle



SHARP START

You must arrive at every lesson **promptly** and **immediately** access the Sharp Start.

The **purpose** of the Sharp Start is to help you to **recall previous learning** that will in turn help you to develop your understanding of the new content in the lesson.

You might be asked to share your **homework** or complete a short **retrieval practice** task. Alternatively, you might be asked to think imaginatively about the new learning in the lesson.



INPUT

Your teacher will deliver new material in small steps to help you to grapple with it.

Ensure that you are **engaging** with the **technical terminology** introduced in the lesson.

Ask questions about anything that you are not sure about.



GUIDE

In this part of the lesson, your teacher will show you how to **apply** your new learning.

Pay careful attention to the way that your teacher **approaches** the task and **breaks it down**.

Consider how you will **replicate** this approach yourself.



iZONE

The iZone gives you a chance to **independently** apply your **skills, knowledge** and **understanding**.

You will be given a specific amount of time and you will be expected to write, at length, on your own. This will **develop** your writing **stamina** that you will need in your final exams.



REVIEW

This is a chance to **reflect** on what you have **learnt**.

Your teacher may require you to **self or peer assess**.

You may be given a homework task to **prepare** you for your learning in a future lesson, or to **consolidate** your learning from the lesson.



High Expectations for All Students

At Maltby Academy we are committed to developing a love of learning amongst all students and push them to achieve their potential.

ABILITY GROUPING

We expect all young people to try their very best to achieve their potential and encourage them to do so by allocating them to specific teaching groups. Our unique Year 6/Year 7 transitions programme means that we get to know your child well before they start in September.

The Transitions Team will talk to your child's Year 6 class teacher, consider performance and confidence in Maths and English and ascertain whether your child has any learning needs or specific requirements. Using this information, your child will be allocated to teaching groups according to their prior attainment.

Your child will be taught with other students of similar ability – Above, At or Below Age Related Expectations and, through ongoing assessments via class work and homework, they will have every opportunity to move up the groups as they progress.

You will receive regular updates on your child's progress via Learning Cycle Reports and Parents' Evenings throughout the academic year. We will ensure that your child's learning needs are met and that all students can progress.

CHALLENGE AND SUPPORT WITH LITERACY

Young people learn at different rates, grasp concepts at different times and may need more time and encouragement to develop language and literacy skills. Being competent in the use of language and grammar will unlock a young person's potential and enable them to be successful in the wider curriculum.

The Step-Up Programme is a powerful learning experience in which students with lower levels of literacy spend dedicated time developing such skills. Step Up is a discrete, project-based curriculum, run by the English department which is delivered by dedicated staff who work with the group.

The skills and content from the mainstream lessons are shadowed within Step Up so young people can graduate out of the programme into mainstream lessons when and if they are ready and secure in their learning.

Support with Positive Engagement

At the Academy we believe it is never acceptable for a student or students to stop a teacher from teaching and other students from learning. That is why we have the Academy Code of Conduct, Behaviour Policy and Engagement in Learning profiles.

The Academy site is supervised at all times by teaching and non-teaching staff and any disruption is dealt with swiftly and consequences adopted. However, we do know that some young people need support to manage their social and emotional wellbeing and so provide a number of solutions to facilitate their learning. The Bridge programme from Year 6-7 to Year 11 provides small groups and one to one counselling sessions, a bespoke curriculum and a dedicated centre of teaching.

If your child requires intervention from the Bridge programme you will be informed and invited to the Academy with your child before they start in September.



Character Education

Character Education is delivered to support a tutor programme that challenges students to set aspirational targets and to always apply the five key drivers to everything they do, both in and outside the classroom. Tutor time provides a framework where students regularly self-reflect on progress towards meeting their personalised targets.

The main aim of Character Education is to ensure 'all students develop exceptional character': character that exemplifies a true growth mindset, a phenomenal work ethic, confidence and high levels of grit, resilience and determination; ensuring they are being fully prepared to flourish in an ever-changing world. Indeed - 'qualifications secure the interview; character secures the job'.

Every student in school sets targets each term that they focus on. Studies have found that people who set regular, personalised goals are more likely to be successful and content in life. This is because having goals to focus on makes a person more driven, accountable and motivated. During the Character Education sessions, students set short term, long term and lifetime goals. Once goals have been established, students are required to review their progress towards achieving these goals every week by completing the '5-minute happiness journal'.

Students set new goals each term, under the following categories: fun, career, education and personal. Throughout the year, students study different modules linked to the five key drivers around responsibility, confidence, resilience, community, aspiration with a sixth based on leadership. Topics within these areas include Growth Mindset, Grit and Conquering Fears. These modules are designed to stretch and challenge students to develop their inner character.

Votes for Schools (VFS)

'Votes for Schools' is a debating programme that helps to support a wide range of skills that contribute to the character development of students. These include tolerance, empathy, oracy, confidence and resilience.

Two 20-minute sessions are delivered to each tutor group every week. In the first VFS session of the week, students are introduced to a current affairs question/dilemma and presented with information on both sides of the argument. The students throughout this session are set various tasks, centred around group discussion and other interactive tasks. The students are also encouraged to discuss the vote topic at home with parents via the Home Info sheet on the Academy website. This gives parents a clear insight into the topic their son or daughter is discussing each week. In the second VFS session, students are asked to vote for whether they agree or disagree with the 'motion'

or whether they answer 'yes' or 'no' to the session's question. Students are then asked to construct a two-minute speech to articulate their point of view. Students do this with the assistance of additional sentence starters included in the student's planner. At the end of this session, students' votes are added anonymously into the VFS website. VFS compiles the results of the vote topic and sends it back to school so that we can see how our votes compare to that of over 2000 other schools. VFS compiles the results of the vote topic and sends it back to school so that we can see how our votes compare to that of over 2000 other schools.

"Votes for Schools, which provides weekly lessons on contemporary issues within tutor groups, is a great asset to the school. This was of particular use to me as one of the topics discussed as part of Votes for Schools – modern day slavery – came up in my first interview for Cambridge. Having prior knowledge of this allowed me to feel much more confident in answering the questions I was given and I'm certain contributed to them offering me a place on their course."

Olivia Bell – Y13



Extracurricular - PE

Maltby is a school that prides itself on the level of sport and physical activity offered to students.

Facilities in the PE Department consists of a full sized well-maintained floodlit 4G astro turf pitch, a large sports hall, two netball courts, two multi-games courts, a well-equipped fitness studio, a dance studio and access to a large playing field that includes rugby grids, two grass football pitches, two rounders pitches, athletics track with throwing event areas. All PE staff have a wide variety of teaching and coaching experience supported by a range of Governing Body Qualifications.

The Academy has an impressive history of success at local, regional and national level. Students have progressed from school sport all the way through to gaining national recognition in a range of sports and activities. The football scholarship offered at Maltby Academy is delivered to the highest quality and acts as an example to younger students of the dedication it takes to progress to a higher level.

Maltby Academy has close links with all the local primary schools in Physical Education and the standards, routines and expectations clearly flow from nursery to Post 16.

The sports teams and clubs are offered in the following:

Athletics, badminton, basketball, cricket, dance, football, gymnastics, netball, rounders, rugby, trampolining. These clubs are open to all abilities; students are encouraged to attend as many extra-curricular clubs as they like. Staff and students are proud of the high levels of commitment shown during these extra-curricular clubs, as well as representing the Maltby community with great pride and honour.



Extra Curricular - Drama & Music

The Performing Arts department at Maltby Academy offers a rich and diverse range of opportunities to allow students to develop their performance skills whilst stretching their creativity and building confidence. With staff specialists in all three areas; Dance, Drama and Music, we offer extra-curricular opportunities in all three disciplines.

OPPORTUNITIES AVAILABLE:

Key Stage 3 Drama Club

Students will have the opportunity to work with a script as well as devising their own work.

Key Stage 3 Dance Club

Students will learn routines in a range of dance styles.

School Choir

Students will learn a variety of vocal warm ups to develop their voices.

Band Practice

All instrumentalists can come together to practise and develop their skills.

Peripatetic Music Lessons

1-1 tuition through Rotherham Music HUB.

Key Stage 4 and 5

Students have access to the dance and drama studio, to work alongside staff to support their exam study.

Full School Productions

Each year, students can showcase their skills in whole school performances.



POST16: Year 12-13

Post 16 @ MLT is a collaborative Sixth Form provision. Maltby Academy and Sir Thomas Wharton Academy work closely together to provide all of our students with a high quality, personalised Level 3 curriculum. We are very proud of our high standards of teaching, combined with quality pastoral care for every individual. Our students leave us prepared for leading Universities, Higher Level Apprenticeships and desirable employment opportunities.

Curriculum Pathways

We offer three Level 3 pathways for our students; Academic courses, applied courses and a mixed combination of both Academic and Applied courses. Our students also have access to a range of excellent enrichment qualifications and opportunities that can be accessed alongside any of our core pathways. Our curriculum offer provides a flexible approach to ensure all eligible Key Stage 4 students can access qualifications that will prepare them for their future career aspirations. Every student follows a suite of substantial qualifications that stretch and prepare them for education at the next level or for employment.

A-level Courses

The Academic pathway focuses on traditional A-Level qualifications and students on this pathway will be expected to select three subjects. These are assessed mainly through exams, with some non-exam assessment in some subjects. Students should have a minimum of a Grade 5 in GCSE English and Mathematics. They should also have three other grade 5s from other subjects. Other subject specific entry requirements may apply; see the Post 16 prospectus and our website for details.

Students can study the following A-level subjects: Art and Design, Biology, Chemistry, Computer Science, Economics, English Language, English Language and Literature, English Literature, French, Further Mathematics, Geography, History, Mathematics, Media Studies, Physics, Product Design, Psychology, Sociology or Spanish.

Applied Courses

The Applied pathway includes BTEC Level 3 qualifications. These courses are assessed through coursework assignments and an external examination. On the Applied pathway, students should have a minimum of a Grade 4 in GCSE English and Mathematics. Students can study the following Applied subjects: Business, Criminology, Health and Social Care, ICT, Performing Arts, Science and Sport.

Mixed Course Combination

Our timetable allows students to also select a combination of Academic and Applied courses. This allows students to pursue a range of subject areas and enjoy demonstrating a range of skills through a mixture of assessment types.

Enrichment

We have a proven track record of developing well-rounded students who have the qualifications, skills and character to go on to live happy and successful lives. We believe subject choices will be crucial to the future success of our students. However, while subject qualifications might get students a job, our course interview in the future, it will be their character and ability to share their wider experiences that will secure them the post or place. Therefore, we encourage our students to immerse themselves in activities and qualifications outside of the academic or applied options they take too. These opportunities will contribute significantly to their overall development.

Students can enrol on the following enrichment opportunities:

Core Maths, Criminology, EPQ, E-Sports, Financial Studies, Football Scholarship, Photography, Sports Leaders, Student Leadership, Work Experience.



POST16: Scholarships

FOOTBALL SCHOLARSHIP – SHEFFIELD FC

Our Football Scholarship programme offered at Maltby Academy in conjunction with the world's first football club, Sheffield FC, is a unique opportunity for talented 16 – 18-year-old footballers to further develop their football education alongside A-levels and/or BTEC Level 3 qualifications. This also offers a realistic pathway for some players into semi-professional and professional football. Students are trained by UEFA A/B licenced coaches multiple times a week, gain their FA Level One coaching qualification and get the chance to develop their skills competing in the highest standard of college 16-18 football.

E-SPORTS SCHOLARSHIP

Our E-Sports scholarship is an opportunity for students with a passion and interest in the gaming industry and the business opportunities this is creating. Students will study for an E-Sports qualification and combine this with further Level 3 qualifications in Business and ICT, to support their progression into this huge emerging market. E-Sports scholars will also have the opportunity study business finance. Students will also be given the opportunity to develop key leadership, entrepreneurial and organisational skills, planning and delivering E-Sports events.

DANCE ACADEMY

Students enrolled in our Dance Academy develop their dance skills and experience, which help broaden their repertoire, theoretical knowledge and experience. They study a variety of dance styles, professional dance works, practitioners and choreographers, which include working with professional artists.





Personal Development, Wellbeing and Safety

We aspire to improve the life chances of all our students, through their ongoing progress and improvement in learning. Education should be a positive and transformational experience, regardless of ability or background, and we are committed to raising achievement for everyone. We have the highest expectations of all our students, in every area of school life.

TUTOR PROGRAMME

Each day at Maltby Academy starts with a tutor period and one day a week there will be a Year group assembly. In their tutor groups, students will discuss their achievements, their attendance and punctuality, their behaviour and detentions and the extra-curricular activities they have taken part in.

LIFE SKILLS CURRICULUM

Through the Life Skills curriculum, students are taught to manage risk and make positive choices with respect to their own personal well-being, their relationships with others and within their role in the wider world. We achieve this by ensuring all young people will develop their skills, language, and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives. They will also develop positive personal attributes including: resilience, self-confidence, self-esteem and empathy.

WELLBEING AND SAFETY

The key priority for all who work at Maltby Academy is to ensure all our young people are safe in school. Systems and procedures for safeguarding young people are outlined on the website. We have a dedicated team of specialists who are committed to ensuring your child's time at the Academy is enjoyable, rewarding and safe.

Please refer to policies and procedures on the Academy website:
www.maltbyacademy.com



Our House System

The house system dates back to our humble beginnings and it did much in those early years to encourage students to progress.

The House System is in place for our students to be part of a community. We have four houses: Barts, Bede, Rolleston and York. The house community will work together to achieve success, take part in house competitions and raise money for charity. There is something for everyone to take part in and we encourage all our pupils to get involved in as many house activities as possible.

HOUSE WEEK

Each subject area will host their 'House Week' as an extra-curricular competition for students to get involved in, earning House points for themselves and their House team, and also promoting a love of learning for each individual subject area.

HOUSE PROJECT

Every month a new house project is set. Students can get creative and show off their individual skills in line with the month's theme to create a project.

HOUSE COMMITTEE

Students have the opportunity to enhance their leadership skills through applying and being a member of the House Committee. Student committee members discuss and plan house events and work as a team to constantly improve how the house system operates.

HOUSE CHARITIES

The House Committee will take an important role in ensuring charity events take place to raise money for house charities. We encourage all our pupils to give something back to the community by taking part in charity events.



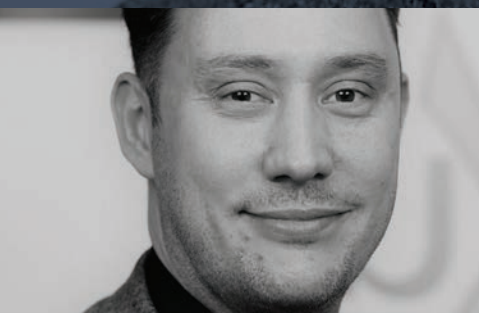
Alumni:

Warren Carratt

Warren left Maltby Academy in 2000, he went to achieve a Bachelor of Arts degree with honours, a Masters in HR management and is now the CEO of a multi-academy trust and a magistrate.

Studied:

A-LEVEL - Maths
A-LEVEL - Physics
A-LEVEL - Business
AS-LEVEL - Geography



"THE KEY SKILLS AND EXPERIENCES I RELY ON EVERY DAY ARE HARD WORK; INTELLECTUAL CURIOSITY; REFLECTION; AND REMAINING AS CALM AND LOGICAL AS I CAN BE."

Alumni:

Frances Emily Kitching

Frances studied at Maltby Academy and is now a professional footballer, playing as a goalkeeper for FA Women's Championship Club Sheffield United. She had previously played for Liverpool, Chelsea and Watford.

Studied:

BTEC - IT
BTEC - Media Studies
BTEC - Travel and Tourism



"IF YOU WANT TO DO SOMETHING AND YOU GENUINELY THINK IT'S A GOOD IDEA, DO IT."

Alumni:

Megan Edgar

Megan graduated with a Mlang (Hons) in Spanish, French and European Culture. She now works as a Product Manager for SPIT UK & Nordics - ITW Construction Products.

Studied at Maltby:

A-LEVEL - French
A-LEVEL - Spanish
A-LEVEL - Music
A-LEVEL - English Language
A-LEVEL - General Studies



"YOU ARE DEFINED NOT BY THE GRADES ON A PAPER BUT THE EXPERIENCES YOU LIVE, SO CHOOSE TO STUDY SUBJECTS THAT YOU ENJOY AND THEN USE THAT PASSION TO FIND A JOB THAT WORKS BEST FOR YOU."

Alumni:

Hollie Broadhead

Hollie left Maltby and went on to study BSc Psychology at the University of Lincoln and now works as an English Teacher.

Studied at Maltby:

A-LEVEL - English Literature
A-LEVEL - Psychology
A-LEVEL - Sociology



"ALWAYS BELIEVE THAT YOU CAN DO IT AND YOU CAN MAKE IT, NO MATTER WHAT THAT 'IT' LOOKS LIKE FOR YOU; WORK HARD, TRY YOUR BEST AND TRUST THE PROCESS."



**DELIVERING
EXCEPTIONAL LEARNING
EXPERIENCES THAT
ENABLE ALL YOUNG
PEOPLE TO THRIVE IN A
COMPETITIVE WORLD
AND LEAD SUCCESSFUL
AND FULFILLING LIVES**

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