



CCA Guidance

Ethos

The CCA programme works alongside the academic curriculum in order to provide an outstanding educational experience for our students. The programme is designed

- to allow every student to apply some of the skills and knowledge they learn in the classroom to different contexts;
- to improve the wellbeing and self-esteem of our students
- to develop skills and interests as well as allowing space and time outside of academic lessons;
- to prepare them for life after school by giving them access to meaningful experiences and opportunities; and will set them apart in the higher education and employment markets
- to provide new challenges
- give them the chance to make a difference to the lives of others or simply the freedom to approach a new situation by themselves to discover and develop skills they did not realise they had.
- to help students balance the academic and co-curricular aspects of their lives,
- to allow as many students access to as many different opportunities as possible
- to provide a structure for ensuring all students take advantage of the programme, thereby embedding the habits and values of commitment and wider education.

For staff, it is the opportunity to guide students in contexts beyond the syllabus. It could be simply the chance to share an area of interest and see it from a young person's perspective. We aim to give members of our school community experiences that they will remember for the rest of their lives.

Outline of the CCA programme

The wide and varied experiences of our students will work to develop a number of skills:

- **Independence:** our students find the answers to their own questions;
- **Thoughtfulness:** our students study themselves as well as the world around them, they know what they need to focus on and where their strengths lie;
- **Leadership:** we provide a wealth of opportunities for our students. The most important opportunities involve taking responsibility, being active rather than passive and fixing problems rather than waiting to be given solutions;
- **Collaboration:** our students work together to solve problems; and
- **Creativity:** new technology and solutions are key to driving ideas forward, our students do not just learn the material, they learn how to think, create and develop.



Session Planning Guidance (APES)

If you are new to session planning it is useful to think of the acronym APES. Ensure your session is:

Active	Purposeful	Enjoyable	Safe
Students should not be passive for long periods. They should be doing/trying/discussing/making etc.	All activities should have clear learning outcomes. You should be able to explain why you are doing each activity.	Whilst all students should be making progress the students should also be enjoying their activities. Enjoyment is key to success. Positive praise and giving activities 'fun' names are key components of this.	We will never do anything which endangers a student. If in doubt, ask. If still in doubt, don't do it!

If students are enjoying actively taking part in purposeful and safe activities then you have had a successful session. Students should also be able to see progress in a session and across a series of sessions.

Challenges

An easy and effective way of differentiating tasks and allowing students to make progress is through giving them two or three challenges instead of a fixed task. For example, this could be a simple challenge such as simple brushstrokes/ball skills/an easier question to answer etc., a skill of medium difficulty and a difficult challenge; the latter two could be the same as the first task but with additional elements of challenge, or different challenges which are harder. You do not have to use this structure but it is a straightforward guide for those who have not run sessions before.

Intervention vs independence

Do not over-coach the students. Students should be given the freedom to build resilience. If they are struggling they should first try to figure out the solution for themselves, then ask a peer for support before asking you for help. If a student is doing something in a non-traditional way, allow them to observe others, try it themselves and then self-correct if needed. Give children time to think when they are learning something new; mental agility and challenge is the key to improvement, whether it is a physical activity or not. You can intervene if a student is not making progress or if they are being unsafe. A general guidance would be 90% independent work and 10% teacher-led work.



Guiding principles

- The point is to encourage students to try new hobbies and ideas. We hope to inspire them to take up the CCA in their own time.
- Teachers will be asked to write a description of the CCA before the start of the year to communicate with parents.
- The activities are not examined and are not linked to a syllabus unless a teacher chooses. (For example, the swim coach may decide to work towards a water-safety certificate.)
- The teachers involved choose the activity they wish to run and are passionate about delivering.
- The activities should be active, purposeful, enjoyable and safe (APES).
- The best activities allow students to see progress. This could be by working towards mastering a skill, producing a piece of work or completing a project in the CCA.

Some examples of successful CCAs

Creative

An art project that taught the students about a theme in the first week and then used this theme as inspiration for a project, eg, a group of musicians who make their instruments from recycled material and then students design and make their own instruments.

A teacher spends the first week doing drama games to get a sense of community, watched a ten-minute scene of a play in the second week and then worked with the children to act out the scene (on coping with exam stress) which was played to the school in assembly.

Sport

A teacher used the sessions to work on general ball skills in the first weeks and built up to allow the students to play a game of tee-ball (a hitting and fielding game). Another teacher focussed on dance using online videos to help them build a basic dance routine.

Academic

A teacher gave the students blank templates of a book and taught them a Chinese legend. The students then drafted and wrote their own stories and made beautiful books which they took home.



How CCAs and ECAs fit into the weekly timetable

	7.35-7.50	7.50-8.00	8.00-8.20	8.20-8.40	8.40-9.00	9.00-9.20	9.20-9.40	9.40-10.00	10.00-10.20	10.20-10.40	10.40-11.00	11.00-11.20	11.20-11.40	11.40-12.00	12.00-12.20	12.20-12.40	12.40-13.00	13.00-13.20	13.20-13.40	13.40-14.00	14.00-14.20	14.20-14.40	14.40-15.00	15.00-15.20	15.20-15.40	15.40-16.00	16.00-16.20	16.20-16.40			
Pre-nursery Mon-Fri	Soft start	Reg	180 minutes										Lunch	40 minutes	Home																
Nursery term 1 Mon-Fri	Soft start	Reg	180 minutes										Lunch	40 minutes	Home																
Nursery terms 2-3 Mon-Fri	Soft start	Reg	180 minutes										Lunch	80 minutes				Nap			20 mins	Home									
Reception Mon-Fri	Soft start	Reg	180 minutes										Lunch	160 minutes						Home/snack	Optional ECA	Home									
KS1 (Years 1-2) Mon, Wed, Fri	Soft start	Reg	Period 1	Period 2	Period 3	Break	Period 4	Period 5	Lunch	Period 6	Period 7	Period 8	Home/snack	Optional ECA	Home																
KS1 (Years 1-2) Tue, Thu	Soft start	Reg	Period 1	Period 2	Period 3	Break	Period 4	Period 5	Lunch	Period 6	Period 7	Period 8	Break/snack	CCA	Home																
KS2 (Years 3-6) Mon, Wed, Fri	Soft start	Reg	Period 1	Period 2	Period 3	Break	Period 4	Period 5	Lunch	Period 6	Period 7	Period 8	Break/snack	Period 9	Optional ECA																
KS2 (Years 3-6) Tue, Thu	Soft start	Reg	Period 1	Period 2	Period 3	Break	Period 4	Period 5	Lunch	Period 6	Period 7	Period 8	Break/snack	CCA	Optional ECA																

Reg: registration CCA: co-curricular activity ECA: extra-curricular activity
Soft start: an opportunity for students to explore the learning areas, and a chance for parents to speak to the class teachers

When is the activity?	Who runs the activity?	Who organises the children and supervises the transition?	What do they run?
Period 9, Tuesday	All class teachers spend the first half-term with their own class and then rotate to a different class.	The assistant teacher manages the students during the break before the CCA, the transition to the activity and to the class at the end of the activity.	One half-term of their chosen activity, ideally building towards a project or piece of work/performance.
Period 9, Thursday	Specialist teachers		



KING'S COLLEGE INTERNATIONAL SCHOOL

BANGKOK

Class	First half-term		Second half-term	
	Tuesday	Thursday	Tuesday	Thursday
Year 1A	Class 1A teacher	Thai teacher 3	Class 1B teacher	Head of Drama
Year 1B	Class 1B teacher	Head of Drama	Class 2A teacher	Thai teacher 1
Year 2A	Class 2A teacher	Thai teacher 1	Class 2B teacher	Mandarin teacher
Year 2B	Class 2B teacher	Mandarin teacher	Class 3A teacher	Mandarin teacher and assistant
Year 3A	Class 3A teacher	Mandarin teacher and assistant	Class 3B teacher	Head of Thai
Year 3B	Class 3B teacher	Head of Thai	Class 3C teacher	Librarian and Library Assistant
Year 3C	Class 3C teacher	Librarian and Library Assistant	Class 4A teacher	Head of EAL
Year 4A	Class 4A teacher	Head of EAL	Class 4B teacher	EAL teacher
Year 4B	Class 4B teacher	EAL teacher	Class 5 teacher	Thai teacher 4
Year 5	Class 5 teacher	Thai teacher 4	Class 6 teacher	Head of Music
Year 6	Class 6 teacher	Head of Music	Class 1A teacher	Thai teacher 3

The classes would then rotate in the same way each half-term so that every teacher will get to know six different classes across the course of the year, including their own. As an example, let us take the teacher of Class 1A who teaches their CCA on a Tuesday:

	First half-term	Second half-term
Term 1	Class 1A	Class 6
Term 2	Class 5	Class 4a
Term 3	Class 3C	Class 3B

This guidance will be reviewed regularly and is subject to change.