



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 term to be shared with the students.
- 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.
- 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.
- Students are asked to reflect on their CCAs and ECAs to see how they have developed many of the skills and attributes from the learner profile through the weekly well-being questionnaire.

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). A coach using mini-games and drills to practise key skills which are later developed through competitive games either within school in House competitions or against other schools in Bangkok.

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

	07:30 - 08:00	08:00 - 08:40	08:40 - 09:20	09:20 - 10:00	10:00 - 10:20	10:20 - 11:00	11:00 - 11:40	11:40 - 12:20	12:20 - 12:40	12:40 - 13:20	13:20 - 13:40	13:40 - 14:00	14:00 - 14:20	14:20 - 14:40	14:40 - 15:00	15:00 - 15:40	15:40 - 16:40
EY, Primary	Soft start/reg	1	2	3	Break	4	5	Lunch	6	7	8	Break	9	Optional ECA			
Senior	Tutor	1	2	3	Break	4	5	6	Lunch	Study	7	8	9	Optional ECA			

When is the activity?	Who runs the activity?	Who organises the children and supervises the transition?	What do they run?
Period 9, Tuesday	Run by class teachers and specialist teachers. 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	As above		
Period 8 & 8, Wednesday	Run by specialist teachers in the senior school. Class teachers spend the first half-term with students from two houses who then rotate the following term.	The teacher meets the students at the CCA location at the start of the session and takes a register.	Teachers will run an activity which falls in one of three categories; creativity, action, service/global citizenship.



CCAs in the Primary School

CCAs KS1			CCAs KS2 (Years 3-4)			CCAs KS2 (Years 5-6)		
Class	Tuesday	Thursday	Class	Tuesday	Thursday	Class	Tuesday	Thursday
Y1B	Irish Dancing	Just Dance	Y3B	Debate & Public Speaking	Dodgeball	Y6G	Game Design Lab	Outdoor Adventurous Activities
	Ciara Heslin	Abigail Taylor		George O'Neil	Wayne Spanswick		Emma Gardner	Pete Sullivan-Hill
	B2	B2		W24	Multipurpose 3 & 4		B34	Multipurpose 1
Y1G	Lego Robotics	Construction Club	Y3G	I Can Draw	Eco Warriors	Y5G	Japanese	Ultimate Frisbee
	Dion Norman	Fleur Wells		Jo Cullen	Tanya Perry		Joseph Simpson	Duncan Scott
	B1	B1		W23	W23		W33	The Common
Y1O	Get Moving	Story Show	Y3R	Table Tennis	Animal Club	Y5R	Quiz Making	Sew Much Fun
	Josie Keighley	Jin Meng		Glen Wilkins	Zoe Field		Karen Martin	Emily Gumb
	B6	B6		Mul 5	W22		B33	W31
Y1R	Poetry & Rhyme	Story Club	Y3O	Board Game Design	Chess	Y5O	Bookmaking	Kan Jam
	Claire Bassi	Katherine Spanswick		Sophie Major	Josh Flores		Kit Lang	Tashi Pem Grant
	B4	B4		W25	W25		Art Studio 1	The Common
Y1P	Drawing Club	Muay Thai	Y3Y	Mindfulness Art & Craft	Wood Art	Y5Y	Little Hanuman	Board Games Club
	Angela Bollen	Kru Meiji		Evans Ong	Christina Sutton		Kru Boom	Josh Howarth
	B3	B3		W11	W24		B31	B31
Y1Y	Move Your Body	Thai Childrens Games	Y4B	Benchball/Netball	Spanish Language & Culture	Y6B	Recorder Ensemble	Badminton
	Melanie Winyard	Kru A		Natasha Sadler	Sarah Dunne		Barbara Freeman	Max Forster
	B5	B5		Multipurpose/Sportshall	B23		W34	sportshall
Y2B	Fine Motor Skills Club	Mindful Me	Y4G	Lego	Reading Club	Y5B	KidsLingo	Chinese Paper Cutting
	Henrietta Teulcher	Naomi Scott		Matthew Chapillon	Milena Thorburn		Laurence Hammond	Xaoling Huang
	B11	B11		W22	B24		B34	W33
Y2G	Splash	Xylophone & Percussion Group	Y4R	Thai Arts & Craft	Origami	Y6R	Photography	Card Games
	Tahmina Faruq	Fergus Walker		Kru Suay	Sairah Rees		Georgia Wicks	Tara Seten
	EY Splash Area	Music Room		B21	B21		W34	W33
Y2R	Clay Modelling	Rotation Club	Y4Y	French Language & Culture for Beginners	Thai Children Plays	Y6Y	Cooking	Storytelling & Performance
	David Shephard	Emily Leighton-Smith		Lisa Harris	Kru Moodang		Sara Willis	Claire Cockle
	B15	Gym/Multipurpose 3 & 4		B22	B22		Cooking Room	W31
Y2Y	Fun With Thai Alphabet	Move Your Body						
	Kru Som	Emma Dunn						
	W14	B14						

Primary CCAs - This year teachers will rotate across two age groups. The students will still have the opportunity to experience 12 different activities throughout the year.

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

Term	Class	Term	Class
Term 1a	Class 1O	Term 1b	Class 1R
Term 2a	Class 1P	Term 2b	Class 1Y
Term 3a	Class 2B	Term 3b	Class 2G



KING'S COLLEGE INTERNATIONAL SCHOOL BANGKOK

Senior School

In the senior school, CCA runs on a Wednesday from 2.20 - 3.40 (period 8 and 9).

Year 7-9 will go through a series of rotations. They will select a CCA from a selection offered each term, with one focused around creativity, one around an activity and one around service/global citizenship. Houses are paired and rotate around the three categories each term.

The Duke of Edinburgh's International Award Group runs the bronze award for Year 10. This will follow a course teaching the expedition skills as part of their CCA afternoons to prepare them for a practice and qualifying expedition. Most students will then complete their volunteering section in Year 10 through various ECAs. The physical and skills section will be completed by the students outside of compulsory school sessions, but with opportunities in their regular ECA sessions and other opportunities within and outside of school. Completing the award and the expeditions is not compulsory.

Year 11 students will be given the opportunity to do the IA silver award or to develop their leadership skills through a variety of options offered within the school community, co-leading KSI ECAs or teaching English at a local school, Wat Dok Mai.

CCAs in the Senior School

CCA	CREATIVITY	TEACHER	ROOM	ACTION	TEACHER	ROOM	GLOBAL CITIZENSHIP/SERVICE	TEACHER	ROOM
1	Travel writing and documentary filming	Kath Taylor	WIS14	King's Bangkok International News	Sam Gohil	WIS5	The King's Bangkok History of Science Magazine	Alex Foster	WIS2
2	Football Journalism	Ben Northrop	WIS17	Guitar Skills	Sam Arts	Music B43	Operation Give Back Service	Grace Scott/Amy Church	WIS18
3	Thai Music	Kru Huay	WIS47	Badminton	Mark Johnson	Sportshall	Recycle to Upcycle	Elinor Kurton	WIS38
4	Junior STEM/CREST Award	Nisreen Dawkins	WIS4	Touch Rugby	Anthony Braithwaite	The Common	Japanese	Joseph Simpson	WIS41
5	Creative writing Competitions	Claire Bassi	WIS22	Netball/Basketball	Bethan Davies, Eloise Broyden	Covered Courts	Young Money	Chris Sudding	WIS26
6	Podcasting	Julian Campbell	WIS17	KWIK Cricket	Simon Cox	Sportshall	TED Speech Writing	Allister Edwards	WIS16
7	Junior MBA	Adrian Jordan	WIS34	Ultimate Frisbee	Chris Wright	The Common	Latest Science Developments	Kevin Hall	WIS6
8	Thai arts and crafts	Kru Faasai	WIS49						
HOUSE	Layton/Kingsley			Major/Glenesk			Alverstone/Maclear		
Activity								Teachers	Rooms
Year 10 & 11 International Award - Bronze/Silver								IA Team	C Hall
Year 12 The King's Project & Leadership								JM and Team	S Hall



KING'S COLLEGE INTERNATIONAL SCHOOL

BANGKOK

Year 12 will spend the first term choosing from 4 options, teaching at Plookchit Temple School, co-leading early years or reception ECAs, developing journalism skills by running 'The King's News', or leading sixth form societies. In term 2 and 3, Year 12 students focus on developing their academic research, reading, and writing skills by undertaking a Research Project in an area of super-curricular interest. As a whole, Year 12 Co-Curricular Activities form a tailored programme designed to help students grow academically and personally for success in the Sixth Form, at university, and beyond.

To help with the planning of CCAs in KS3, teachers use the descriptions below as a guidance.

Creativity - activities which provide our students with the opportunity to do something that they have always wanted to do. Creativity will come from the student's talents, interests, passions and imagination. This may include visual and performing arts, digital design, writing, film, culinary arts, crafts and music composition. Students will hopefully be challenged to step out of their comfort zone and try something new, or work on something they enjoy.

Activity - activities which encourages students to do something physical that will benefit their wellbeing, to participate in something that they will enjoy and, hopefully, continue for the rest of their lives. Students might choose an outdoor activity like climbing, continue with a sport they already like or try a new sport. These activities promote lifelong healthy habits related to physical well-being.

Global Citizenship/Service - is split into two main areas; Firstly these are activities which help our students to understand how they can make a meaningful contribution to the local and wider community. Such activities enable our students to work with people outside the family and not for profit. The aim of these activities is for students to contribute in their own way to making the local community and the world a better, kinder place. Secondly, this involves activities which give our students an opportunity to discover the wider world.

ECAs Reception, Primary and Seniors

We have optional activities after school from Reception upwards. These take place after the academic curriculum and are led by our teachers and our external providers to allow students to pursue their interests or to develop a new passion.



ECA Sessions Per Week

Years	Maximum number of ECA per week
Reception (2:50 - 3:30 PM)	Students can choose a maximum of two ECAs per week.
Key Stage 1 (Years 1-2) (3:00 - 3:40 PM)	Students can choose a maximum of three ECAs per week (Mon, Wed, Fri).
Key Stage 2 (Years 3-6) (3:40 - 4:40 PM)	Students can choose a maximum of three ECAs per week.
Senior (Years 7-12) (3:40 - 4:40 PM)	No limit.
Late Training (4:45 - 6:15 PM)	Some sports, music & drama performance activities
Saturday (8:00 - 12:00 PM)	Gymnastics, football, basketball, swimming & golf

An ECA will run for 7 to 8 weeks to coincide with the BISA sporting calendar (start and end dates in the calendar.) Information is coordinated by the Director of Co-curricular and sent to all parents and members of staff regularly.

Each season, the ECA team will produce an ECA Booklet for parents which will include information regarding the activity, the number of sessions and the costs. The booklet also informs parents regarding the refund, cancellation and commitment to ECAs.

ECA Season Dates

Season	Dates
Season 1	4 September to 3 November
Season 2	13 November to 26 January
Season 3	5 February to 29 March
Season 4	29 April to 21 June



Sports Seasons

	BISA SCHOOLS SEASONS					
	Primary School		Senior School		Senior School	
	U9 & U11		U13 & U15		U19 (JV & Varsity)	
	In Season	Pre-Season	In Season	Pre-Season	In Season	Pre-Season
Season 1	U9 Football U11 Football	U9 Basketball U11 Basketball	U13 Basketball U15 Basketball	U13 Volleyball U15 Volleyball	U19 Football U19 Volleyball U19 Netball	U19 Basketball U19 Rugby U19 Touch
Season 2	U9 Basketball U11 Basketball	U9 Netball U11 Netball	U13 Volleyball U15 Volleyball		U19 Basketball U19 Touch	U19 Badminton U19 Softball
Season 3	U9 Netball U11 Netball		U13 Football U15 Football U13 Netball		U19 Badminton	
Season 4	U9 Touch U11 Touch		U13 Touch U15 Touch U13 Badminton			

Withdrawal/Cancellation of ECA

Students are granted a one-week grace period during which they can change their Extra-Curricular Activity (ECA) option if they find it unsuitable. However, after this initial week, no further changes to ECA selections are permitted. The cancellation and withdrawal terms are outlined in the terms and conditions outlined in each season's ECA booklet.

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