

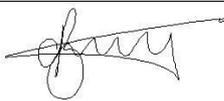
Curriculum Statement



**THE LADDER
SCHOOL**

Redefining alternative provision



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Date for Review	April 2021
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Member of staff responsible for the policy	Chris Bury
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Signed by Principal	
Signed by Chair of Governing Body	



Version Control

Version	Author	Date	Changes Made
1.0	CB	Sept 2018	First Edition
1.1	RW	May 2020	Changes to present tense

Mission Statement

The Ladder School is a safe, well ordered and caring environment for learning. It delivers high quality education to all its students and supports them to develop their individual potential for growth, self-worth and self-control.

High quality outstanding teaching, and clear and consistent guidance and support facilitates students in succeeding in education. Our broad and balanced academic and vocational curriculum will provide students with access to a broad range of accredited qualifications as well as educational and social experiences, which will address their learning and emotional needs. Our purpose is to support every student to develop their true potential, make positive contributions to their families and find fulfilment in employment.

Values

1. Alternative Provision doesn't mean a dumping ground...it's mainstream with the reasonable adjustments to succeed
2. High standards and high expectations are incredibly important and are the corner stones to a successful school
3. The Ladder School should become the go-to place for educators from across the country to see best practice
4. Good simply isn't good enough
5. Learning is about a journey and there is more than one way to get to the destination
6. Qualifications, manners, respect and opportunity should be the foundations for students that need a second chance.

School Ethos



High Standards



Daring to Dream



Traditional Values



Success



Personalised Support

High standards – students are pushed to achieve beyond their potential, and staff work to ensure everything that we do is better than people expect.



Daring to Dream – students at The Ladder School may have been in an educational setting where they lacked aspiration to be successful, at The Ladder School we challenge students to reach their potential and go on to further education and employment.

Traditional Values – some things often get forgotten in education, at The Ladder School we pride ourselves on mutual respect, good manners, making a positive contribution, supporting one another and an orderly, litter free environment.

Success – can come in many virtues, at The Ladder School we celebrate the small steps every day and tell students when they are doing well. We ensure that students can have a successful future.

Personalised Support - all students at The Ladder School have a Learning Coach who guides them, sets them bespoke targets and supports them in making social and academic progress.

Principles of the Curriculum

At The Ladder School we believe that the curriculum should match the needs of the learners it serves. A traditional mainstream model has not been able to meet the needs of the prospective students of The Ladder School, as they have become disengaged with education and are at the risk of exclusion.

The Ladder School prides itself on ensuring students have access to a broad and balance curriculum that fulfils the needs of the students and the demands of society to ensure that the students can prosper in the World of Work.

The Ladder School has taken the following approach to the curriculum;

All students will study English, Maths and Science. This will be considered the academic part of their schooling and this will take place in the first three hours in the day, which will make up their morning lessons. This will make up 55% of their education at The Ladder School. The remaining 45% of the learning time at The Ladder School will be focused on vocational courses and life skills. This will take place in the second half of the day. Students will participate in an hour and a half of Sports Leaders as our commitment to encouraging a healthy body and a healthy minds approach to school. The amount of time for PE will be reviewed when specialist facilities are built.

Affordability

The curriculum has been designed to allow people to grow with The Ladder School. The Ladder School curriculum is split so all core subjects take place in the morning, then all vocational courses will take place in the afternoon (for KS4). This will allow



The Ladder School to employ part time staff for morning/afternoon sessions, this will allow these members of staff to grow with the school. When VI Form is introduced their curriculum will run opposite the KS4 curriculum meaning that their vocational courses will take place in the morning and any re-sit courses will take place in the afternoon. Most SLT and Heads of Core have been employed full time to ensure there is quality across the curriculum. It is part of the model for The Ladder School to recruit staff from an industry background that may not have QTS, this will allow for employment and apprenticeship opportunities for students. It also gives the flexibility of ensuring that the other adult in the room has QTS to provide support and guidance for the curriculum.

The subjects that are being delivered do not come with any significant additional cost for The Ladder School and all the specialist facilities required have been incorporated in the new build.

The curriculum will be reviewed annually and be taken to the LGB for approval. If there are courses that are not suitable for the students at The Ladder School, these will be reviewed and evaluated accordingly.

Number of Lessons for each Subject

Year 9

Year Group	English	Maths	Science	Skills	Humanities	PE	Catering	Art	Enterprise	Media
9	5	5	5	2.5	2.25	1.5	1.5	0.75	0.75	0.75

Year 10 & Year 11

Year Group	English	Maths	Science	Skills	Option	Option	Sports Leaders
10	5	5	5	2.5	3	3	1.5
11	5	5	5	2.5	3	3	1.5

Option Choices

Option A	Option B
H&S Catering Animal Care	Art Enterprise Performing Arts

New Subjects*
Hair and Beauty Business Administration Photography



We are currently exploring option choices to look at breath of subjects and to make sure that the subjects are engaging for students. *Currently exploring subjects.

Year 12

Year Group	English	Maths	Art	Skills	Work Placement	Enrichment
12	2.25	2.25	8	1	6	1.5

Qualifications

Year 9	Year 10	Year 11
Home Cooking Skills BTEC L1 Young First Aider Food Hygiene L1 AQA Entry Level Science	GCSE Biology Sports Leaders L1	GCSE English GCSE Maths GCSE Chemistry/Biology GCSE English Literature Vocational Qual L1/2 Vocational Qual L1/2 Sports Leaders L2

A typical day will look like this;

Time	Session
8.45am – 9.45am	Lesson 1
9.45am – 10.45am	Lesson 2
10.45am – 11.00am	Break
11.00am – 12.00pm	Lesson 3
12.00pm – 12.30pm	Skills
12.30pm – 1.00pm	Lunch
1.00pm – 1.45pm	Lesson 4
1.45pm – 2.30pm	Lesson 5
2.30pm – 3.00pm	Lesson 6*

Courses will be delivered across a three-year period to ensure that they can be completed, and entries will be made at the end of each academic year to ensure that students will be able to 'bank' any qualifications they obtain. This will ensure that if any student does move on they will have something to take away from their time at The Ladder School. Please be aware that the English, Maths and Science lessons will rotate between period 1, 2, 3 depending on the year group.

Vocational options will be delivered in a vertical system, this means that there will be mixed groups of 10 and 11 students studying a particular group of courses. In turn there will be a range of options to choose and potentially students might be able to complete courses sooner to have the option of studying additional courses or participate in a work placement opportunity within their area of interest.



Courses have been chosen to spark an area of interest in young people and offer them specialist opportunities that they might not get in a mainstream setting. Equally courses have been designed to complement what students may have succeeded in during their time in school to help them build on their success.

The curriculum model at The Ladder School means that students will have access to between 6-8 courses where they will be able to earn grades 1-9 and Level 1 Pass to Distinction*. The course that have been offered have been carefully selected because;

- Each of the groups of courses are broken down into pathway's that try and match similar styles of subjects, this is to encourage students to think about their future
- All of these courses are vocational and are all included up until 2020 performance measures
- Most of the courses are BTEC's, this is deliberate as quality assurance that Pearson expect from schools for one BTEC is the same as running multiple BTEC courses, therefore it make sense to use BTEC as the main types of courses
- None of the courses discount one another in performance measures
- They all offer a practical element
- Any externally assessed work can be submitted more than once, offering students multiple opportunities to demonstrate they working at the level they are required to
- Courses lead onto post sixteen study and there are similar courses available at college
- None of the options are interchangeable – this is deliberate for group sizes and blocking courses against one another
- Where possible students will be taught by people in the industry linked to the area of the courses
- Students will study the options 3 hours per week over two years
- All of the courses have opportunities for Learning Outside of the Classroom.

Literacy and Numeracy

The biggest focus on Literacy and Numeracy will come in the form of support during English and maths lessons. Some deliberate choices have been made in relation to providing wrap around Literacy and Numeracy support;

- English and maths take place every day, allowing for regular follow up
- Lessons take place in the same period of the day to aid memory
- There will be a key focus to fill gaps in knowledge
- There will be a 1:4 staff to student ratio in core lessons
- There is the flexibility/ability to complete withdrawal task and/or pre-teaching

All lessons will identify cross curricula teaching of Literacy and Numeracy by;



- Providing key words for new topics
- Teaching spelling rules, equations and reading in the same ways as core lessons
- Focus on extending vocabulary
- Standardised format on how to approach an exam question using basic skills

Further intervention can be organised by the Head of Personalised Support. Students may have to attend re-do sessions to catch up on any missing work/knowledge. Literacy and numeracy are an identified area on The Ladder School lesson planning document.

Progress against literacy and numeracy are tracked through regular testing (twice yearly) in these areas. Students results are uploaded into SIMS and mapped against their average point score to monitor students' progress.

Enrichment

There will be opportunities for staff to run clubs and activities. Overall, these will take place after school, but opportunities will be given at lunchtime and for events during the school day. For example, when the school charity has been chosen, all students will be expected to participate in organising at least one charity event during the year, this may take place during or outside of the school day. Students will participate in enrichment through;

- Attending 'An audience with...' sessions
- Family cooking sessions
- TLS Bake Off
- Various fund-raising activities
- Music tuition
- Sporting Clubs
- Educational Visits outside of school to the theatre

ICT

ICT will be taught across the curriculum. In the same way as literacy and numeracy everyone will be expected to be a teacher of ICT. The Head of Maths will take a lead on learning technologies as part of her whole school responsibility, as she has expertise in training staff using new technologies in the classroom. ICT will be assessed of students' progress reports in terms of the quality of their ICT. This may also feature as specific key working targets for students. In our skills sessions, one set of activities will be on creating and sending professional e-mails and making a telephone call. All ICT will be provided in a flexible format. The Ladder School will have banks of Chrome Books, where staff can book these out to use in lesson time. All students will have an Office 365 account and their work will be saved in One Drive, so they will be able to access work anywhere in the building or from home through one log in. There will be enough devices so that every single student at The Ladder School could be completing work on a computer at any given time, in any classroom in the school. This will really enable us to engage students with ICT and



prepare them for 21st Century jobs. ICT is assessed by staff giving students a learning score at their progress check, this will be 1-5 and look at the quality of their work produced in ICT across all subjects.

Students that are LAC, EAL or SEND

All students will have an identified Key Worker in school and will have 15 minutes where they will set academic targets to support them achieve in school. There is also time built into the curriculum for students with additional needs to access more support. All the students with additional needs will be able to have targeted support and intervention in the form of withdrawal for fixed periods of time from the skills sessions.

Staff will be trained in SEND and provided with information on how to support students learning in the classroom. Staff will receive training on dealing with attachment disorder to support those students who are LAC.

All students will have a One Page Profile in SIMS that will give teachers specifics on how to support individuals inside and outside of the classroom.

As students in these groups are identified in SIMS, their data will be looked at and monitored as separate groups. Students within these groups will be tracked in the same way as all other students in school. Students will also have their progress measured against their personal targets set by their Learning Coach, these will be included in PEP meetings, LAC reviews and EHCP annual reviews.

Learning Support

If a parent is concerned about their child's ability to learn or a learning difficulty, they should contact their child's Learning Coach who will raise this in school. Further assessment and screening can be provided to discover if a child has a difficulty that has gone un-noticed in a previous setting.

All students will be screen for reading, spelling and numeracy upon entry to The Ladder School. Any students with a standardised score below 84 will be referred directly to the SENCo to explore additional support packages.

All students will be screened for access arrangements in Summer term of Y9 or Autumn term of Y10 to see if they require any additional support for examinations.

PSHE

Our teaching of PSHE will be delivered through the Skills Sessions, this allows us to have a flexible programme to meet the statutory requirements for the students and also to cover life skills that are relevant to the students. Our programme will cover the following;



- Life in Modern Britain
- Coaching
- Relationships
- Resilience
- Life Skills.

Activities will be grouped and themed, to the relevance of the students. An example of this would be the topic of Online Safety. Students would use the LiMB session to explore why using online platforms can be dangerous. In the coaching session students would explore what they can do to ensure they are safe with the social media that is used. In the relationships session students would explore the how relationships online differ from face to face relationships. In the resilience session staff would teach the importance of being mentally healthy in terms of online usage/activities. Finally, in the life skills session online banking would be used as a tool in terms of the importance of keeping money safe.

All of the topics we would cover would be relevant to key themes and issues taught in school. Over the course of a year SMSC, Careers Guidance, Sex Education, British Values and Healthy Lifestyles would all be covered.

