


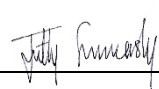
# Curriculum Statement



THE **LADDER**  
SCHOOL

Redefining alternative provision



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Date for Review	April 2024
Date posted on website	September 2022
Policy updates and amendments	July 2022
Member of staff responsible for the policy	Principal
Date adopted by the Local Governing Body	September 2022
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
1.2	CB	April 2021	Change to formatting, adjustment of subject list
2.0	CB	July 2022	Re-written Policy
2.1	RG	April 2023	Subjects offered, teaching staff ratio and one to one devices

## 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 (including SEND and Mental Health support). 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 at 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.

## Curriculum Intent

At The Ladder School, we aim to provide the following.

- A curriculum that understands the challenges that students have had in their previous settings
- A curriculum that provides aspiration and access to real life qualifications that students need
- A curriculum that considers individual starting points of students
- A curriculum that upholds our school ethos (outlined above)
- A curriculum that is challenging, just because a student has faced a barrier in their previous setting does not mean that they shouldn't have equality of opportunity
- A curriculum that has a range and a choice of traditional (subject's students have studied before) and brand-new subjects
- A wider curriculum that is support through wider learning opportunities such as, eating lunch together in a structure and purposeful way
- A curriculum that instils values of positive behaviour, improving attendance and having a greater understanding of how they can themselves safe in their community.



## The Mercian Trust Curriculum Intent

We are a family of schools committed to helping each other increase opportunities and improve outcomes for students throughout Walsall and the West Midlands conurbation.

Because of our schools' commitment to providing an expertly delivered ambitious curriculum our students will enjoy developing their knowledge, understanding and skill. We prioritise our efforts to address the social mobility generational failings for disadvantaged and vulnerable children, many of whom have special educational needs and/ or disabilities.

As a result of our commitment to improvement and innovation students in Mercian schools will be the highest academic achievers who will secure places at the very top universities, conservatoires, and specialist colleges and those with the greatest practical aptitudes will secure technical vocational awards that are valued by employers and prepare them to progress onto apprenticeship pathways with flagship employers.

As a result of our commitment to each other, both staff and students will be physically and mentally healthy with the resilience, adaptability and values required to make good life choices and build successful personal and professional relationships. They will be the first to welcome people new to our local community and embrace opportunities to learn from different cultural experiences and from people with different religious faiths and beliefs.

Put simply, the staff and students in Mercian schools will live life to the full in the pursuit of what is good, right, and true. In doing so they will realise their potential and make a positive contribution to their families and the local, national, and international community.

## Programme of Study

KS3	KS4	KS5
English Maths Science Humanities Skills (PSHE) MFL (Spanish)	English Maths Science Skills (PSHE) Sport	English Maths Skills (PSHE) Work Related Learning
Reading Technology (Catering) Sport Art Drama	<b>Options</b> Health and Social Care Animal Care Art Performing Arts Photography Catering	<b>Options</b> Art Catering Sport

Please note that the subjects we offer are subject to change.

There are further opportunities to give students wider access to the curriculum though 'arts' therapy, enrichment, educational visits and 'drop down' sessions.



All lessons are 1 hour long in the morning and are 45 minutes in the afternoon. We have two breaks throughout the day that allow students time to decompress and have more informal learning opportunities.

A typical day will look like this.

Time	Session
8.45am – 9.45am	Lesson 1
9.45am – 10.15am Students who arrive late will remain in class for 15 minutes	Intervention/Break
10.15am – 11.15am	Lesson 2
11.15am – 12.15pm	Lesson 3
12.15pm – 12.45pm	Lunch
12.45pm – 1.30pm	Lesson 4
1.30pm – 2.15pm	Lesson 5
2.15pm – 2.30pm Students will stay with their Learning Coach/Tutor to complete Re-do	Skills/Tutor Time

Core subjects (English, Maths and Science lessons) will rotate between periods 1, 2, 3 depending on the year group. This is to aid memory recall in those subjects; it also is Autism/ADHD friendly approach to support students with consistency and routine.

Vocational subjects will be delivered in a vertical system, this means that there will be mixed groups of 10 and 11 to enable students to have access to more choice in option subjects. These subjects are delivered in afternoons to have to have the flexibility for longer lessons for more practical subjects.

At KS5 this model is flipped students have their main vocational subject in the mornings and their core subjects in the afternoons.

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.

## 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 1:8 teaching 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 Class Teacher/Learning Coach/SENDCo. 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 documents.

Progress against literacy and numeracy are tracked through data capture. Student's 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 activities
- TLS Bake Off
- Various fund-raising activities
- Sporting Clubs
- Use of school fitness suite
- Educational Visits outside of school to the theatre  
Bespoke after school interventions

## 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. 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 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 21<sup>st</sup> Century jobs. ICT will be reviewed as part of our digital transformation strategy; all classrooms are equipped with a state-of-the-art interactive screen.

### **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 during the day and after school.

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. We are an attachment aware school.

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. Students at KS3/4 have an Individual Education Plan.

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 SENDCo 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 to cover life skills that are relevant to the students. Our programme will cover all statutory themes; further information on this can be obtain from school. We regularly communicate topics with



parents and carers, and we consulted with parents and carers on the content that will be delivered.

All 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, Religion, Ethics, and Healthy Lifestyles would all be covered.

School prepares detailed Medium- and Long-Term Plans to ensure to content is sequenced sensibly and purposefully for example, we would teach about being safe online before we covered what grooming was, then students would be able to make sensible choices on what they access online, which should prevent opportunities for grooming to take place.

Our Collective Worship, Sex, and Relationships Policies can be found online in the Policies section of the school website. All students are expected to participate in these activities.

In accordance with the law, the biological aspects of human reproduction remain compulsory for all students, but parents/carers may withdraw their children from any other part of the sex education provided without giving reasons.

### **Disapplication**

In accordance with the law, the school has the right to respond to individual needs by modifying the National Curriculum programmes, or disapplying the National Curriculum for the duration of Key Stage 4 to.

- Allow students to participate in extended work-related learning
- Allow a student with individual strengths to emphasise a particular curriculum area
- Allow a student making significantly less progress than other students of his/her age to consolidate his/her learning and progress across the curriculum

Decisions relating to the above will only be made after discussion with both the students and parent/carer.

### **Extended Learning and Home Learning**

Following digital transformation all students will be given one to one devices. Students are encouraged to complete revision-based activities at home as part of our effort to extend the schools learning experience.

At KS5 students are set activities from English and Maths to complete at home.

Staff also set students tasks to complete through online platforms:

- English – Seneca
- Maths – Maths Watch.
- Science- Seneca and Kerboodle





We encourage all students to revise for examinations and they are taught techniques on how to revise and staff provide revision packs for all students during mock/external examinations. Students that complete Home Learning are praised and rewarded.

## Equality of the Curriculum

We have planned the curriculum effectivity to ensure:

- There is equality of access in all learning experiences.
- It challenges stereo-typed images and in their place presents positive role models.
- It takes positive action to ensure the elimination of barriers and inequalities which result from any past discrimination.
- There is differentiation enough for the needs of all students in mainstream classes, including those who have an EHCP.
- The use of available resources will meet the individual needs of students with disability in terms of language, physical impairment and those with challenges including conceptual development.
- At all times there will be demonstrated positive images for students with a disability.
- The curriculum contains contributions to work and community life by people with a disability.
- Treating all those within our whole school community (students, staff, Governors, carers/parents, and community,) as individuals with their own abilities, beliefs, challenges, attitudes, background, and experiences.
- All students have access work related learning opportunities and work experience. This forms the heart of our 'futures' education programme.

## Assessment

We ensure that students are assessed at meaningful opportunities within the curriculum, we follow the '4 Pillars' approach to assessment within the curriculum.

Purpose	Validity	Reliability	Value
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<ul style="list-style-type: none"> <li>• what do we want to measure and why?</li> <li>• are we following the three steps to robust assessments?</li> </ul>	<ul style="list-style-type: none"> <li>• The ability of the assessment to assess what it intends to measure.</li> <li>• The ability of the assessment to provide information which is both valuable and appropriate for the intended purpose</li> </ul>	<ul style="list-style-type: none"> <li>• Accuracy and consistency over time and context</li> <li>• Factors that affect reliability: <ul style="list-style-type: none"> <li>• the assessor' s unfamiliarity with the topic being assessed</li> <li>• the assessor' s unfamiliarity with robust assessment practices</li> <li>• bias (teachers are human, after all!)</li> <li>• the subjectivity of the material to be assessed the conditions in which students take the assessment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Is it worth it?</li> <li>• Calculate the time spent on a single assessment process (creating, administering, pupils doing, marking and feedback to pupils, data entry). How much time was taken? How much value did the assessment add to the learning process?</li> </ul>
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This approach ensures that our attitude to assessment is purposeful.

## Legislation and Guidance

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the Academies Act 2010 and the National Curriculum programme of study which we have chosen to follow.

It also reflects requirements for inclusion and equality as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010 and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

## Further Information

Parent/Carer/Student friendly details can be found under the curriculum area of the website. Copies of Long-Term Plans for each subject in school are available on the website; these contain overviews of the topics studied in each subject at each key stage. These documents give an overview of sequencing in each subject at each key stage. A full Curriculum Intent Document is available in school upon request.

