



## The Link Secondary School

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Curriculum ~~2019/20~~2021 and beyond –  
Our Vision and Values

## School Day

8.40am	Students arrive, school open
8.50am-9.15am	Registration and Form Time
9.15am-10.00am	Lesson 1
10.00am-10.45am	Lesson 2
10.45am-11.05am	BREAK
11.05am-11.50am	Lesson 3
11.50am-12.35pm	Lesson 4
12.35pm-1.20pm	LUNCH
1.20pm-1.30pm	Afternoon registration
1.30pm-2.15pm	Lesson 5
2.15pm-3.00pm	Lesson 6

## The Curriculum

Our curriculum is broadly similar to a mainstream school. Content is differentiated to meet the needs of all our students. Classes are small and always supported by at least one Special Support Assistant in addition to the Teacher. Our curriculum promotes the academic and encourages creativity but with appropriate levels of care and support.

At the start of every half term all medium terms plans detailing what the students will be studying will be uploaded to the website for parents to view.

At the start of every half term parents receive a Curriculum Overview which outlines the topics of study within each subject. The overview also provides a range of ideas for parents about how to support their child's learning at home. It includes information on assessment dates, alongside a home learning booklet to develop core skills of literacy and numeracy.

All students Years 7 to 11 broadly follow the National Curriculum. We review our curriculum offer for each key stage annually to ensure effectiveness.

Key Stage 3 consists of the Year 7 and 8 classes. Key Stage 4 consists of Years 9, 10 and 11. Students in Key Stage 4 take different qualifications depending on their pathways.

## Pathways

Obtaining the best possible outcomes for our students is one of our highest priorities. We have developed a pathway system that lets us support the whole range of needs and talents that our students display. Every student has a timetable that reflects their specific requirements, with sessions delivered by subject specialist teachers and therapists.

Regardless of Key Stage, our students' curriculum will be based on three elements:

- Core, followed by all students
- Foundation, accessed by students dependent upon need/support
- Access - therapy programmes to support and develop language, learning, life and social skills.

<b>CORE</b>	<b>FOUNDATION</b>	<b>ACCESS</b>
English Maths Science PE ICT	Humanities Life Skills (PSHE & <u>CitizenshipRSE</u> ) Art Design and Technology <del>Project performance/ creative/expressive</del> ASDAN Commando Joe's <u>Project (textiles, photography, football, cultural studies, drama, mindfulness)</u>	Unified, therapeutic programmes to support and develop language, learning, life and social skills.  Delivered by the Therapy Team

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	Core					Foundation							Access	Total	
	English	Maths	Science	ICT	PE	Humanities	DT	Art	ASDAN	Life Skills	Project	Commando Joe's	Careers and Enterprise		Access
<b>Yates</b>	4	4	2	1	2	2	3			7	2	1		2	<b>30</b>
<b>Tomlin</b>	4	4	3	1	2	3	3	2		3	2	1		2	<b>30</b>
<b>Fuller</b>	4	4	3	1	2	3	3	2		3	2	1		2	<b>30</b>
<b>Rowsell</b>	4	4	3	1	2	3	3	1	2	2	2	1		2	<b>30</b>
<b>Weir</b>	4	4	3	1	2	3	2	2	2	2	2	1		2	<b>30</b>
<b>Wood</b>	4	4	3	1	2	3	2	3	2	2	2			2	<b>30</b>
<b>Johnson</b>	2	2		1	2		2			2		1	4	2	<b>18</b>
	26	26	17	7	14	17	18	10	6	21	12	6	4	14	

**Courses and Accreditation 2018/19**

		<b>Rowsell</b>	<b>Weir</b>	<b>Wood</b>
<b>CORE</b>	<b>English 4 per week</b>	Edexcel Functional Skills Entry level 1-2	Edexcel Functional Skills Entry level 2-3	Edexcel Functional Skills Entry level 3- Functional Skills Level 1-2
	<b>Maths 4 per week</b>	Edexcel Functional Skills Entry level 1-2  Edexcel Entry Level Certificates Entry level 1-2 (run concurrently)	Edexcel Functional Skills Entry level 2-3  Edexcel Entry Level Certificates Entry level 2-3 (run concurrently)	Edexcel Functional Skills Entry level 3- Functional Skills Level 1-2  GCSE for targeted students
	<b>Science 3 per week</b>	Edexcel Entry Level Certificates	Edexcel Entry Level and Further Entry Level Certificates	Edexcel BTEC level 1-2 and <del>GCSE for targeted students</del>
	<b>ICT 1 per week</b>	Edexcel Functional Skills Entry level 1-2	Edexcel Functional Skills Entry level 2-3	Edexcel Functional Skills Entry level 3- Functional Skills Level 1
	<b>PE 2 per week</b>	Sports leadership courses and Duke of Edinburgh Bronze Award for targeted students		
<b>FOUNDATION</b>	<b>Humanities 3 per week</b>	OCR Pre-Entry Level Unit Awards for History and Geography and/or Entry Level 1 Unit Awards	OCR Entry Level 1-3 Unit Awards for History and Geography.	OCR Entry Level Certificates for History and Geography
	<b>Life Skills 2 per week</b>	Duke of Edinburgh Bronze Award in collaboration with PE and/or Extra Curricular		
	<b>Art 1-3 per week</b>	Unit awards and/or 'Explore' Entry Level 3 Arts Award.	'Explore' Entry Level 3 and/or Arts Award Bronze Award Level 1.	<del>Arts Award Level 1 WJEC-GCSE for targeted students-</del>
	<b>DT 2-3 per week</b>	Edexcel Food and Nutrition Level 1	Edexcel BTEC Level 1	Edexcel BTEC Level 1 and Level 2 for targeted students
	<b>Commando Joe's 1-2 per week</b>	End of course completion certificate		
	<b>ASDAN 2 per week</b>	Entry Level 1	Entry Level 2	Entry Level 3
	<b>Project 2 per week</b>	End of course completion certificate		
<b>Access 2 per week</b>	English Speaking Board Examinations in speech- Foundation Entry Level 1-3 / Senior 1-3			

## Vision

Our vision is for all of our students to become happy, healthy, empowered and included adults, who participate in, and contribute towards society. To enable our students to be happy and active citizens we have created a curriculum underpinned by our four areas for development:

- Wellbeing - physical, social, and emotional
- Achievement
- Communication
- Independence

Achievement	Wellbeing
<p><b>We believe...</b></p> <p>All students should do their very best through a love of learning inspired by quality teaching.</p> <p>All students will achieve meaningful outcomes by building and developing upon their individual strengths and talents.</p>	<p><b>We believe...</b></p> <p>All students have the right to be happy and safe in school. Good emotional, physical and social wellbeing promote achievement.</p> <p>Our values promote in our students respect for themselves, others and the environment.</p> <p>All students should behave exceptionally well and care for all members of our community.</p>
Communication	Independence
<p><b>We believe...</b></p> <p>All students should be able to communicate effectively with a range of audiences confidently and responsibly.</p> <p>All students learn, develop and make progress through the targeted support of our professional Therapy Team.</p>	<p><b>We believe...</b></p> <p>All students are valued members of the community and our work enables them to become independent, responsible and active citizens.</p> <p>All students have the ability and right to be supported into the most appropriate college, training or employment opportunities when they leave school.</p>

## Values

Every day school life and routines are reinforced with high expectations and aspirations for our students.

Daily we aim to develop, recognise and celebrate the following values in our young people:

- Success
- Kindness
- Courage
- Resilience
- Charity
- Positivity
- Fairness

As an outward-facing school we name our teaching groups after inspirational role models within our local community:

- Success, *Weir class*
- Kindness, *Wood class*
- Courage, *Johnson class*
- Resilience, *Rowsell class*
- Charity, *Tomlin class*
- Positivity, Fuller class
- Fairness, Yates class
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**David Weir** represents the value of success. He is a British Paralympian from Wallington. He has won a total of six gold medals in wheelchair races at the 2008 and 2012 Paralympic Games, and has won the London Marathon on eight occasions. He was born with a spinal cord transection that left him unable to use his legs.

**Wilfred Wood** represents kindness. He was Bishop of Croydon from 1985 to 2003, the first black bishop in the Church of England. He came second in the "100 Great Black Britons" list in 2004. He has spent his lifetime serving others and is a dedicated campaigner for racial justice.

**Amy Johnson** represents courage. She was a pioneering English aviator who was the first female pilot to fly alone from Britain to Australia. Johnson set out on this flight from Croydon Airport. She set numerous long-distance records during the 1930s and flew in the Second World War as a part of the Air Transport Auxiliary.

**Joanna Rowsell** represents resilience. She is a retired member of the Great Britain Cycling Team from the London Borough of Sutton. She is recognisable because of her hair loss caused by alopecia but never wanted this to define her. She has displayed great determination to achieve gold medals in the women's team pursuit at the 2012 London Olympics and the 2016 Rio Olympics as well as five World Championship titles, four in the team pursuit (2008, 2009, 2012 and 2014) plus one in the individual pursuit at the 2014 World Championships.

**Françoise Tomlin** represents charity. She is the founder of The Link Schools and was a woman with foresight and vision, when in 1963 she founded The Link Primary School, providing an educational provision for children whose needs could not be met in other settings. With the aid of the Quakers, she purchased 138 Croydon Road and 'The Link' was born. The Link Secondary School was then opened in 1976 to enable pupils to transition to a secondary education, based on the same ethos. The Link Day Schools, as the group become known, are now a highly-respected much sought after provision.

**Ernie Fuller** represents positivity. He was Headteacher of The Link Secondary School for over twenty years and held such a fondness for the staff and students and believed that anything and everything was possible. He believed in the potential of all and the power of the human spirit.

**Rose Yates** represents fairness. She was an English social campaigner and suffragette, born in Lambeth. Together with her lawyer husband she worked for female suffrage from 1908 and during the First World War, and was willing to suffer arrest and incarceration for her beliefs. After the war she was elected to the London County Council, where she campaigned for equal pay for men and women, better public housing, and the provision of nursery education.

### **Celebrating our values**

As a school we celebrate the school values as an integral part of our Positive Behaviour Policy.

Postcards are sent home when a student displays one of our values and we record, then report on this every half term.

Commented [KH1]: Every term?