

Construction at Ormiston Latimer Academy



Intent: The construction industry is currently facing a shortage of qualified and skilled tradespeople, employees, workers. Now is an excellent time to develop the knowledge and skills to access apprenticeship, employment or further education. The curriculum intent is to promote the construction industry to the learners at OLA, enabling the learners to identify careers and training for post-16 pathways.

Progress

- All learners will work towards BTEC level one certification.
- The programme is designed for the 14-19 cohort and a variety of units are available for delivery that can be tailor to meet learners' aspirations/requirements.
- Provide a safe learning environment that develops underpinning knowledge, practical skills and safe working practices.
- Construction BTEC, the units of work will be assessed by both an internal and external assessor, to ensure quality of marking and the awarding body standards and specification.
- Assessment for learning will take place using end of unit tests, directed questioning verbal.
- Learner & tutor evaluation and feedback is completed at the end of all units.
- Promote and develop employable skills i.e., adaptability, follow instructions, positive communications, teamwork, independent working, initiative, motivation, patience, reliability, positive work ethic.
- Late starters in year eleven can achieve a level one award, learners who started the programme in year ten; target is to achieve the level one certificate.

Support

- Work with other stakeholders i.e., Construction Youth Trust (CYT), ISG Ltd to enrich curriculum offer and meet Gatsby Benchmarks.
- ISG Ltd to provide workshop activity and resources.
- Provide a blended learning curriculum offer (outreach/distance learning).
- A variety of resources enabling the tutor to differentiate work, ensuring that all learners are been stretched to maximises their full potential.
- Differentiate learners needs and support via information from learner induction, structured conversations, SIMS, EHCPs.

Links with SMSC, Literacy and Numeracy

- Develop respect for others and promote British Values, highlighting diversity within the construction industry.
- Recognise Acts and regulations in the workplace.
- Develop numeracy i.e. metric measurements, areas, ratios, budgeting, estimating.
- Develop literacy i.e. speaking and listening, textbook structure/written work, f
- Provide advice and guidance regarding professional/technical careers and skilled craft (trade) careers (CIAG).
- Develop positive attitudes and behaviours to enable post-16 success (Start – Online program).
- Learning construction vocabulary, and meanings.

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Implementation and Content

KS4

- Learners will understand the environmental impact and sustainability within construction.
- Learners will develop an understanding of the “Health & safety at Work Act 1974” & “Control of Substances Hazardous to Health Regulations 2007”
- Learners will understand the importance of safe working practices and associated hazards.
- Learners will develop the skills to “Being Organised” UnitA1 (Core) and a “Personal Development plan” Unit A2(Core)
- Learners will learn underpinning knowledge and practical skills to handle and use tools and equipment correctly.
- Learners will decorate an inside wall.
- Learners will develop and be assessed on “Working as a team to Move and handle Resources”.
- Learners will make minor repairs in a house (Unit 10).

CIAG

- Learners will be supported by the ‘Construction Youth Trust’ school partnership catalogue.
- Learners will be supported by ISG Ltd with enterprise learning.
- Learners will be develop and supported by the ‘WorkSkills’ development
- Learners to attend ‘Open Doors’ (site visit) and iconic buildings in London.
- Learners will prepare CV and personal development plan for post-16 applications.
- Learners will be supported with college interviews.

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What are the objectives for your curriculum?

The Construction offer aims to provide a flexible vocational curriculum that is accessible to all learners. Working alongside industry related providers gives the opportunity to experience the world of work and develop knowledge and skills to allow progression in construction and related industries post-16.

Impact: What do you want pupils to be able to know and do by the time they leave?

The flexibility of a range of accreditation will allow learners to achieve Units or Qualifications ranging from AQA Units Awards at Entry Level to the L1/L2 BTEc in Construction. Pupils should develop knowledge and skills to allow progression to construction and related courses and employment post-16.

What values have guided your decisions about the curriculum you have in place?

We want all learners to appreciate the importance and accessibility to a practical and vocational curriculum regardless of their prior attainment or experience. The course is tailored to allow access to those with SEND. The most disadvantaged learners are at risk of not being in education or employment post-16 so developing employable skills (adaptability, following instructions, positive communications, teamwork, independent working, initiative, motivation, patience, reliability, positive work ethic) is an important feature of the course.

How does your curriculum reflect your school's context?

Most of our learners have had missed, mixed and negative educational experiences in the past and the Construction offer allows routes of accreditation and progression with a network of multi-agency working to include the Construction Youth Trust.

How does your curriculum reflect national policy (for example, British values and PSHE)?

The curriculum has a substantial aspect of work skills related content. Learners are encouraged to respect others and promote British Values, highlighting diversity within the construction industry. This includes developing positive attitudes and behaviours to enable post-16 success (Start – Online program).

- Provide advice and guidance regarding professional/technical careers and skilled craft (trade) careers (CIAG).
- Develop positive attitudes and behaviours to enable post-16 success (Start – Online program).

How does it cater for disadvantaged and minority groups?

The most disadvantaged and hard to reach learners have had substantial gaps in their education and this has meant that they might not engage in core subjects due to falling behind and follow a trajectory of eventual non-attendance. The Construction offer allows these learners to re-engage in education and school.