



CASE STUDY

British School Muscat

Muscat, Oman

Using the framework that Learning Ladders has built with us, we complete purposeful formative assessment tracking. Learning Ladders L is a user friendly platform which we can utilise to monitor each individual child, tailoring our teaching learning towards them.



Introduction to the school

British School Muscat is Oman’s leading British school. Granted a Royal Charter by His Majesty Sultan Qaboos bin Said in 1973, we are proud to be the only not-for-profit British school in Muscat providing high quality education to children aged 3-18.

We firmly believe in developing a close working relationship between home and school, extending learning beyond the classroom to cater for multiple aspects of children’s developmental needs and wellbeing. At British School Muscat, we place the children at the heart of every decision we make, delivering a curriculum which advocates for high performance learning, so as to live up to our reputation of excellence.

Learning Ladders became our first choice as it was fit for purpose within our context. The school needed a platform which ensured high levels of consistency across the curriculum and engaged parents in their children’s learning.

“We have achieved 100% staff compliance with all teaching staff using the system to record their classroom assessments and inform their planning. It is fully implemented as a tool across the school from Years 1 to 6”.



Jeni Dellman
Head of Primary



Our journey to success

Prior to adopting Learning Ladders we used a tracker as our classroom tool. As we began our High Performance Learning journey we started to look at systems that gave us the flexibility to adapt our curriculum and was in line with our vision.

We attended a talk with Matt, the CEO of Learning Ladders, and returned full of enthusiasm and excitement for the product and the benefits it could offer.

Our key challenges at that time included identifying accountability to governors, parents and most importantly students, along with transitioning to the new curriculum. Learning Ladders instantly appealed to us as a system which offered an effective solution. Learning Ladders is highly intuitive for staff to use and can be easily translated for parents of multiple nationalities, which was a major benefit for us.

As a system, we were drawn to Learning Ladders as it encourages engagement with the parental community in addition to being an intuitive, well structured platform which staff could use to support the assessment, reporting and planning within the school.

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How Learning Ladders helps our school

“Learning Ladders has promoted changes in our parental engagement strategy at British School Muscat, resulting in a positive response from the parental community as they support their children’s learning beyond the classroom”.

One of the reasons why we adopted Learning Ladders as an ideal fit for our school was because of the potential for personalisation.

When we adopted the system we knew we needed a tool that allowed us to track curriculum coverage, analyse gaps, and look at student progress. This was particularly vital to our school as we adapt the curriculum in every subject to meet the individual needs, facilitate high performance learning and set aspirational targets. We further apply the personalisation of Learning Ladders to our planning documentation, here we use our Ladders objectives, taken from the National

When we began working with Learning Ladders we were highly conscious of how we introduced the system, as we wanted it to become integrated into school life. For the first year we wanted staff to become aware of how the platform worked and become comfortable with the layout and user tools. It was a key selling point of Learning Ladders that it is designed to be accessible to all. The ease of use of this platform allowed staff to feel confident using it without worrying about being an expert in IT.

Every year we have adapted Learning Ladders to suit our needs and curriculum flexibility, starting initially with maths and English before expanding to run Learning Ladders across multiple subject areas. It generates real time evidence that we can draw upon to meet our targets and help us to support all our learners.



“We have adapted our use of Learning Ladders over the years. We are able to do this because when we identify what we need, someone in their ‘magic department’ makes it happen. As we have evolved in our use of Learning Ladders we can always rely on their team to work with us to solve problems or issues which arise in a responsive and timely manner.”

We use Learning Ladders as a formative assessment tool to monitor each individual child and tailor our teaching towards them. On our Learning Ladders Journey we have shared personalised targets with the children and parents. Sharing objectives and next steps gives the children greater ownership over their learning and increases their understanding of what actions they should be taking to make further progress in learning.

What I particularly like about Learning Ladders is that it increases our engagement with the parental community. As a result of the insights we gain from the classroom we are able to open a dialogue which supports parents relationships with their children’s learning process.

One of the ways we have started applying Learning Ladders to improve parental engagement is through using the data it provides during parent conferences. These conferences run as 15 minute meetings with a different sets of parents every week. In these meetings we use the gap analysis tool to support a conversation and promote a dialogue with parents surrounding their child’s individual targets. We keep Ladders at Home live throughout the term so parents can look at their children’s progress and see what the next step targets are for them, regardless of whether parents were able to attend parent conferences.



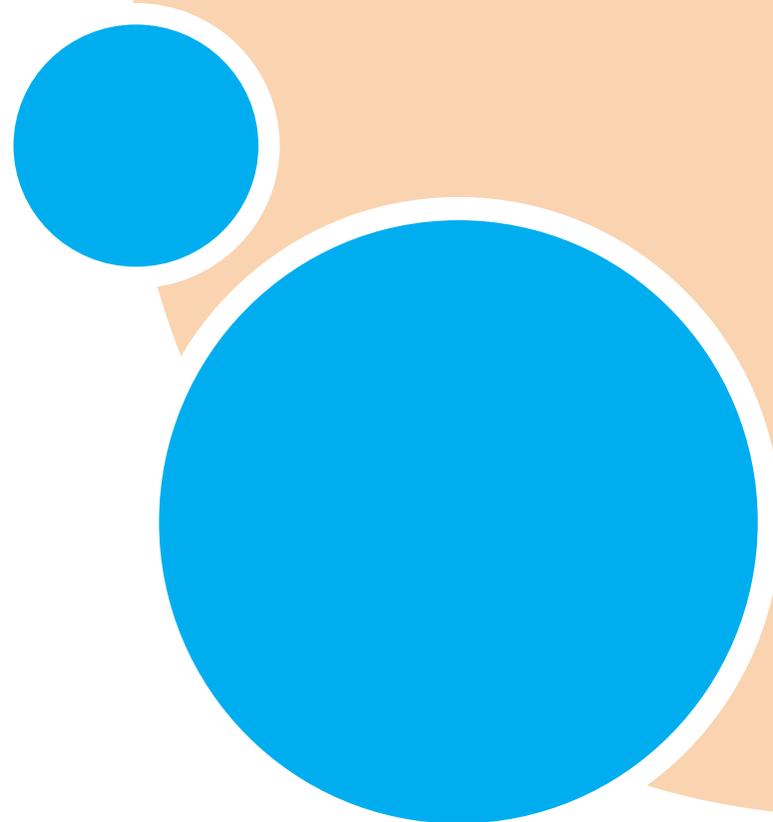
“Learning Ladders has enriched learning conversations within teams about curriculum coverage and the use of purposeful feedback and target setting. This has then enabled us to share information with parents and students in a clear and structured manner.”

Through our experience working with Learning Ladders we have learned that the team behind the product is what contributes to driving their success, and ultimately ours and the childrens’. One of the reasons why Learning Ladders is so successful is that they listen. They do not simply provide a product and leave you alone.

They make sure they understand your needs and then act to develop workflows that are right for you and truly bespoke. Beyond the initial installation of the system, the Learning Ladders team then maintain customer service contact to easily resolve queries.

If there is one thing to be said about Learning Ladders it is that you shouldn’t be afraid to speak either to the team themselves or to other schools who use them, to understand more about their values and functionality.

They have a proactive, responsive team who work with you to ensure that their platform supports your school. It is a pleasure to work with such a professional, open and forward thinking educational partner.



“Learning Ladders has enhanced the way in which we gather data and use that to inform our teaching and learning”.

Learning Ladders has helped us promote and support discussion in termly pupil progress meetings between teachers, the inclusion team and their line manager, ensuring that the needs of every child are understood and catered for.

Learning Ladders has enhanced the way in which we gather data and use that to inform our teaching and learning. Whether it is at the class teacher level, as a subject coordinator, year Leader or head teacher, Learning Ladders allows us to access key data to share our priorities. The ability to diagnostically pull data pull information to generate actionable insights has helped contribute to our tracking and assessment of students. Learning Ladders helped us secure a BSO ‘Outstanding’ judgement for our use of assessment and data within the school (Jan 2020).

For us, Learning Ladders is a platform which supports and facilitates formative tasks allowing for the planning of next steps and identification of personalised targets.