

LOOE COMMUNITY ACADEMY

WORK RELATED LEARNING and ECONOMIC WELLBEING POLICY (incorporates Careers Education Information Guidance and Advice)

January 2015

At Looe Community Academy there is a longstanding commitment to the belief that developing the skills, knowledge and attributes necessary for adult working life should be a vital part of every student's learning: one which can improve motivation and raise both aspirations and levels of attainment, and help students see the relevance of what they learn in school to their future lives and economic wellbeing.

Applied learning and work-related learning (WRL) are key elements of a vision for a high-quality and well-focused education system that will help all individuals to become and to remain active citizens in a fast-changing society, with the opportunity for continued employment in the world of work. All young people need work-related learning as an essential part of full preparation for the 'opportunities, responsibilities and experiences' of an adult life in which they will contribute to the country's economic well-being. It supports an effective transition from school to further and higher education, adulthood and employment. Looe Community School will provide a wide range of WRL opportunities for students to best prepare them for an ever changing and unknown future.

Work-related learning (WRL) is defined as planned activity that uses work as a context for learning, including opportunities for all students (regardless of ability) to:

- learn **through** direct experience of **work** contexts (e.g. work experience, part-time jobs, work shadowing, enterprise activities, or via vocational and applied learning contexts in subjects);
- learn **about work** and working practices (e.g. gaining knowledge and understanding of work, business and the economy through careers education, citizenship and vocational courses);
- learn **for work** by developing personal attributes and key skills for enterprise and employability (e.g. through problem-solving activities, work simulations, mock interviews).

Careers and economic education information guidance and advice (CEIGA) comprises of:

- careers **education** – to help students *develop* the knowledge and skills to make successful choices and manage transition into, through and beyond the 14-19 phase
- informed, impartial and confidential careers **guidance** – to enable students to *use* their knowledge and skills to make informed decisions (about future learning and work) that are right for them
- and three key aims of **self development**, **career exploration** and **career management**.

'It expands ... horizons for action by challenging stereotyping, discrimination and other cultural and social barriers to choice. It helps pupils to aim high. Pupils build a positive and realistic view of their needs and capabilities so that they can make effective learning plans, decisions and transitions. They become aware of changing career opportunities...'

Enterprise education looks to develop students':

- **enterprise capability**; the ability to handle uncertainty and respond positively to change, to create and implement new ideas and new ways of doing things, to make reasonable risk assessments and act upon them in a variety of contexts'.
- **knowledge and understanding** of concepts such as stages of innovation.
- **risk taking** – freedom to try and fail, accepting mistakes, challenging the status quo.
- **problem solving** – as both an individual and as part of a team.
- **communication and presentation skills**.
- **strategic thinking** – looking ahead / seeing the 'bigger picture'.
- **resilience** – ability to persevere when faced with a challenge.

- **resourcefulness** – utilisation of a range of materials and sources of information including reference books, the internet, school staff and business experts.
- **financial capability**; the **knowledge, skills and attributes needed to** understand, budget and make decisions in relation to money, credit, costing projects, investment, personal finance & insurance.
- **economic and business understanding**; the **knowledge, skills and attributes needed to understand and make decisions on** concepts such as market, competition, price, efficiency, economic growth, ethics.

Developing six **key skills** for **employability** (communication, application of number, information technology, problem solving, working with others, and improving own learning and performance) is ‘a key objective of work-related learning’. The school is committed to fostering a whole-school approach to WRL to benefit every student and view it as part of the learning entitlement for all students.

There is a statutory requirement for the school to provide a balanced and broadly based curriculum which **‘prepares pupils for the opportunities, responsibilities and experiences of adult life’** which includes preparation for working life. A supporting non-statutory framework and guidance from QCA, outlining 9 elements of provision for all, a suggested minimum and learning outcomes is available. (Updated November 2009.)

From 2012, Section 29 of the Education Act 2011 places schools under a duty to secure access to independent careers guidance for their pupils in school years 9-11.

Careers guidance secured under the new duty must:

- be presented in an impartial manner
- include information on the full range of post-16 education or training options, including Apprenticeships.
- promote the best interests of the pupils to whom it is given.

WRL Aims and Objectives for Students

To give all students breadth and relevance in WRL opportunities which enable them to exceed QCA *minimum requirements* in:

1. Recognising, developing and applying their skills for enterprise and employability (*the opportunity to develop and apply skills in at least two work-related activities, with at least one opportunity to discuss the skills developed across the whole of their work-related programme*).
2. Relating their own abilities, attributes and achievements to career intentions and making informed choices based on an understanding of the alternatives (*activities to develop skills for career management, including a guidance interview focusing on career progression*.)
3. Developing awareness of the extent and diversity of local and national employment opportunities (*undertake at least two tasks that investigate labour market information*.)
4. Using their experience of work, including work experience and part-time jobs, to extend their understanding of work (*the equivalent of at least half a day for debriefing and follow-up of work experience and/or part-time work*).
5. Learning from contact with personnel from different employment sectors (*direct contact with a minimum of two people from different employment sectors with differing roles and working conditions*.)
6. Learning about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the work place (*at least two curriculum activities that develop their understanding of business and work*.)
7. Learn about working practices and environments (*use work practices or environments as contexts for learning in the curriculum on at least two occasions and record evidence of their learning*.)
8. Undertaking tasks and activities set in work contexts (*use work as a context for learning within the curriculum on at least two occasions, and record evidence of their learning*).

9. Engaging with ideas, challenges and applications from the business world (*undertake at least one business challenge, problem solving or enterprise activity*).

In addition WRL:

- assists students in making career decisions which are informed by an experience of a workplace and by research into alternative progression routes.
- promotes student progression to employment and continuing education and training by introducing them to career and training opportunities – including contact with employers, colleges and training providers.
- utilises experiences of the workplace to improve motivation and enhance learning in a range of subjects across the curriculum.
- improves student self-esteem and develop in them positive attitudes.
- develops the personal qualities needed to assist them throughout adult life.
- ensures that students have the appropriate application and interview skills needed for progression.
- ensures that all students have professional careers guidance and develop a personal action plan.

Core beliefs and Values

- We believe that work related learning at our school is manageable, effective, sustainable and can lead to opportunities to be accredited through completion of the wider key skills of working with others.
- Work related learning is an entitlement for all students.
- Work related learning is valued by the whole community.
- Work related learning will be developed as:
 - Integrated within the school curriculum.
 - a coherent link between school and work.
 - defined within school policy.
 - involving all staff.
 - following staff development and training.
 - established practise with partners.
 - we believe all students are entitled to independent advice and guidance that allow them to make informed choices about possible pathways leading to future learning and careers.

Methodology: how learning will be organised.

In School 11-14 – Work Related Learning at KS3 - A Whole School Curriculum

Year 7 PSHCE	Year 8 PSHCE	Year 9 PSCE
<u>Safety</u> at work/at home	<u>Economic Awareness</u> - understanding business, especially local business - group enterprise project	<u>Careers Education</u> - Use of Career Readiness Software through CSW - Working towards options - Target setting for careers - Careers library
<u>Resolving conflict</u> Working together	<u>Part-time Jobs</u> - position of the law	<u>CSW/Careers Advisory</u> work with Year 9 students. Signposting/access of opportunities
<u>Rights and Responsibilities</u>		
Personal Finance	Personal Finance - managing money	<u>Transition Plans</u> at 14+ for statemented students
Geography of business/industry location		
⇐ Mentoring/Buddy Relationship Development ⇒		
⇐ Student Council Representation ⇒		

Work-related learning at Key Stage 4: A whole-school curriculum development model.

An integrated curriculum model affords work-related options for all students

	Pathway One	Pathway Two
	A curriculum for students where there is a greater emphasis on applied and work related learning. Collaboration with other 14-19 providers affords increased flexibility.	A more traditional curriculum for students taking a full complement of GCSEs, accrediting other aspects of the school curriculum with Key Skills and WRL accreditation.
Curriculum possibilities	One or two GCSE options plus choices: <ul style="list-style-type: none"> • NVQ units L1 and L2 • BTEC's • Careers education and guidance • PSHCE • Citizenship • Work experience including extended work placement • Health & Safety/Food Hygiene qualifications • OCR Nationals • Wider Key Skills working with others. • Community Service Learning 	A full complement of 4 GCSE options: <ul style="list-style-type: none"> • Careers education & guidance • PSHCE • Citizenship • Work Experience • Health & Safety/Food Hygiene qualifications • Wider Keys Skills working with others • Community Service Learning
GCSE core	Up to a maximum of 6 GCSE's in English, Maths, Science, Additional Science, English Literature and RE	
PSHCE	Personal and social development programme – work experience, PSHE and Citizenship, Financial Capability and Understanding Economic Wellbeing	
Enterprise Activity	Enterprise Day	
Extra-curricular Activity/event	Industry days, work simulations, College tasters, work placements	
Recording achievement	Record of Achievement	
Post-16 progression	To NVQ, BTEC, other vocational qualifications, further GCSEs, Modern Apprenticeships, National Traineeship, or limited access to AS and A Level.	Further GCSE's, AS and A level or access to NVQ, BTEC, Diplomas other vocational qualifications, further GCSEs, Modern Apprenticeships, National Traineeship.

Monitoring and Evaluation

A core team of staff to include:-

- Deputy Head (Curriculum)
- Deputy Head (Pastoral)
- Leader of Learning Year Teams
- Leader of Learning Work Related Learning and Economic Well Being

- There is evidence of what pupils are achieving, in terms of the goals and priorities identified by the school: qualifications, attendance, behaviour, motivation, post-16 progression. This achievement could be measured each term.
- They are satisfied that staff development is:
 - promoting the willingness and effectiveness of staff working in cross curricular teams
 - encouraging the management of teaching and learning through assignment based activities
 - targeting assessment opportunities for students each term
 - removing 'stumbling blocks' and areas of resistance

CAREERS EDUCATION AND GUIDANCE

CAREERS EDUCATION

Careers education is delivered as a combination of the following:

- a) Integrated Careers Education – through the subject teaching within Faculties;
- b) Discrete Careers Education – as part of the PSHCE provision by all Form Tutors, Leaders of Learning and the Work Related Learning Co-ordinator.
- c) Extended provision – through Work Experience, collapsed timetable days, Vocational courses, employer visits, work shadowing.

ACCESS TO IMPARTIAL CAREERS INFORMATION

- a) The Careers Library is available for students' use.
- b) Information talks by CSW Personal Advisers – Years 9, 10 and 11. Targeted pupil interviews with CSW Personal Adviser in Years 9, 10 and 11.
- c) Information assemblies by schools and colleges eg Cornwall College (various sites), Truro College, Bodmin College, Liskeard Sixth Form, Torpoint Sixth Form, Saltash.net, Callington Sixth Form, St Austell Sixth Form and possibly others.
- d) Information talks on training opportunities/Modern Apprenticeships.
- e) Careers and Future Pathways Convention – held annually in the school/local venue.
- f) Additional involvement from Jobcentre Plus, Liskeard.
- g) Information talks by employers/industrialists.
- h) Use of Information Technology – Careers Readiness Tool etc.
- i) Additional involvement of National Apprenticeship Service.

ROLE OF CAREERS SOUTH WEST – ACCESS TO INDIVIDUAL GUIDANCE (see Partnership Agreement)

- a) Prioritising and interviewing individual pupils – KS4 at least once, sometimes twice.
- b) Formulation of summary of guidance with individual pupils.
- c) Group talks – year 10 pupils on Careers advice.
- d) Liaison with parents eg mailshots, newsletter, feedback from summary of guidance.
- e) Offering advice of Parents' Evenings years 9, 10 and 11.
- f) Liaison with the Leaders of Year Teams and form Tutors of years 10 and 11 re pupils – expectations, ability etc.
- g) Attend 14+ Reviews.
- h) Offering advice to pupils/parents at Careers Convention.
- i) Provision of materials for CEIGA Programme.
- j) Provision of labour market information.
- k) Information of job training vacancies/Modern Apprenticeships.
- l) Helping students to obtain post-16 placements.
- m) Information on the destination of our school leavers.

INVOLVEMENT OF PARENTS AND OF THE COMMUNITY in the careers education and guidance programme eg through:

- a) Liaison with CSW – set out in Partnership Agreement.
- b) Parents attending the Careers Convention.
- c) Parents attending year 9 Choices Evenings and Parents' Evenings.
- d) Links with local industry eg through the Education Business Partnership, Enterprise days, Rotary Club Mock Interviews.

- e) Visiting speakers from industry and commerce and visits to industry eg during Enterprise Days.
- f) Local employers briefing and interviewing year 10 pupils for Work Experience.
- g) Staff monitoring Work Experience

SYSTEM OF REVIEW

The Careers Education and Guidance programme and Work Experience Procedure are reviewed in the following ways:

- a) Evaluate framework for Key Stage 3 and 4.
- b) Review and feedback from form tutors, Leaders of Year Teams and PSHCE teaching team.
- c) Discussion with students.
- d) Staff reports on Work Experience visits.
- e) Student reports and log books on Work Experience placements.
- f) Parent comments on Work Experience programme.

Local educational advisers monitor work-related programmes to ensure that:

- The local partnerships are working effectively (targets agreed with colleges, EBP, employer are being met)
- Health and safety guidance is being followed
- School WRL targets are achievable and supported by SMT planning (timetabling, staff development etc)