

Work-Related Learning (WRL) Policy

Approval Date – June 2016

Review Date – June 2017

Westfield Academy aims to provide to provide a broad and balanced curriculum which prepares students for the opportunities, responsibilities and experiences of adult life and benefits every student through the development of a whole school approach to work-related learning.

Rationale

The school promotes work-related learning as part of the entitlement for each student and as a means for learning ‘about work’, ‘through work’ and ‘for work.’

Work-related learning opportunities contribute to:

- Increasing the breadth of curriculum experiences for all students to support their preparation for adult life.
- Learning about the world of work and preparing effectively for transition from education and training to work.
- Careers education and guidance, providing an insight into all the factors which can inform career choice.
- Personal development, including the improvement of interpersonal skills, presentation skills, self-confidence, taking initiative, teamwork and taking on responsibility.
- Achievement of vocational qualifications through enhanced understanding of opportunities within general and specific occupations.
- Raising students’ aspirations and levels of attainment by increasing students’ understanding of the relevance of their learning.

Objectives and Range of WRL Curriculum Provision

Westfield Academy offers a wide range of activities that contribute towards work-related opportunities in order to help prepare students effectively for adult and working life. The activities complement subject teaching, contributing towards the students’ skills for employability and towards lifelong learning opportunities (see appendix 1 – Objectives and Range of WRL Curriculum Activities).

Roles and Responsibilities

The Vice Principal (Curriculum) is responsible for:

- Line management of the Personal Development Programme, including WRL and CEIAG (Careers, Education, Information, Advice & Guidance).
- Ensuring appropriate levels of communication with the senior leadership team, governing body, local partnership and Local Authority.

The Lead Teacher for Personal Development (CEIAG) is responsible for:

- Line management of the Work Experience Coordinator.
- The management and coordination of the various aspects of work-related learning and the range of activities in each key stage, including through liaison with other curriculum leaders.
- Monitoring and evaluating the effectiveness and benefits of work-related activities and reporting to the SLT and Governing Body.
- Assessment procedures, including all students gaining some form of accreditation for Personal Development/WRL.
- Systems to ensure balance, continuity and progression.

Curriculum Leaders and their teams of teaching staff are responsible for:

- Ensuring that schemes of learning contribute to work-related aims activity at relevant points and identifying appropriate learning outcomes within skills, attitudes, concepts, knowledge and the strategies to achieve them.
- Communication with students about the progression opportunities within their subject area and ensuring that students understand how the activities within that subject will equip them for the future.

The Assistant Principal (CPD) is responsible for:

- Liaison with Somerset Education Business Partnership to ensure that staff are offered a number of opportunities to undertake relevant and appropriate professional development to support the teaching of work-related learning.

Related Documents

- CEIAG Policy

Appendices

1. Objectives and Range of WRL Curriculum Activity
2. CEIAG Policy

Monitoring

This policy, its implementation and effectiveness will be monitored by the Vice Principal and the Governors' Learning and Teaching Sub-Committee.

This will be achieved through annual reports to the committee by the Vice Principal and the Lead Teacher of PD (Careers, Education, Information, Advice & Guidance) including student destination information.

Key priorities for development will be included in the Whole School Development Plan on an annual basis.

The policy will be reviewed every 3 years.

Appendix 1 – Objectives and Range of WRL Curriculum Activities

Objectives:

- Promote awareness and understanding of work, industry, the economy and the community.
- Relate skills, attitudes, concepts and knowledge learned in school to applications in the wider world.
- Improve employability through the development of suitable skills.
- Develop students' personal and social skills in relationship to a wide range of contexts.
- Provide students with informed and impartial advice and guidance on the choices available for education, training and employment as well as other interests.
- Ensure that students follow courses and programmes appropriate to their long term aspirations and needs.
- Increase access and choice for all students.
- Develop effective links with key partners who include the Somerset Education Business Partnership, Connect SW (Connexions Somerset), the LA and other school business partners.
- Develop a range of appropriate and relevant activities of the highest possible quality which enhance the curriculum.

The range of activities Westfield Community School currently offer in order to meet the objectives set include:

- A range of Vocational and applied courses, including diplomas.
- Careers Education and Guidance programmes of study.
- The school Careers Fair
- Work Experience programme of study and block and extended placements.
- Citizenship programme of study
- PD programme of study
- Employer visits/staff placements
- Enterprise activities
- Business and Enterprise days (EBP)
- STEM activities
- Aim Higher links
- Projects based around the school's area of specialism.

Work-related learning within the school enables each curriculum area to make a full contribution through:

- The development of schemes of work that recognise the importance of work-related learning in preparing students for adult and working life.
- Ensuring that all students can access work-related learning activities that are appropriate to their needs.
- The use of appropriate teaching and learning strategies.
- The regular review of learning outcomes for all work-related learning programmes and courses.
- Ensuring maximum understanding for student of the various aspects of work-related learning to adult and working life.
- Ensuring continuity and progression in schemes of work, so that all students can build on previous work-related experiences.

Appendix 2 – Careers Education, Information, Advice and Guidance (CEIAG) Policy

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Section 1

1.1 Policy Statement

• INTRODUCTION

Rationale for CEIAG - A young person's career reflects the progress they make in learning and work. It is part of the vision and mission of Westfield Academy that all learners need a planned programme of activities to help them choose 14-19 pathways that are right for them and to be able to manage their careers, sustain employment and achieve personal and economic wellbeing throughout their lives.

Commitment Westfield Academy recognises that it has a responsibility to provide careers education in Years 7-11 and a duty to provide learners with access to impartial careers information, advice and guidance in years 9-11 (Education Act 2011 section 42A, Part VII of the Education Act 1997). It is committed to providing a planned programme of impartial careers education and information, advice and guidance (IAG) for all learners in Years 7-11, in partnership with local learning providers, employers, the Local Authority and other providers to provide extra support as required, for vulnerable learners and young people with learning difficulties and disabilities.

The school endeavours to follow best practice guidance from the careers profession and other expert bodies such as Ofsted and Government departments that might appear from time to time.

Westfield Academy is committed to working with Careers South West and is committed to working towards a local or national quality award for Careers Education Information Advice and Guidance.

Development - This policy was developed and is reviewed biannually in discussion with teaching and teaching support staff, learners, parents, governors, advisory staff and other external partners (e.g. South Somerset 14-19 Partnership, County IAG group etc.).

Links with other policies - The policy for CEIAG supports and is itself underpinned by a range of key school policies.

• OBJECTIVES

Learners' needs - The careers programme is designed to meet the needs of learners at Westfield Academy. Activities are differentiated and personalised to ensure progression in their career learning and development, and to strengthen their motivation, aspirations and attainment at school.

Entitlement - Learners are entitled to impartial and confidential CEIAG which is person-centred, delivered by trained staff and which meets professional standards of practice. Activities will be embedded in the curriculum and based on a partnership with learners and their parents/carers. The programme will raise aspirations, challenge stereotyping and promote equality and diversity.

• IMPLEMENTATION

Management - The Careers Co-ordinator (Faculty Lead) will co-ordinate the careers education programme and is responsible to the Principal. This area is supported by a link Governor. Work Experience is planned and implemented by the Work Experience Co-ordinator who works closely with the Careers Co-ordinator. Careers learning will be delivered through the taught curriculum of Personal Development (PSHEE and Careers); supported by assemblies, parent evenings, curriculum subjects and careers events. To ensure that the careers education programme is accurate, up to date and meets the needs of all learners, the Careers Coordinator will work closely with all parties necessary to annually review and develop the careers education guidance programme.

Staffing - All staff will contribute to CEIAG through their roles as tutors and curriculum subject teachers. Specialist sessions are delivered by the Personal Development (PD) team lead by the Faculty Leader. The CEIAG programme is planned, monitored and evaluated by the Careers Co-ordinator (PD Faculty Leader). Careers information is available in the Library which is maintained by the library staff in collaboration with the Careers Coordinator.

Curriculum - The careers programme includes careers education sessions, career guidance activities (e.g. group work and individual interviews), information and research activities etc; work-related learning (including one weeks' work experience), and individual learning planning/portfolio activities. Careers lessons are part of the school's PD programme. Other focused events, e.g. South Somerset Careers Fair, Working Lunches; STEM, Alumni etc. are provided at different times of the year. Work experience preparation, debrief and evaluation take place in PD/Careers lessons and other appropriate parts of the curriculum.

Learners are involved in the planning of career learning. Their views are collected using discussion and evaluation questionnaires.

Assessment and accreditation - The intended career learning outcomes for learners are based on Westfield Academy's careers education framework years 7-11 and will be assessed by a variety of methods.

Partnerships - An annual Partnership/Service Level Agreement is negotiated between the school and the South Somerset 14-19 Partnership / CSW Service. This agreement outlines the contributions the School and the Transitions panels will make in supporting vulnerable learners making transitions into post 16 learning and work. The school is establishing and developing partnerships with local 14-19 partners and employers. Where necessary, the school will aim to establish a partnership with an Independent Careers Guidance specialist recognised by the National Careers Service. The Academy has well established relationships.

Resources - Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs in the careers education guidance area. The Careers Co-ordinator is responsible for the effective deployment of resources. The academy website features access to a range of links to support the delivery of careers education and guidance.

Staff development - The Careers South West Adviser is qualified to a minimum level 6 in Careers Guidance and level 4 in Advice and Guidance with a specialism in careers. She is a member of the Careers Development Institute and on the professional register. She works within the 'Ethical Framework Principles' and adheres to the 'Codes of Practice'.

The PD Faculty Leader is a qualified teacher with Careers specialism and both she and the other team member who deliver (also a qualified teacher) are former pastoral leaders.

The Work Experience Co-ordinator comes from a background of working with those seeking work and has strength in managing this area for the Academy and South Somerset Partnership.

All will attend all relevant CEIAG training opportunities and network meetings to update knowledge and skills and disseminate information relating to CEIAG throughout school by way of meetings, briefings and staff training. There are annual updates and training opportunities for all school staff. An assessment of whole school staff training needs is done annually or more frequently by request. (Refer to CEIAG Section 2 2.1). Staff training needs relating to CEIAG are identified by the Faculty Leader or by individual request. The school endeavours to meet training needs within a reasonable period of time.

Monitoring, review and evaluation - The school analyses pupil destination information, feedback from pupils, parents and carers to inform its CEG programme. The Partnership Agreement with Careers South West is reviewed annually by South Somerset Partnership. The schools careers education and guidance programme is reviewed annually using the non-statutory careers education framework 7-19 (2009) and local quality award to identify areas for improvement. A discussion is held with the Principal as part of the Faculty review each year and the Faculty Leader is invited to report to Governors – Teaching and Learning biannually.

Key Staff Principal Mr Chris Hunt; Link Governor: Mr A Dyer (Chair); Careers South West Impartial Advice and Guidance Mrs Beth Church; Personal Development Faculty Lead Mrs Jackie Surrey; PD Teacher Mrs Jane Yandell; Work Experience Coordinator: Mrs Jill Cornelius; Special Education Needs Coordinator: Mrs Julie Strange; Inclusion Manager Mrs Julie Coles; Learning Resource Centre: Mrs Judith Drayton and Mrs Kate Moseley Student Council Coordinator Mrs Ginny Ryan

Approvals

Head teacher:

Link Governor:

Careers Co-ordinator:

Date of next biennial review October 2017

1.2 Student Entitlement and School CEIAG Framework of delivery

Principle 1: Empowers young people to plan and manage their own futures

- 1.1 Are able to investigate opportunities for learning and work on their own
- 1.2 Are able to interpret information and to identify partiality and bias
- 1.3 Make challenging but realistic plans for their future learning and work
- 1.4 Recognise barriers to the achievement of their plans and understand how these can be overcome
- 1.4 Are able to review and adapt their plans in the light of changing personal, educational, social and economic circumstances
- 1.5 Feedback that they have the skills that they need to plan and manage their careers

Principle 2: Responds to the needs of each learner

- 2.1 Understand what motivates them, their strengths and their learning/work preferences
- 2.2 Know how to access personalised information, advice and guidance (including from specialist agencies) at times, and in formats, that reflect their needs
- 2.3 Understand the skills and qualifications that they need to pursue their ambitions
- 2.4 Have an individual learning plan (Pupil Passport) (ILP) that they keep under review and update as they approach each transition
- 2.5 Influence the design and delivery of careers education/information and advice services
- 2.6 Feedback that they have received personalised support that they have needed to make informed choices

Principle 3: Provides comprehensive information and advice

- 3.1 Understand the opportunities afforded by, and are provided with easy access to:
 - UCAS Progress
 - Apprenticeships Vacancies On-Line
 - Other information sources used locally
 - Business Links
- 3.2 Understand the full range of learning opportunities open to them within the school and elsewhere (including at local colleges and with work based learning providers)
- 3.3 Understand the opportunities for progression to further learning afforded by each course/pathway, including to higher education
- 3.4 Understand the work opportunities and rewards afforded by each course/pathway
- 3.5 Understand the opportunities afforded by self-employment
- 3.6 Know how to access information about community and voluntary opportunities
- 3.7 Understand, and are able to claim, the financial support they are eligible to receive to support their learning

- 3.8 Understand the concept of labour markets
- 3.9 Are aware of opportunities within local, regional and national labour markets
- 3.10 Understand their rights and responsibilities at work
- 3.11 Feedback that they have had the information and advice that they have needed to make informed choices

Principle 4: Raises aspirations

- 4.1 Have been positively challenged to consider opportunities that they might not otherwise have considered (e.g. by experiential learning or 'taster' sessions and through visits to employers, work based training providers, universities, etc.)
- 4.2 Set challenging but realistic learning and work goals
- 4.3 Understand the benefits of economic independence
- 4.4 Have positive expectations of work
- 4.5 Understand the benefits of remaining in learning (including in further education, apprenticeships, other jobs with training and higher education)
- 4.6 Recognise when advice provided from informal sources has been shaped by the life experiences of the advice giver and may be inaccurate or incomplete
- 4.7 Feedback that they are excited by, and committed to, further learning

Principle 5: Actively promotes equality of opportunity and challenges stereotypes

- 5.1 Are able to recognise and challenge stereotypical views of opportunities in learning and work
- 5.2 Understand that stereotypical decision making can have financial implications
- 5.3 Consider learning and work options that are not generally associated with their school
- 5.4 Consider learning and work options that are not traditionally associated with their gender, ethnicity, faith, learning or physical ability, cultural or socioeconomic background
- 5.5 Make successful transitions when they choose non-traditional opportunities
- 5.6 Feedback that they recognise, and reject, learning and work stereotypes

Principle 6: Helps young people to progress

- 6.1 Understand the relevance to their future lives of each part of the curriculum
- 6.2 Understand the progression opportunities (in terms of learning and work) afforded by each part of the curriculum
- 6.3 Understand the importance of Key Stage 4 and post-16 subject choices on long term work and career options
- 6.4 Can follow applications procedures and prepare for interviews
- 6.5 Understand that they are guaranteed an offer of a place in learning after Year 11 and know how to access this offer
- 6.6 Understand and demonstrate the main qualities, attitudes and skills needed to enter, and succeed in, working life and independent living
- 6.7 Understand the Common Application Process (UCAS Progress) and are able to use it as required when applying for post-16 provision
- 6.8 Progress smoothly into further education/training or employment after leaving school
- 6.9 Feedback, after leaving school that they are satisfied with the decisions that they have made

Section 2 Policy Aims and Delivery

Section 2.1 Careers Delivery Staff/All School Training

For those delivering careers education, information, advice and guidance. The Careers Co-ordinator will train, supply, explain and provide materials for the delivery of careers in PSHE, Parents Evenings and other agreed situations. If agreed and required a lesson plan will be provided. In-house training will be given to careers delivery staff directly in relation to careers sessions. The whole school staff will receive regular updates and information about careers in line with the schools' Careers Education Framework. This will be delivered in inset days, twilight sessions or specifically negotiated or requested training sessions. Staff will be actively encouraged to attend relevant external careers training events.

2.2 Careers Delivery

The Careers Coordinator will co-ordinate the careers education, information, advice and guidance and any other members of staff that are tasked to do a careers related activities. The Careers Coordinator will be responsible for allocating time given to careers within the whole PSHE programme. All careers delivery will be co-ordinated and communicated effectively to ensure the quality standards are at the highest levels.

2.3 Whole School Curriculum Development in relation to careers

The school is continually striving to develop the whole school curriculum to offer a wide variety of academic and vocational courses that are fit for purpose and facilitate for every individual students' learning style and ability. Curriculum subject teachers will be required to develop and deliver careers lessons that promote and links careers to their subject area. This will be submitted and assimilated into the Westfield Academy Careers Education Framework and School Improvement Plan (SIP).

2.4 KS 4 and Post 16 Options

In Year 9, students will be required to make decisions about subject option choice for study in years 10 and 11. An options booklet containing information about the subject offers and the process will be given to each student to take home. Impartial information about KS 4 options can be accessed through the careers link on the school website. The school actively encourages parents/carers to play an important role in supporting their child in exploring career ideas before making option choice. Careers information sessions and 1 to 1 interviews are offered to students and their parent/carer/s to discuss the students' academic ability, personal skills and learning styles. Information, advice and guidance is provided throughout this process but ultimately the choice of subjects is the students, school try to facilitate this within the constraints of the timetables and availability.

Note: The school curriculum offer changes annually in line with the School Improvement Plan.

In Year 11 students will be required to make decisions about their post 16 options. They will be provided with information about the sixth form options at this school, along with impartial information advice and guidance on the learning pathways and options with other post 16 providers. Careers information sessions and 1 to 1 interviews are offered to students and their parent/carer/s to discuss. Students will be shown how to access the Common Application Process

2.5 Year 10 Work Experience – Refer to Work Experience Policy.

2.6 Transition support

The school will deliver information, advice and guidance on progression opportunities in relation to learning and work by inviting partners' colleges, training providers and others into school and arranging external visits.

We will support with Key Stage 4 and post-16 subject choices on long term work and career

options. See 2.4 and 2.5

Support will be provided to pupils prior to key transition times by the Careers Coordinator, School staff, Careers South West, statutory agencies and other partners. Procedures are in place for transition support for vulnerable young people and those with special educational needs and disabilities in line with Local Authority protocols. See SEN Policy.

The School is developing and using a range of methods including face book, to keep in contact with ex pupils. Pupils will be asked to provide feedback after leaving school, to show that they are satisfied with the support they have received and the decisions that they have made. Feedback will be analysed and used to develop the schools CEIAG programme

Destination information and reports are currently provided by Careers South West. Work carried out by the Academy and the South Somerset Partnership identifies those who are at risk of being not in education, employment and Training (NEET).

2.7 Parent/Carer Involvement

Parents and carers are made aware of careers education guidance and related events and visits internal and external to the school, through parents/carers information evenings, open days, letter, school website/facebook etc. Parents/carers are invited to discuss their child's progress under the schools reporting system and through students 'School Planners'. During Year 9 options and Year 10 Work Experience parents/carers are encouraged to support their child in decision making with schools' support. Refer to 2.4 and 2.5.

2.8 Student Involvement

Year 7 Students will be required to consider how to develop their employability and all students are encouraged to 'Build their Brand' by collecting evidence of achievements that illustrate their skill development. All are actively encouraged to engage in school and the wider community.

2.9 Whole School Approach

Copies of all policy documents are available.

Information and changes are recorded and the policy document updated biannually.

2.10 Monitoring, Review and Evaluation

This will mainly be achieved through the processes of recording students' personal portfolio and post 16 destinations.

Completion of tasks, projects and homework will be monitored by the appropriate/nominated staff.

Student self-assessment is also used to help with target setting and ILP work.

An annual audit and review of careers education and the guidance provided by staff in school will be undertaken by the Careers Co-ordinator as a whole school task.