

Colyton Grammar School WORK-RELATED LEARNING

Rationale

To provide, through a broad and balanced curriculum, the opportunities for students to develop their understanding of employment, and to support the development of skills relevant to employment.

Assumptions

1. The Education Act 2011 removed the statutory responsibility for the provision of access to Careers Guidance from local authorities to schools, academies and colleges. From September 2012 schools have a statutory duty to secure independent and impartial Careers Guidance for their pupils in years 8 – 13 from a source external to the school
2. Despite the removal of a statutory framework, the policy of the school is to continue to provide a broad and balanced taught programme of work-related learning in the best interests of students
3. The policy of the school is matched to stages (of education) rather than age
4. All students will continue in full-time education beyond 16 and that almost all will proceed to Higher Education
5. There is a recognition that an understanding of pathways to future employment is not necessarily the same as making a career decision, which many students defer until after Higher Education
6. The process of meeting individual needs will be met by a combination of the core curriculum, curriculum flexibility and the extended curriculum
7. The national and international context of employment has greater relevance for students than the local context

Aims

1. To use the context of work to promote learning and the process of learning to enhance understanding of work
2. To foster the development of skills that are relevant to learning and which are transferable to the workplace
3. To enable students to understand the relationship of learning skills and qualifications to progression and careers opportunities in order to support informed choices
4. To encourage and promote enterprise¹ and initiative.
5. To meet the individual need within a framework of coherent progression.

The Policy in Practice

Work-related learning provision is achieved through the following strategies.

1. Learning for Work

The development of relevant skills will be achieved through teaching and learning strategies that:

- Promote judgement, decision making, risk-taking and enterprise
- Provide opportunities for students to develop transferable skills: e.g. team work, problem solving, reporting, presentation, working to a brief, meeting deadlines
- Promote literacy, oracy and numeracy, and research skills
- Foster reliability, trustworthiness, co-operation, time management, flexibility and adaptability
- To provide opportunities to develop enterprise capability; financial literacy, economic and business understanding

2. Learning about Work

¹ Enterprise is defined as 'developing the ability of students to manage complex and ambiguous situations when tackling problems and through the exercise of initiative and informed choice of strategies being able to generate and evaluate novel solutions'.

The opportunities to learn about work are achieved through core provision and individual provision to meet specific needs. Provision is achieved:

- a) Across the curriculum through
 - teaching programmes that, where appropriate, make explicit the relevance of classroom learning to applications in employment
 - role play, simulation and direct links with employers including fieldwork and visits
 - workshops and links with practitioners
- b) Focused off-timetable activities that provide the opportunity to work with external partnerships/agencies (eg Enterprise Days, Science Days)
- c) Careers Education and Guidance that promotes knowledge and understanding of pathways to employment and which supports informed personal choices at each transition phase.
- d) Extension and extra-curricular activities including:
 - Clubs e.g. Mock Magistrates Competition and Bar Mock Trial Competitions
 - Opportunities to work with professionals

3. Learning through Work

Opportunities to learn through work include:

- a) A core Work Experience programme for all Year 11 students (linked with application and interview experience). The focus is on understanding work and the workplace rather than specifically career choice
- b) A core Work Experience for all 6th Form to build on understanding of work and to aid pathway choices. All MFL students have at least one European work Experience Placement
- c) A wide variety of enterprise activities including:
 - 'Mini-enterprise' activities through House activities
 - Young Enterprise activities incorporating links with business advisors
 - Year 11 Enterprise Challenge
 - 6th Form Induction activities

Assessment

A profile of experience will map experiences and provide for assessment of learning that informs future needs.

Learning Outcomes

- Students will have a clear understanding of working environments and will be able to reflect on factors that determine that environment
- Students will understand the pathways to employment and career progression
- Students will be able to use problem-solving skills in novel contexts
- Students will be able to evaluate career-route opportunities against personal skills and aptitudes to make informed choices.

Success Indicators

1. Evidence that students are resourceful, confident, articulate and able to respond effectively to responsibility
2. Student motivation that is aided by an understanding of future pathways and their relevance to personal needs and aspirations
3. Successful transition to post-16 education to post-18 provision
4. Evidence that the school's Specialist status is effectively promoting a positive view of the world of Science (including course take-up and career routes).

Co-ordination

1. Deputy Head

The Deputy Head has responsibility for developing, monitoring and auditing Teaching and Learning to support effective provision

2. Head of Careers Education & Guidance

The Head of Careers Education & Guidance is responsible for developing the detailed framework for work-related learning.

3. Head of Business / Coordinator of Financial Capability & Enterprise
The Head of Business / Coordinator of Financial Capability & Enterprise is responsible for coordinating the Year 11 Enterprise work.

Evaluation

The evaluation of provision will take place within the cycle of school-based review and evaluation.