



**CHILWELL  
SCHOOL**

# **WORK RELATED LEARNING POLICY**

**Reviewed: January 2018**

**Next review: January 2021**

## 1.0 INTRODUCTION

Work Related Learning (WRL) is defined as: planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including **learning** through the experience of work, learning **about** work and working practices and learning the skills **for** work (WRL, QCA Guidance 2003).

Chilwell School is committed to maximising the benefits for every student in the development of the whole school approach to work-related learning. The school recognises that there should be some WRL for all students, and more for others dependent on the student's individual needs.

- 1.1 The work of Careers Information, Advice and Guidance (CIAG) is seen as an important part of a student's entitlement. It is recognised that CIAG occurs across the whole curriculum and as such involves all staff.
- 1.2 CIAG is primarily delivered during PSE period in Years 8 to 11 and through the discovery day programme. Further information is available from the school's Careers Library and from the impartial advice offered by our careers adviser.
- 1.3 CIAG is provided in the Sixth Form with particular emphasis on Further and Higher Education and employment opportunities. All sixth formers are offered a week for work experience.
- 1.4 The Assistant Headteacher (pupil support), along with year leaders + a Careers/Work Experience Co-ordinator work to provide students with their CIAG entitlement.

## 2.0 AIMS AND OBJECTIVES

- 2.1 The school aims to provide a structured and coherent course to prepare students for the choices, changes and transitions affecting their future education and continued education and training.
- 2.2 The School aims to:-
  - a. help students understand their individual strengths and weaknesses by developing self-awareness, raising aspirations and potential, developing self-determination and identifying personal career targets, skills, interests and values by recording and building on achievements.
  - b. develop in students an appreciation of the rapidly changing world of work and what it offers, whilst gaining an understanding of jobs and labour market information.

- c. develop an understanding of the range of opportunities and levels of entry available whilst developing employability skills and developing self-improvement as a learner.
- d. ensure students acquire an understanding of the structure of the decision-making process so enabling them to make realistic and informed decisions.
- e. enable students to make a smooth transition from school to Further or Higher Education, employment or voluntary work and to understand the links and differences between school and work.
- f. increase access and choice for all pupils.
- g. provide learners with high quality, independent and impartial careers guidance on the choices available for education, training + employment and other interests.

- 2.3 All students will be given specific core careers information and knowledge, and opportunities to develop related skills and positive attitudes.
- 2.4 CIAG also aims to support the school's Equal Opportunities Policy, which commits staff to a balanced and impartial approach.
- 2.5 The CIAG process derives purpose and direction from recording achievement and the development of individual Action Plans as a basis of preparing students for progression, working in tandem with curriculum developments at local and national level.

### **3.0 METHODS OF DELIVERY AND IMPLEMENTATION**

- 3.1 At Key Stage 3 and 4 delivery is mainly by tutors within PSE programme – following a carefully tailored scheme of work to ensure progression across Year 8 to Year 11. When appropriate, CIAG can be delivered through assemblies and off timetable occasions to enable opportunities for visiting speakers etc. Focussed career day packages occur throughout the year.
- 3.2 Besides working with Heads of Department, Heads of Year and Form Tutors, the Careers Co-ordinator also maintains contact with students via e-mail, assemblies, notices in registers, noticeboards, posters and displays, whilst also offering individual advice and guidance on a needs basis.
- 3.3 The Head of Sixth Form is responsible for post-16 CIAG with emphasis on routes into Further and Higher Education and further careers advice for the workplace.
- 3.4 The Careers Co-ordinator and Head of Sixth Form, report to the Assistant Headteacher (pupil support) on careers matters.

- 3.5 A wide range of material and information is housed in the Careers Library and on the library website. Substantial Sixth Form provision is also held in the Sixth Form Centre.
- 3.6 The school attempts to inform and involve parents on careers matters and invites them to attend interviews and information evenings.
- 3.7 The Special Needs Department will give support to students with learning and other special needs.
- 3.8 Support is available to all staff involved in Careers Information, Advice and Guidance via Twilight and INSET courses to enhance their continuing professional development.
- 3.9 One-to-one careers advice is provided by an independent, impartial and qualified adviser.

#### **4.0 EVALUATION AND MONITORING**

- 4.1 The following are some of the ways used to assess the Careers Information, Advice and Guidance Programme:-
  - A. Curriculum Review.** This is a regular responsibility of the Assistant Headteacher and SLT and will be used to inform on the content of Careers Information, Advice and Guidance.
  - B. Careers Co-ordinator and Head of Sixth Form.** Both will continue to evaluate the effectiveness of the delivery of Careers Information, Advice & Guidance and its integration within the wider PSE programme.
  - C. Information from Staff and Students.** Meetings take place with teachers in departmental and pastoral groups. Students will also comment upon their Careers Information, Advice and Guidance by way of an electronic feedback form. Selected students will be asked to complete questionnaires to monitor knowledge acquired, delivery, access and retention of detail.
  - D. Destinations.** First destinations of leavers will also be monitored as will statistics relating to students in the Sixth Form and those progressing into Further Education and Higher Education.
- 4.2 The Governors' Pupil Progress Committee, on behalf of the Governing Body, will monitor and undertake a triennial review of this policy.

## **5. MANAGEMENT OF CEIAG**

5.1 A senior member of staff, who is a member of the senior management team, is responsible for:

- the management and co-ordination of the various aspects of work-related learning;
- the range of activities in each key stage
- how the effectiveness and benefits of work-related activities are to be measured, monitored and evaluated
- the assessment procedures and strategies for pupil evaluation of activities and learning outcomes
- the systems to secure balance, progression and continuity

5.2 Individual subject staff are responsible for:

- ensuring that their schemes of work contribute to work-related aims
- identifying the types of activity at relevant points in the schemes of work
- identifying appropriate learning outcomes: skills, attitudes, concepts, knowledge and the strategies to achieve them
- clarifying how the activities helps progression an learning about, for and through work
- indicating the scope for pupils to set their own learning objectives.

## **OTHER POLICIES**

Specific policies which cover further aspects or expand in more detail the principles and processes in this document are currently:

- Aims of the School
- Curriculum
- Equal Opportunities
- Personal Social & Health Education
- Special Educational Needs.