



## **Carre's Grammar School**

**A Robert Carre Trust School**

### **Work-Related Learning Policy**

#### **Introduction**

The school is committed to maximising the benefits for every student, in the development of a whole school approach to work-related learning. The school recognises that there should be some work-related learning for all students, and more for some. The school wishes to promote work-related learning as part of the learning entitlement for all students and as a means for learning 'about work', learning 'through work' and learning 'for work'

#### **Rationale**

Work-related learning has an important contribution to make to the education of all our students in order for them to make an effective transition from the school to adulthood and employment. So that students are able to make this effective transition the school provides a wide range of opportunities for students to learn, about, through and for work in a range of contexts. The school has clearly identified work-related learning outcomes for all students together with a set of procedures for assessing individual student's progress. The School Development Plan includes a framework to evaluate the effectiveness of the school's programme of work-related learning.

#### **Purposes**

Work-related learning is concerned with those planned activities that use work as a context for learning or illustrate aspects of working life. The school encourages innovative approaches to work-related learning in order to motivate students and to raise standards. The accreditation of students' achievements in work-related learning has an important role to play in supporting the school's objectives.

The main purpose of work-related learning is to provide students with a range of activities as part of a balanced and integrated curriculum. The work-related learning opportunities provided by the school contribute to:

- attainment in individual subjects by increasing students' understanding;
- achievement of vocational qualifications by enhanced understanding and relevance to general and specific occupations;
- achievement and development of the main key skills and the wider key skills;
- careers education and guidance by providing an insight into the factors which can inform career choice;
- learning about the world of work and better preparation for the transition from education and training to work;
- personal and social education through the improvement of interpersonal skills, presentation skills, self-confidence, taking initiative, teamwork and taking on responsibility; and
- increasing the breadth of curriculum experience for every student to support them in their preparation for adult life.

#### **Aims for Work-Related Learning**

The aims for work-related learning focus on the provision the school makes for opportunities for students to prepare for adult and working life and include:

- to improve educational standards through using contexts that improve motivation and attainment for all students;



- to ensure that students follow courses and programmes which are appropriate to their longer-term aspirations and needs;
- to improve students understanding of the world of work and its demands;
- to improve the quality of provision and guidance;
- to increase access and choice for all students;
- to improve the transition of students from school to adult and working life.

### **The School's Objectives**

The key objectives for work-related learning are:

- to raise levels of attainment through high quality work-related learning for all students;
- to develop a range of opportunities which enhance the curriculum;
- to promote greater awareness for students about the world of work, the development of key skills and employability;
- to develop a range of appropriate and relevant activities which assist in raising all students' aspirations and achievement and which are of the highest possible quality and are regularly monitored;
- to promote awareness and understanding of work, industry, the economy and community;
- to relate skills attitudes, concepts and knowledge learned in school to applications in the wider world;
- to develop students' personal and social skills in relationships in a range of contexts;
- to provide students with informed and impartial guidance on the choices available for education, training and employment as well as other interests;
- to improve employability through work-related learning.

### **Curriculum Provision**

The school offers a wide range of activities that contribute towards work-related opportunities in order to help prepare students effectively for adult and working life. These activities complement subject teaching, contribute towards the development of students' key skills as well as contributing to lifelong learning opportunities.

The range of activities the school is currently using in order to help meet its objectives includes:

- Vocational BTEC and CTEC
- Other relevant vocational courses and qualifications such as CAA and IMIAL
- Literature and Project Resources provided by Business
- Careers Education and Guidance
- Work Experience
- Extended Work Placements
- Work shadowing
- Visits to employers
- Enterprise projects
- Problem Solving and Insight into Work Activities
- Personal, Social and Health Education (PSHE)
- Business Mentoring
- Enterprise Days
- Visitors from Industry and Business

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 have access to some work-related activities which are appropriate to their needs;
- the use of appropriate teaching and learning strategies;

- the regular review of learning outcomes and assessment arrangements for all work-related programmes and courses;
- ensuring maximum understanding for students 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 work-related experiences from previous levels.

### **Accreditation**

Where possible the school ensures that all work-related learning programmes contribute, where appropriate, to approved qualifications set out in the DfE Section 96 list.

### **Management of Work-Related Learning**

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 student evaluation of activities and learning outcomes;
- the systems to secure balance, progression and continuity; and
- ensuring appropriate channels of communication at senior management level, governing body and across the Robert Carre Trust

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 and learning about, for and through work; and
- indicating the scope for students to set their own learning objectives.

### **Staff Development**

The school provides a number of opportunities for staff to undertake relevant and appropriate professional development to support the teaching of work-related learning.

### **Covid 19 Amendment:**

The school ideally will aim to fulfil the above policy as normal as it can but with Covid 19 some aspects may find that they are held virtually or put on hold in these times. An example being visits by employers or to businesses. Work experience is still planned but may have to be withdrawn at short notice. The need for social distancing and reduced personnel on site will have an impact along with minimising disruption to curriculum learning while students are able to catch up on missed schooling due to isolation etc.

**Agreed by the CGS SLT, January 2021**

**Review date: February 2022 (Annually)**