



Curnow School

Work-Related Learning Policy Statement

RATIONALE

Work-Related Learning 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 practises, and learning the skills for work' (*The Work-Related Learning Guide (Second Edition)*)

At Curnow, we know that WRL will provide meaning and relevance for our learners and many activities/teaching modules once differentiated are suitable and hold value for our learners. As this is such a vital area of the curriculum and one which will engage the interest of our learners we begin our WRL curriculum at Key Stage 3.

An important aspect of WRL is *Enterprise Education*, which consists of *Enterprise Capability*, supported by *Financial Capability* and *Economic and Business Understanding*. This policy recommends that all students in the Upper School (11-19) experience enterprise activities and follow the WRL curriculum.

Work-Related Learning forms a significant part of the Upper School curriculum; however, this does not mean that it is appropriate for all students to have the same experiences. According to the *Work-Related Learning Guide*, schools should "identify individual learning needs and arrange work activities accordingly", and "define the skills that Work-Related Learning activities can develop and match them with the skills learners need to develop". All staff in Key Stage 4 and Post-16 are involved in delivering WRL, with learning tailored to each student's age, developmental stage, and individual needs, as identified through EHCP reviews and mentoring.

We aim to ensure that all students access a breadth of experience within this area of learning. Accreditation will be used using units from the ASDAN Life skill challenges.

Our intention, therefore, is to use/modify/adapt programmes of learning to make them both specific to need and provide a breadth of experiences which offer a progression to students learning.

INTENT:

The aim of Work-Related Learning (WRL) and Careers Education at Curnow School is to ensure all learning is relevant, purposeful, and meaningful. The curriculum is designed to:

- Build employability skills through hands-on learning and expert guidance
- Improve motivation, achievement, and self-confidence
- Develop career awareness and access to impartial advice
- Help students apply knowledge and skills in real-world contexts

- Improve understanding of enterprise, finance, and the economy
- Encourage positive attitudes to lifelong learning

For Curnow students specifically, WRL also aims to:

- Provide a broad and engaging range of learning experiences
- Support students in working toward personal goals and aspirations
- Develop key skills and independence in English (especially Communication), Maths and ICT
- Encourage students to express preferences, make choices, and have their decisions respected

IMPLEMENTATION:

Long Term planning secures a breadth of study; personalised learning outcomes to enable all students to make at least the expected progress over time in this subject area.

1. World of work
2. Skills for work
3. My world of work experience

The WRL curriculum covers Key stage 2, 3, Key stage 4, through to Post 16 and is supported by long term planning to ensure breadth and balance (**Appendix 1** – Long term planning)

Each unit within the long-term plan is supported by a rationale and scheme of work detailing the learning outcomes of the unit. Assessment is through our bespoke learning outcomes for each unit and the achievement continuum is used within the assessment to show progress over time. (**Appendix 2**)

IMPACT:

- To have the experiences and skills necessary to prepare for the world of work
- To be able to make informed decisions and choices about their future lives with clear, realistic aspirations and goals
- Greater understanding of their own strengths and skills within the world of work.
- Increased understanding within the local community regarding the strengths and needs of our students

Guidelines

There are different responsibilities for staff members in the delivery of Work-Related Learning:

1 Responsibility of Teachers

- 1.1 Plan for progression
- 1.2 Use the Curnow school be-spoke scheme of work to plan Work-Related Learning into Medium Term Plans
- 1.3 Plan for individual needs and differentiate work and materials

- 1.4 Identify learning outcomes which provide challenge using the track back written to support the teaching/learning delivery/outcomes
- 1.5 Record pupil's progress using EHCP outcomes (if/as appropriate)
- 1.6 Assessment of learning within Key Stage 4 using the ASDAN life skill challenges and the L2L curriculum
- 1.7 Assessment of learning within Post 16 using the ADSAN life skill challenges and Engagement indicators
- 1.5 Provide appropriate information to the Subject Leader
- 1.6 To maximise opportunities to help develop ICT in Work-Related Learning
- 1.7 To carry out any appropriate risk assessment/additional control measures associated with Work-Related Learning

2 Responsibility of Subject Leader

- 2.1 Monitor the teaching of the subject by access to colleagues MTP's within school and college contexts
- 2.2 Support colleagues in planning, teaching styles, use of resources
- 2.3 Purchase resources and organise them in a way that ensures effective and efficient use
- 2.4 Develop and utilize appropriate learning outcomes by updating the appropriate WRL and Functional skills assessments. Ensure the accreditation routes identified within this policy document provide meaning for students and challenge in their learning journey. The purpose of such planned learning aims to allow the subject coordinator to guide teachers to:
 - Recognize ways to help students develop and apply skills for enterprise and employability
 - Encourage students to relate abilities, attributes and achievements to career intentions
 - Further develop students awareness of opportunities in learning and work
 - Assist students in using their experiences of work to extend understanding of careers and work
 - Plan ways students can learn from contact with people who work, learn about how and why businesses operate and learn about working practises and environments
 - Plan opportunities for students to undertake tasks and activities set in work contexts
- 2.5 Ensure curriculum coverage in the Upper School plans for continuity and progression in this subject
- 2.6 Monitor and evaluate Work-Related Learning across the Upper school as part of the School Self Evaluation Policy and Guidelines

- 2.7 Monitor student's progression using assessments/accreditation as described above
- 2.8 Provide appropriate information on Work-Related learning to the Governors of the school
- 2.9 Maintain the Work-Related learning Subject Leader's file in line with the agreed format
- 2.10 Monitor the Work-Related learning policy document biennially as part of the School Self Evaluation Policy and Guidelines
- 2.11 Ensure current working practice follows Government guidelines, adhering to the Health and Safety of our students at all times (*Work related learning and the Law – DfES 2006*)
- 2.12 Monitor and ensure the appropriate use of risk assessments/additional control measures by teaching staff for WRL activities.

3 Responsibility of the Senior Leadership Team

- 3.1 Ensure adequate resources
- 3.2 Ensure access to training to Work-Related Learning Subject Leader
- 3.3 Ensure access to training for teachers and support staff
- 3.4 Have an overview of the subject area

4 Responsibility of Governors on the Teaching, Learning and Assessment Sub Committee

- 4.1 To monitor the delivery of Work-Related learning through reports from the Subject Leader
- 4.2 To approve the Work-Related Learning policy and any subsequent updates.

5 Resources

- 5.1 Resources will be purchased to underpin the effective teaching delivery of Work-Related learning by the subject co-ordinator. A resource allocation will be made by the Leadership and Management Sub Committee of the Governing Body each year and will detail the budget awarded. The Subject Leader will audit all expenditure and consequent value to the school via audit sheets; records will be stored in the Subject Leader's file.
- 5.2 Resources can be found in the Upper School. The Subject Leader, through formal and ongoing monitoring will identify if anything is running out or needs replacing due to general wear and tear. Additional resources may need to be obtained for specific activities; at such times a bid will be made to the Leadership and Management sub-committee of the Governing body or other Subject Leaders to support the delivery of their subject.

6 Assessment and Recording

- 6.1 Pupils in Key Stage 3 will be assessed according to learning outcomes based on the bespoke WRL schemes of work.
- 6.2 Pupils within Key Stage 4 and Post 16 classes will be assessed using the bespoke WRL schemes of work where appropriate.
- 6.3
- 6.4 Teachers will additionally assess using the ASDAN's accreditation outlined within this document; ASDAN Life skill challenges; all assessments must be selected which provide value and challenge for each learner
- 6.5 Recording and reporting will follow the agreements outlined in the schools PARRC policy ('Planning, Assessing, Recording, Reporting and Celebrating' policy).

7 Delivery

- 7.1 We will strive for excellence in the teaching delivery of Work-Related learning by:
- The quality of learning which pupils' experience
 - The quality of teaching that we provide
 - The richness of the environments in which they learn
- 7.2 The WRL curriculum will use specialist teaching methods that motivate students and support their individual needs. Teachers will match their approaches to each pupil's learning style.

8 Delivery of Subject

- 8.1 Work-Related Learning includes a variety of activities, each supported by appropriate modules in our long-term planning framework.
- 8.2 Curnow School's Careers Education and WRL programme for students aged 11–19 is underpinned by the updated **Gatsby Benchmarks**, which now form part of statutory guidance for schools, colleges, and independent training providers. These benchmarks ensure that careers provision is inclusive, evidence-based, and meaningful for every learner, including those with EHCPs.
- **Careers Information, Education, and Guidance (CEG):** Delivered through a dedicated policy and embedded across the curriculum, CEG supports informed decision-making and personal development. It aligns with Benchmarks 1 (Stable Careers Programme), 3 (Addressing Individual Needs), and 8 (Personal Guidance), ensuring students receive tailored support and impartial advice.
 - **Curriculum-Linked Workplace Visits:** These visits provide real-world exposure and help students develop aspirations, which are captured

in their 'My CV' documents and EHCP reviews. This supports Benchmark 6 (Experiences of Workplaces) and Benchmark 5 (Encounters with Employers and Employees).

- **Enterprise Education:** Embedded in WRL and long-term planning, enterprise projects encourage students to plan, implement, and evaluate fundraising initiatives. These activities promote creativity, financial literacy, and teamwork, supporting Benchmarks 4 (Linking Curriculum Learning to Careers) and 7 (Encounters with Further and Higher Education).
- **World of Work Events:** Events like the 'What Next? Careers Convention' offer students and families opportunities to engage with employers, training providers, and colleges. These events support Benchmarks 2 (Learning from Labour Market Information) and 5.
- **Mentoring and Expert Input:** External professionals (e.g. Careers South West, Cornwall Advocacy Team) provide group and individual guidance, especially during EHCP transition reviews. This aligns with Benchmark 8 and supports meaningful, impartial engagement.
- **Practical Experience:** Through college links, students explore vocational areas such as animal care, childcare, food preparation, ICT, and media. These hands-on experiences support Benchmark 6 and help shape aspirations for Post-16 pathways.
- **Work Tasters and Demonstrations:** Activities like bicycle maintenance and cooking workshops offer short, focused experiences that build confidence and skills in real-world contexts.
- **Work Experience Placements:** Arranged for Post-16 students and, where appropriate, for KS4 students based on individual needs. Placements may occur within school (e.g. supporting a class with learning activities including sports leadership) or externally (e.g. bike maintenance with Life Recycle), supporting Benchmark 6 and the government's new **Work Experience Guarantee**.

9. Planning

9.1 Teachers will finalise the production of MT plans for WRL which are identified within the scheme of work designed by the school, including Enterprise. It will be the responsibility of the Subject Leader to offer advice and guidance to teachers in developing these plans. These plans already identify the learning objectives to be pursued to support the teaching delivery of the module of work identified within the Long Term planning framework.

10 Accreditation

10.1 Students in the Upper Faculty have the opportunity to undertake accredited units of work within the ASDAN Life skill challenges. Accreditation modules have been identified within the Long Term Planning document designed by the school for this scheme of work

10.2 Award obtained by pupils will be formally presented during the annual Record of Achievement Ceremony in the summer term.

11 Equal Opportunities

11.1 Teachers will ensure that provision reflects Cultural Diversity, and equality according to Ethnicity, Religion, Gender, Disability and Age.

12 Health and Safety

12.1 Staff must always ensure the safety of pupils and colleagues. All WRL and Work Experience activities will follow county policies and Health & Safety Executive guidelines (EECLIVE). Risk assessments will be completed for WRL sessions, especially those involving practical skills like Design Technology. Extra safety measures will be added as needed. All risk assessments are stored centrally for staff to access and update.

Monitoring and Review

Teachers, the Subject Leader, Leadership Team, and Governors are responsible for monitoring and reviewing Work-Related Learning to ensure it provides rich, balanced, and meaningful experiences relevant to each student and their lives.

The Subject Leader will monitor the policy on a biennial basis as part of the School Self Evaluation Policy and Guidelines.

Policy approved by the governors	May 2026
Policy to be reviewed	Every 2 years
Responsibility	Subject co-ordinator

Appendix 1

Long Term Planning – Module offer

Module	EYFS - KS2 - Acquisition of pre-requisite skills	KS3	KS4	KS5
1.World of work		1. Responsibility and me 2. Jobs and roles that interest me	1. Responsibility and me 2. Jobs and roles that interest me 3. Jobs in my local community 4. What is working/volunteering like?	
3.Pathways to work		5. My interests and aspirations	5. My interests and aspirations 6. How to get my dream job 7. Getting advice about work	
2.Business and Enterprise for work*			8.How does a business make money 9. Setting up and running a business 10. Work as a team 11. Marketing and selling 12. Making money	
4.Practical skills for work			13. Carpentry 14. Painting and decorating 15. Repair and maintenance 16. Building and construction 17. Horticulture	
5.Skills for work				18. My personal skills and qualities 19. Learning new skills for work
6.Safety at work				20. Safety signs 21. Knowing the dangers 22. Keeping me and others safe
7.Preparing for work				23. Searching for work 24. My CV and job application 25. Self-organisation and management 26. Finding work that suits me
8.My world of work experience				27. My world of work 28. Taking an active part 29. Reviewing my experiences 30. My next steps

* KS2 and 3 will participate in stand-a-lone business and Enterprise activities

To ensure a well-planned sequence there will be an emphasis on building upon existing learning but at the same time the understanding that our pupils need to re-visit, rehearse and practice previous skill learnt. It is therefore important that teachers work collaboratively to ensure previous learning has been recorded and shared to ensure that the mastery of skills can be checked before moving pupils on in their learning. Many of the modules are also inter connected and modules may need to be re-visited to

Head (Kingdom)

Appendix 2

MODULE 22: Horticulture

Key stages: KS4, KS5	MODULE: Practical skills for work Sub-unit Horticulture	L2L: Students working within the L2L strand will address this area of study via the fundamental skills identified in the Achievement Continuum (1-3) addressing IEP targets as appropriate
Name:		Date commenced:
WALT:	<ul style="list-style-type: none"> Widen skills knowledge and understanding of foods that we can grow (fruit/vegetables) Use garden tools appropriately and safely Listen to and act upon/read instructions (verbal/written) Use the information obtained to complete a task Follow a sequence as independently as possible Begin to identify what plants need to grow and what we need to do Apply the safety principles of keeping our work area tidy and free from clutter 	Literacy & Numeracy links: <ul style="list-style-type: none"> Long Term planning has identified the areas which will be addressed and assessed via Adult B²
ACHIEVEMENT CONTINUUM L2L	FUNDAMENTAL SKILLS	
M3	Students use a range of strategies to explore and manipulate objects, and understand the function of many familiar items – Students understanding of basic concepts is tied to familiar, practical activities. Their rote learning (for example, number sequences, song tunes, and routes) may be much better than their understanding <ul style="list-style-type: none"> Students who are working at this fundamental stage may repeat actions on objects, but without intention All learning outcomes planned will be addressed via IEP targets Such targets are designed by the teacher responsible for inclusion for our L2L cohort who will access our Post 16 offer to secure equality of opportunity 	

ACHIEVEMENT CONTINUUM R2L	DESCRIPTOR/SKILL (WILFs) DATE →	ASSESSMENT OF PROGRESS OVER TIME - EM Exp Ext					
		EM	Exp	Ext			
M4	Recognises basic vegetables from pictorial cards with support						
	Uses hand tools with help						
M5	Uses a hose or watering can with intention to feed plants (realises function)						
	Can match picture cards to growing fruit and vegetables						
	Uses a wheelbarrow to take weeds to compost						
M6	Searches/identifies fruit and veg ready to be picked						
	Can recognise some growing vegetables in the garden						
	Can use a hand trowel to turn over soil unaided						
M7	Can stack items in potting shed with intention of tidying						
	Can locate trowel spade, watering can with no help						
	With guidance, student is beginning to manage a bed – cutting/weeding						
M7	With no help, is able to harvest some fruit and veg that are ready						
Assessment: Achievement continuum							
1 - Encounter Characterised by presence and reflex responses.		7 - Exploration Characterised by concentration, recall and observation. 8 - Initiation Characterised by established responses and conventional communication. 9 - Consolidation Characterised by the formation of skills, knowledge, concepts and understandings. 10 - Application Characterised by the application of skills, knowledge, concepts and understandings					
2 - Early awareness Characterised by fleeting attention and inconsistent responses.							
3 - Interest Characterised by more consistent and differentiated reactions.							
4 - Supported participation Characterised by co-operation and engagement.							
5 - Active involvement Characterised by recognition, anticipation and proactive responses.							
6 - Development Characterised by remembered responses and intentional communication.							