



Curnow School

Work-Related Learning Policy Statement

Intent: Curnow School (access)

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)*)

Work-Related Learning comprises a wide range of activities, which will be described later in this policy. 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 will recommend that all students in the Upper School (11-19) experience enterprise activities and will follow the WRL curriculum.

Work-Related Learning forms a significant part of the Upper School curriculum which has been fully developed at Curnow; 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". Therefore, all staff within the Key Stage 4 and Post 16 departments at Curnow School will be involved in teaching the activities, paying due regard to each pupil's chronological age and developmental stage. The curriculum seeks to be flexible by being responsive to individual need, developmental need, learning style and student aspirations, as discussed at their Transition/Transfer Review to the EHC planning process and in other 'mentoring' situations.

We aim to ensure that all students have access a breadth of experience within this area of learning. Students will have access to our modules of learning identified within our be-spoke curriculum for this area. Accreditation will be used using units from the ASDAN Life skill challenges, ASDAN 'Personal Progress' and 'Personal Social Development'.

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

INTENT: Pupils (purpose)

To provide effective teaching of Work Related Learning and Careers we need to secure an understanding of what we aim to achieve to ensure all learning is relevant, purposeful, meaningful and right. The subject area of Work Related Learning and Careers has been designed to support the following aims:

- Develop employability skills (Learn by doing, and learn from experts)
- Raise standards of achievement increasing commitment to learning, motivation and self-confidence
- Develop career awareness and the ability to benefit from impartial careers advice
- Support the young person's ability to apply knowledge, understanding and skills
- Improve understanding of economy, enterprise, finance and business
- Encourage positive attitudes to lifelong learning

In addition, we have identified specific aims for Curnow students which will:

- Provide a broad range of learning experiences
- Provide a context for students to work towards their aspirations and goals
- Develop key skills and independence in English (especially Communication), Maths and ICT
- Give students opportunities to express preferences and needs and make choices and decisions that other people respect and, wherever possible, act upon

IMPLEMENTATION:

Long Term planning secures a breadth of study (units of work); personalised learning outcomes designed for all units of work identified use the Achievement continuum to enable all students to make at least the expected progress over time in this subject area. Accreditation is additionally identified (where applicable).

Long Term Planning will deliver the following units:

1. World of work
2. Pathways to work
3. Business and Enterprise for work
4. Practical skills for work
5. Skills for work
6. Safety at work
7. Preparing for work
8. 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 and Short 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 IEP's (if/as appropriate)
- 1.6 Assessment of learning within Key Stage 4 using the ASDAN life skill challenges, Adult B squared and the L2L curriculum
- 1.7 Assessment of learning within Post 16 using the ADSAN Personal Progress and Personal and Social Development modules of work, and, where appropriate, Adult B squared and Engagement steps
- 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 Track-back 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 and Adult B squared where appropriate.
- 6.3
- 6.4 Teachers will additionally assess using the ASDAN's accreditation outlined within this document; ASDAN Life skill challenges, 'Personal Progress', 'Personal and Social Development'; 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 Work-Related learning Curriculum will use whatever specialist techniques and teaching approaches, which motivate, support the needs, or improve the access of any individual. Teachers will therefore look at matching their teaching approaches to individual pupil's learning styles.

8 Delivery of Subject

- 8.1 Work-Related Learning covers a wide range of activities; each area is supported through appropriate modules of work outlined within our be-spoke long term planning framework.
- 8.2 The school will additionally consider the following curriculum documents when delivering the subject area of WRL:
- **Careers Information;** including Careers Education and Careers Guidance. A separate policy for Careers Education and Guidance and I.A.G underpins teaching of this area for 11-19 year-olds at Curnow School
 - **Curriculum-Linked Workplace Visits;** these may form part of the curriculum and are used to give students a broad range of experiences from which to develop student aspirations which they can express through their 'My ideas, hopes and aspirations' document which supports the Transition Review/Transfer Review to further inform the EHC process
 - **Enterprise Education;** this area is incorporated within the WRL curriculum and subsequent Long Term Planning document; all students within Upper School will benefit from further study within the area of 'Enterprise' to help raise funds for the school/their class or agreed whole school charity days. This study will encourage students to plan a project, implement the plan, and evaluate the process
 - **World of Work Events;** such as the 'What Next? Careers Convention', organised and hosted by Curnow and attended by students and parents from KS 3 and 4 and Post-16
 - **Mentoring;** people with relevant expertise (such as Careers South West, Cornwall advocacy team) will address and advise students, either in groups or individually; aspects of this are identified within the Transition/Transfer Review process within the EHC plan
 - **Mock Interviews;** role-play activities (in accordance with Medium Term Planning documents)
 - **Practical Experience;** "short job-specific tasks and other hands-on experiences" to help students experience practical activities through college links, which enable them to take part in vocational courses such as animal care, child care, food preparation, and ICT and media. This also enables them to further develop their aspirations to pursue in the Post-16 department and beyond

- **Work Tasters;** such as workshops and demonstrations (for example, a pasta-making demonstration, or a demonstration of first aid by a paramedic or the school nurse) sometimes taking place in school
- **Work Experience;** where appropriate and where an individual learning need demands, work experience placements will be arranged for students, either within the school (for example, in the early years department, in the school kitchen, with the ICT technician, or on the reception desk) or outside of the school setting – e.g. – Duchy Farm. Currently, work experience is undertaken by Post 16 students, whereas work-place visits are undertaken by KS 4 students; however, this arrangement will be modified if an individual's needs make it appropriate to do so
- **Work Shadowing;** students find out about the jobs done by people in school, in the community, or by family members, by direct observation and by interviewing them

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 and ASDAN's Personal Progress and Personal Social Development modules . 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 All staff should ensure the health and safety of all pupils and staff at all times. County policies detailing WRL and Work Experience guidance and practices will be adhered to at all times. We fully adhere to the advice and guidance as provided by the Health & Safety Executive Guidelines (EECLIVE) and will undertake the necessary risk assessments through our WRL structured teaching sessions some of which may outline skills being addressed through Design Technology; additional control measures will be identified based upon the nature of the session being undertaken and any associated risks/control measures required. The risk assessments are stored

centrally (whole school) for teaching staff to refer to and store any risk assessment undertaken.

Monitoring and Review

It will be the responsibility of the teachers, Subject Leader, Leadership Team and the Governors to ensure the area of work-related learning is monitored and reviewed to make sure the delivery maximises learning by providing richness, breadth, balance in knowledge, skills and direct experiences in a way relevant to each individual and their own 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	September 2019
Policy to be reviewed	Every 2 years
Responsibility	Subject co-ordinator

Appendix 1: Long term planning

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

Appendix 2 – Assessment

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 B¹ 	
ACHIEVEMENT CONTINUUM L2L	FUNDAMENTAL SKILLS	
M3	<p>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</p> <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 Exc
M4	Recognises basic vegetables from pictorial cards with support	
	Uses hand tools with help	
	Uses a hose or watering can with intention to feed plants (realises function)	
M5	Can match picture cards to growing fruit and vegetables	
	Uses a wheelbarrow to take weeds to compost	
	Searches/identifies fruit and veg ready to be picked	
M6	Can recognise some growing vegetables in the garden	
	Can use a hand trowel to turn over soil unaided	
	Can stack items in potting shed with intention of tidying	
M7	Can locate trowel spade, watering can with no help	
	With guidance, student is beginning to manage a bed – cutting/weeding	
	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. 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.		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