



RAVENSCLIFFE

HIGH SCHOOL & SPORTS COLLEGE

Work Related Learning and Careers Education Policy/Procedures

Reviewed by	Jo Murray
Date approved	11/05/2026
Date for review	10/05/2027
Signed by Chair of sub committee	Jill Grant
Signed by Headteacher	Jo Hague
Signed by chair of Governors (statutory policies only)	Jill Grant/Brendan Heneghan

This policy should be read in conjunction with the school's data protection policy.

1. Document Purpose:

This policy reflects the school values and philosophy in relation to vocational learning, the preparation for adulthood curriculum and careers education. The policy draws together National Curriculum guidelines and statutory requirements for Key Stages 3, 4 and 5, but also includes elements of Key Stages 1 and 2 as well as promoting the Spiritual, Moral, Social and Cultural (SMSC) development which includes British Values. The policy seeks to address the individual learning needs of our young people and sets out a framework within which teaching staff can operate and provides guidance on planning, teaching and assessment.

This policy should be read in conjunction with the Scheme(s) of Work for Work Related Learning, Careers and Transition within Preparing for Adulthood which sets out in detail what our learners in different Key Stages of different ability ranges will be taught. This policy has been approved by the Governing Body following consultation with the wider teaching staff and is subject to regular annual reviews by the staff team and Governors.

The policy has been written with particular reference to the requirements set out in the Gatsby Benchmarks. The eight benchmarks of good careers guidance are:

- A stable careers programme
- Learning from career and labour market information
- Addressing the needs of each pupil
- Linking curriculum learning to careers
- Encounters with employers and employees
- Experiences of workplaces
- Encounters with further and higher education
- Personal guidance

2) Audience

This document is intended for all staff and other stakeholders with classroom responsibilities, school governors, parents, the Local Authority and Ofsted. A copy of this policy is made available for all staff within the curriculum policy file on the Staff Server. A copy of this policy is also available to parents via the website.

3) Our Intent – what we are trying to achieve through our curriculum

Work related learning is concerned with those planned activities that use work as a context for learning or illustrate aspects of the world and peoples working life. The school encourages innovative approaches to vocational and work-related learning in order to motivate pupils and to raise standards. The accreditation of pupils' achievements in work-related learning has an important role to play in supporting the school's objectives. This is currently underpinned through the use of Laser Learning Awards through the Independent Living pathway at Entry 1 and 2. The Laser awards are embedded using a 3-year rolling

programme. There is potential for this to be expanded in the future as the accreditation pathways are embedded.

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

- Achievement and development of main key skills and wider key skills.
- Careers education and guidance by providing an insight into the factors which can inform career choices.
- Learning about the world of work and better preparation for the transition from education and supported training at work.
- Personal and social education through the improvement of interpersonal skills, presentation skills, self-confidence, taking initiative, teamwork, health and safety and taking on responsibility.
- Increasing the breadth of curriculum experience for every student to support them in their preparation for adult life.

The key aims for vocational learning are:

- To raise levels of attainment through high quality work-related learning for all students; this includes internal and external placements allowing learning in real-life settings.
- To ensure that students follow courses and programmes which are appropriate to their longer-term aspirations and needs.
- 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 guidance, tailored to their individual needs, on the choices available for education, training and employment as well as other interests.
- To improve employability through work-related learning.
- To develop effective links with key partners which include the local authority, careers services and work placement organisations.

- To improve the transition of students from school to Post 16-19 providers and work opportunities.

4) Implementation:

The school offers a wide range of activities that contribute towards work related opportunities in order to help prepare pupils 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 include:

- Careers Education and Guidance
- Work Experience (Internal and external placements)
- Job lessons within the preparation for adulthood curriculum
- Visits to local employers
- Enterprise projects
- Personal and social education
- Visitors from Industry, business and emergency services
- Visits from and to post 19 providers
- Transition event

Work related learning within the school enables each curriculum area to make a full contribution through, the development of schemes learning that recognise the importance of work-related learning in preparing students for adult and working life. Ensuring that all pupils have access to some work-related activities (through jobs lessons, internally or externally) which are appropriate to their learning 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 pupils of the various aspects of work-related learning to adult and working life; ensuring continuity and progression in schemes of learning, so that all students can build on work related experiences from previous levels through the preparation for adulthood curriculum.

Time Allocation / Cross-Curricular Links

Vocational learning is allocated the appropriate amount of time, taking into account National Curriculum guidance and Gatsby Benchmarks, to provide all learners with a broad and balanced curriculum, which is appropriate for their needs. For some learners the breadth and balance of the curriculum is addressed through personalised timetables.

This subject offers opportunities to link to other curriculum areas such as:

- Reading / Literacy: C.V documents, Application forms including job descriptions and requirements, Code of conduct at work, Health and safety at work including reading signs, symbols,
- Vocational Profiling and Employability passports

- Maths: Time, money, counting, sharing, sequencing and ordering. Start and finish times whilst at work, reading bus timetables
- SMSC + British Values: Discussing the role of an employer and employee, rights and responsibilities in the work place, mutual respect, what it means to be a member of a community, understanding of the individual voice and choice.
- Character Education: Confidence, working as a team member, successes or failure, resilience, empathy, social confidence, understanding of rules and laws. High expectations at Work related Learning Placements and in the community.
- British Values: Following rules and regulations, respect and understanding of others. Participating as a member of the community. Visiting different work industries and experiencing the world of work. Developing job skills. Students are encouraged to make their own choices, have their own opinion and accept that other people opinions may be different to their own views.
- Communication: Understanding that people communicate in different ways. Students will communicate using sign language, computer operated devices, recording work in different formats, using switches, AAC, iPad's and audio equipment.

Meeting the needs of all students within vocational learning:

Our students at Ravenscliffe High School have moderate, severe and / or profound and multiple learning difficulties including other associated difficulties such as Autism, Multi-Sensory, Visual & Hearing Impairment(s).

The wide range of needs of our learners holds no barrier to accessing the learning opportunities within the vocational curriculum.

For pupils who have sensory impairments and/ or physical disabilities and for those who experience developmental delay, vocational learning is based upon a multisensory approach, which starts from direct experience and progresses to structured activities and experiences using concrete materials.

To enable the staff at Ravenscliffe High School to fully address the range of needs of the pupils and to enable us to show progression within the activities for the appropriate Key Stage; the programmes of study as outlined in the Scheme of learning for Work Related Learning have been differentiated into 3 broad descriptions of learners:

Formal learners are students who are able to communicate with fluency and who are able to make reasoned choices, work and act cooperatively in a small group and with varying support, work independently.

Semi-formal learners are students who communicate in a simpler, supported way e.g., using PEC', AAC, Signing and who need a moderate amount of support to access learning.

Emergent learners are students whose learning is supported through structured patterns of communication and social activity to enable them to develop positive social behaviour.

Using this personal approach, teachers can devise activities in all areas of vocational learning, which are planned specifically at the appropriate level of need and ability for all learners, which also allows learning outcomes, recording and assessment to be directly linked to learning objectives.

At Ravenscliffe High School, the non-statutory / statutory guidance identified in the National Curriculum Programmes of Study for vocational learning have been adapted to ensure that coverage is appropriate for the needs of all learners.

5) Impact – How well are we achieving our aims:

Assessment, Recording and Reporting of Pupil Progress

At Ravenscliffe High School, we have a good knowledge of the strengths and areas for development of individual learners. From this, accurate judgements can be discerned to ensure targets are sufficiently challenging to meet staff's high expectations through:

- Continuous teacher assessment based on the P levels using Evidence for Learning
- External assessment leading to nationally recognised accreditation. Currently we are using Laser Awards.
- The monitoring and evaluation of EHCP outcomes using the RPS grading system.
- Individual student employability passports at KS5 and vocational profiling.

In addition, summative information can be found through:

- Personal Development Certificates
- Annual Review of a learner Education, Health & Care Plan.
- Annual end of year school reports

Additional supporting comments can be gathered through:

- Regular Parents' Evenings
- Comments and input from parents and other professionals
- Transition events

These contribute to supporting the staff team to fully monitor, evaluate and record pupil's progress.

6) Subject Development and Resources

The whole school development of vocational learning and purchase of resources for is planned through the annual Subject Development Planning cycle and expenditure evaluated as part of that process.

The Subject Leader is responsible for providing a regularly updated audit of resources available for their subject area, which is made available to all teachers.

7) Health and Safety

The Subject Leader for vocational learning has a general responsibility for the application of the Schools Safety Policies within their subject area and is directly responsible to the Headteacher for the application of all health, safety and welfare measures and procedures within their own department/ area or work. They also have a responsibility to co-operate with the Subject Leader so that employers can comply with their statutory duties and specific responsibilities in terms of Health and Safety.

Our School Job Coach Manager undertakes individual risk assessments for all external and internal placements.

Staff should also be aware of their general responsibility for safeguarding students when using online or digital devices as outlined in the online safety policy.

Staff Development

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

Policy Review

The school policy on work related learning will be reviewed and monitored. The key priorities from the review will be incorporated into the School Development Plan.

Appendices:

1. 3I's document
2. Subject Maps for Key Stages 3, 4 and 5
3. Schemes of learning

Footnote:

This curriculum policy for vocational learning should be read in conjunction with the 'Whole School Policy for Curriculum and assessment'.