



Academies Trust

## Co-op Academy (Nightingale) CRL programme & policy

2023-24

|                            |                   |                     |
|----------------------------|-------------------|---------------------|
| Approved by: TBC<br>Date : | Last reviewed on: | Next review due by: |
|                            |                   |                     |



**Careers Leader : Matthew Phillips**

## **1.0 Rationale and Vision**

The Co-op Academy Trust is committed to ensuring all our students have access to high quality career related learning (CRL) opportunities throughout each stage of their development. Our CRL programmes will inspire, raise aspirations and give our students an optimistic outlook on life.

At Co-op Academy Nightingale, the vision for the development of CRL is to provide the very best opportunities to enable our pupils to broaden their horizons and raise aspirations. We want our children to see a clear link and purpose between their learning experiences and their future. Our programme promotes equality of opportunity, gives exposure to the world of work, celebrates diversity and challenges stereotypes. Meaning that we can remove barriers between our children and their potential development. We want them to aim as high as possible and provide them with the knowledge, skills and motivation to achieve these dreams.

### **1.1 We are always guided by our Coop values:**

#### **Do what matters most**

What matters most is ensuring that our students achieve the best possible outcomes.

#### **Be yourself, always**

We bring our best self to work, so that we each contribute a bit of our own unique Co-op difference, and respect others for doing the same.

#### **Show you care**

We care about our Co-op, our colleagues, our members, our students, their parents and communities, now and for the future.

#### **Succeed together**

Co-operating is what makes us different; we're better and stronger when we work together.



## **2.0 Intent**

Our CRL program is both bespoke and unique to our academy and is reviewed on an annual basis to meet our children's needs based on internal monitoring and evaluation processes. We are committed to providing a coherently planned and sequenced programme that reflects our academy's context and core values. Our programme is designed to entitle all children to develop their knowledge, skills, understanding and cultural capital to support them to go on to positive destinations that meet their aspirations and interests. With this in mind we aim to offer children meaning in their building on skills, we want our children to be inspired by the world of employment to see how their interests can be turned into careers and have a wealth of ideas for what they will do with their lives once they leave education.

- To broaden children's horizons and raise aspiration with the ultimate aim of improving social mobility
- To support the raising of standards of achievement and attainment for all children, especially by increasing motivation, attitude to learning and attendance
- To reinforce the importance of numeracy and literacy in later life
- To support inclusion, challenge stereotyping and promote equality of opportunity
- To excite and motivate children about their curriculum learning by ensuring there are strong links between education and the world of work.
- To develop enterprise and essential life skills
- To help children to learn about, and develop, their skills and qualities to instil greater self confidence
- To tailor CRL learning / events to meet the needs of all our children through appropriate differentiation
- To involve parents and carers whenever appropriate
- To use current labour market information (LMI) to enable children, staff and parents to engage actively with local and national CRL information so that they can increase their knowledge and understanding about the world of work.
- To use all feedback to reflect on our current provision to develop our future CRL program
- To provide additional support to specific vulnerable groups such as SEND and pupil premium
- To monitor and evaluate current provision in order to ensure our program is quality assured in line with other curriculum areas
- To share best practice with other Co-op academies at network events to ensure reflection and development of own program
- To ensure each key stage get a least 1 employer encounter
- To achieve / work towards a Quality in Careers award in recognition of all that our academy offers

## **2.1 Learner entitlement**



All children are entitled to consistent and whole school delivery of CRL to ensure they understand who they may could become and develop a healthy sense of self to enable them to reach their full potential. This will include real life experiences of the workplace, physically in KS2 and virtually in EY / KS1

## **2.2 Planning & curriculum**

Planning for CRL is included in the long term PSHE planning. Teachers are encouraged to explore links to careers through the core and non-core curriculum when possible both implicitly and explicitly. It is recognised that opportunities are often spontaneous, following the children's learning, experiences and ideas.

## **2.3 Approaches to teaching and learning**

The curriculum is approached in a variety of ways, using a range of teaching and learning styles. In CRL we place emphasis in active learning including the pupils in circle times, role play, research and enterprise activities. Visits, and visitors, will also form part of our CRL curriculum. Through the curriculum we will aim to give children real life, authentic experiences of the world of work.

## **2.4 Visitors and visits**

It is recognised that visits and visitors will form part of CRL. Our CRL leader will actively seek relevant and meaningful encounters from a wide range of sectors and providers. Please also see the Trust Health and Safety Policy regarding risk assessment for visits and our Safeguarding Policy for visitors on site.

## **2.5 Assembly programme**



The assembly programme for CRL is devised by our CRL lead and will support teaching in class through a range of different approaches. Our CRL lead will deliver a range of assemblies on job opportunities within different subjects to link learning to life. Teachers will also deliver assemblies on different careers which will reflect the results of our aspirations survey in KS1/2. Aspirational visitors will also be included in the assembly programme. The CRL assembly programme is to be devised by the Matthew Phillips

## **2.6 Parental Engagement**

Parental engagement in CRL is based around raising parents' awareness of the nature of their supportive role in their child's future. Engaging parents is a key driver when delivering career development activities and CRL should raise aspirations for the parents and their children. We will also look for parent / extended family CRL opportunities to complement our CRL program.

## **3.0 Implementation**

Our program is taught via bespoke activities and events, subject curriculum and extracurricular activities, and a wide range of enrichment activities.

CRL is delivered by a range of providers such as teachers and support staff, FE Colleges, Universities, visiting speakers, employers and employees. This delivery includes bespoke workshops, assemblies, project / challenge / enterprise days and via subject curriculum. Our staff receive regular CPD to support them in embedding essential skills into their subject areas. Our parents can access our academy's website which provides clear links to a range of CRL related events and information about local market information (LMI). The CRL events / activities outlined below are all planned to take place over the year in addition to CRL in the curriculum.

### **Autumn Term**

| Key stage | Activity / event / curriculum (linked to BM) | Intended learning outcome |
|-----------|--|---------------------------|
|-----------|--|---------------------------|



|              |  |   |
|--------------|--|---|
| <b>EYFS</b>  | Aspiration Audit/Pupil Voice Participation | Gather information on pupils current knowledge and aspiration related to careers and skills. To devise a plan for enrichment opportunities linked to these identified interests |
| <b>KS1</b>   | Aspiration Audit/Pupil Voice Participation | Gather information on pupils current knowledge and aspiration related to careers and skills. To devise a plan for enrichment opportunities linked to these identified interests |
| <b>KS2</b>   | Aspiration Audit/Pupil Voice Participation | Gather information on pupils current knowledge and aspiration related to careers and skills. To devise a plan for enrichment opportunities linked to these identified interests |
| <b>Staff</b> | Skills builder resources / development     | Staff to receive support in delivering CRL using the Skills Builder resources and time to think about how this links into the wider curriculum.                                 |

### Spring Term

| <b>Key stage</b> | <b>Activity / event / curriculum</b>  | <b>Intended learning outcome</b>   |
|------------------|---|--|
| <b>EYFS</b>      | Workplace visit for all children  | Children to experience a place of work and to be guided into reflecting how the skills they have been developing in school apply to this and other roles.  |
| <b>KS1</b>       | Careers conversations   | Children to have opportunity to talk to their adults about what they know about jobs and careers, what they might like to do when they are older, linked in skills they use in class and what they see themselves as being successful at |
| <b>KS2</b>       | Careers Week<br>Workplace visit to Civic Hall and employers<br>visiting school to conduct engagement days | Children follow the process of careers week in applying for roles, writing about skills and knowledge and then preparing to communicate their own skills to interviewers.  |
| <b>Staff</b>     | Review CRL aspects of wider curriculum - specific   | Staff to use their knowledge of the skills builder programme and   |



|  |   |  |
|--|---|--|
|  | focus on PSHE and Subject specific employment linked to Project Focus | fundamental skills identified to begin to weave these into the existing curriculum. These to be evidenced in planning from Spring term onwards.<br>LMI information to be shared with staff as well as advice on how these can be shared with children within CRL sessions and within the curriculum. |
|--|---|--|

### Summer Term

| Key stage | Activity / event / curriculum   | Intended learning outcome   |
|-----------|---|---|
| EYFS      | Workplace visit to Tropical World<br>Pupil Voice - Assessment against aspirations - how knowledge has been developed.   | Children to experience a place of work and to be guided into reflecting how the skills they have been developing in school apply to this and other roles. Think about whether they would enjoy and succeed in these roles guided by teachers.   |
| KS1       | Employment visit to Author's writing day, and Eureka Science Museum<br>Pupil Voice - Assessment against aspirations - how knowledge has been developed.   | Children to experience a place of work and to be guided into reflecting how the skills they have been developing in school apply to this and other roles.   |
| KS2       | Enterprise Day<br>Employment Workshop or visit<br>Employment Visit to Temple Newsam, Thackray museum and Entrepreneur visit<br>Pupil Voice - Assessment against aspirations - how knowledge has been developed. | Children put skills in context into action through developing business and marketing skills while practising skills builder skills and communicating these for a purpose<br>Further employment visits and opportunity assess perception of these and compare to previous employer visit and trips |
| Staff     | Enterprise Day<br>Staff Voice survey<br>Pupil Voice - Assessment against aspirations - how knowledge has been developed.  | Staff to have CDP through staff meeting on how to administer the enterprise day as well as give feedback on the CRL programme through staff voice   |



Possible events.

- Visits to Universities (BM1,7)
- Visits to FE College (BM1,7)
- Visits / trips (remember all visits are to someone's place of work!) (BM1,2,3,5,6)
- Co-op core offer (BM1,2,3,4,5,6)
- PSHCE CRL element of SoL (BM1,2,3,4,5,7)
- Career sector insight assemblies (BM1,2,3,5,7)
- Challenge / enrichment days or week (BM1,2,3,4,5,6,7)
- Aspiration audit (BM1,3,8)
- External providers such as Primary Futures i.e Enterprise activities / assemblies (BM1,2,3,4,5)
- Workplace visits (BM1,2,3,4,5,6)
- Curriculum links to employers (BM1,2,3,4,5,6,)
- STEM activities (BM1,2,3,4,5,6)
- Staff LMI CPD (BM1,2,3,4,8)
- Curriculum mapping (BM1,2,3,4,5,6,7,8)
- Skills builder resources / development (BM1,3,4,8)

**Staff**

- Annual update on LMI (BM1,3)
- Directed time to develop CRL in the curriculum (BM1,4,8)
- PSHE curriculum review (BM1,4,8)
- External CRL CPD ie visiting a local subject related business (BM1,2,4,5,6)

**4.0 Impact**

Measuring the impact of our CRL programme supports us to develop it on a termly / annual basis and to know that we are making a positive and empowering difference. We value quantitative and qualitative feedback from all stakeholders and ensure our evaluations lead to change / amendments in our future planning. We undertake internal and external quality assurance to ensure our intent and implementation is in-line with our expectations. Our CRL program aims to demonstrate the following impact:





- Raise in aspirations (aspiration data)
- Increased understanding of stereotypical jobs (google forms)
- Feedback and evaluation for all events, both quantitative and qualitative
- Increase in attendance / reduction in PA over time
- Reduction in behaviour incidents including Ftex / Pex over time
- Increase in progress / attainment over time
- Progress and achievement data over time with reference to vulnerable groups i.e SEND
- Development of employability skills after key events
- Range of employer engagement increasing

## **5.0 Useful websites**

### **5.1 For staff**

<https://www.firstcareers.co.uk/>

Offers guidance to primary and secondary school students in making decisions about future careers and professions).

<https://primary-careers.careersandenterprise.co.uk/>

Special section dedicated to primary resources / best practice

<https://www.stem.org.uk/system/files/elibrary-resources/2017/04/STEM%20PRIMARY%2006%20WEBRES%20%28online%20version%29.pdf>

Information on STEM related careers for primary age students

<https://www.twinkl.co.uk/resources/ks2-pshe/living-in-the-wider-world-pshe-subjects-key-stage-2/ks2-the-world-of-work>



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The world of work resources and activities for KS2

<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-my-job/zrdkt39>

PSHE KS1 / KS2: What's my job?

[https://www.pshe-association.org.uk/curriculum-and-resources/resources/loud-network-ks2-lessons-%E2%80%98job-skills-influencesLOUD!](https://www.pshe-association.org.uk/curriculum-and-resources/resources/loud-network-ks2-lessons-%E2%80%98job-skills-influences%20LOUD!)

Network KS2 lessons: 'Job skills, influences and goals'

<https://www.nurseryworld.co.uk/features/article/eyfs-activities-essential-experiences-learning-about-jobs>

EYFS Activities: Essential experiences... Learning about jobs

<https://primaryfutures.org/career-related-primary/>

Resources for primary staff to deliver engaging career-related learning for their pupils, with tools, information and resources available including a self-assessment quiz for schools and examples of innovative practice

<https://www.myworldofwork.co.uk/partner-resources>

Career resources that work in the classroom. These are designed to support young people at different stages, from primary five through secondary and beyond.

<https://www.skillsbuilder.org/homelearning>



Everyone needs eight essential skills to succeed - whatever their path in life. Skills builder provides a range of resources for building these skills in a home setting - all underpinned by the Skills Builder Framework. Resources are available for learners aged 4 to 20+.

## **5.2 Research**

<https://www.educationandemployers.org/wp-content/uploads/2018/01/DrawingTheFuture.pdf>

Exploring the career aspirations of primary school children from around the world

[https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1145\\_what\\_works\\_primary\\_v7\\_digital.pdf](https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1145_what_works_primary_v7_digital.pdf)

What works? Career-related learning in primary schools

<https://www.thecdi.net/New-Career-Development-Framework>

Framework for implementing CRL

## **5.3 Careers Games**

<https://panjango.com/pages/panjango-online> (KS2)

<https://icould.com/buzz-quiz/> (KS2)

Which Animal Are You? In under five minutes, discover: your strengths and what makes you tick / what you're like as a boyfriend or girlfriend / which celebrities share your personality type. There are 16 possible results, each connected to an animal



#### 5.4 Labour Market Information (LMI)

<https://www.lmiforall.org.uk/>

Leeds

<https://www.the-lep.com/research-and-publications/research-publications-archive/leeds-city-region-labour-market-information-report-20182019/>

[Futuregoals.co.uk](https://futuregoals.co.uk)

Provide career inspiration to help you make that important next step to reach your FutureGoals. Creative Industries, Digital, Manufacturing and Engineering, Construction, Professional services and Health and Social Care are all key sectors for Leeds City Region.

<https://futuregoals.co.uk/careerstarters/> Our way of living has changed quite a lot recently. Now, more than ever, it's really important to keep our brains active and challenged. Without the daily structures that we're used to, self-motivation is a really vital skill that we need to nurture and develop.

[www.futuregoals.co.uk/remote](https://www.futuregoals.co.uk/remote)

FutureGoals Remote tests your communication and planning skills, it develops your creative thinking and challenges you to think outside of the box. You will tackle activities that help you to problem solve, become innovative and step into a range of different career sectors. These resources have been designed to help you learn skills that local employers are looking for such as; communication, planning and research, problem solving, creativity, organisation and self-reflection FutureGoals Remote resources - "Create it!" -

Manchester



Academies Trust

<https://bridgegm.co.uk/labour-market-information>

Stoke

<https://lhs.ttlit.org.uk/wp-content/uploads/sites/9/2019/07/Stoke-on-Trent-and-StaffordshireApril-2019-LMI-Report.pdf>

## **5.5 Parents**

<https://targetcareers.co.uk/parents-and-teachers>

<https://careerready.org.uk/parents>

<https://www.careeralchemy.co.uk/choosing-career-paths.html>