Co-op Academy Nightingale
CRL Development Plan
2023-24

Vision
We want all of our children to leave our school with the fundamental skills to support them in their lives beyond our school, with the next stage of their education and the world of employment beyond. We aim to provide context to these skills through purposeful activities and enrichment opportunities for children to build and apply their skills. We will teach these skills in a bespoke manner to ensure that we deliver at the right level before planning for progression and seeing children advance their skills. 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 a careers and have a wealth of ideas for what they will do with their lives once they leave education.

Co-op 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.

Detail of actions needed with time timescale

1: A stable careers programme

Priority :	Every academy should have a CRL programme that covers EYFS through to Y6 that is shared with all stakeholders.

Success Criteria:	Milestones:
- CRL programme in place, on academy's website and reviewed annually in line with needs of cohort & feedback received - Shared at SLT - SLT minutes - Share and understood by all staff - A member of SLT leading CRL - Working towards QinC standard - Skill development implicitly embedded into programme - Evidence of student, parent, teacher and employer feedback with evaluations - Building in essential skills as defined by Skills Builder	- CRL program for KS2 for 23-24 in place by end of Autumn 1 2023 in line with Trust template - CRL programme for whole school to be in place by Summer 1 - CRL program on academy website by HT1 2023 - To complete QinC by Summer 2 (2024) - Feedback gathered from all events from Term 1 2023 onwards & evaluated - All evaluations to be acted upon, and evidenced, and programme amended / developed

Resourcing	- To use Trust CRL program & policy template and use as a working document - To use Trust CRL Development Plan to ensure there are key milestones to achieve success criteria
Monitoring	- Academy CRL lead will monitor via regular feedback /evaluations form a range of stakeholders after all events - QA of all events
Evaluation	Analysis of feedback received from all stakeholders after key events to inform next academic years programme

Action	Timescale	Key staff
Look at the PSHE Overview- highlight all the Careers Learning Objectives	By Autumn 2	MP
Highlight on the PSHE overview- opportunities for inclusion of Skills Builder language	By Autumn 2	MP
Highlight on whole school overview- opportunities for Careers Learning	By Autumn 2	MP
Offer whole school training for teachers	By Spring 2	MP
Design and rollout survey mechanics to gain systematic feedback on Careers Related learning from stakeholders	By Autumn 2	MP
Establish clear reflection of CRL programme and enrichment on school website	By Autumn 2	MP

2: Learning from career and labour market information

Priority	All pupils in KS2 have opportunities to learn about the labour market opportunities.

Success Criteria:	Milestones:
- Delivery by external partners or done internally via assemblies / workshops / drop down day etc - Pupils understand LMI in their local area and national trends - Local businesses support your academy CRL offer - Staff have a clear understanding on LMI - LMI embedded into PSHE curriculum	Long Term plan of opportunities

Resourcing	- Use of LMI website / local websites Local growth business sectors - Use of staff networks for source of external partners
Monitoring	- CRL lead to ensure LMI is in line with changing landscape - Targeted pupil voice / staff voice - Annual review of notice boards to ensure they take account of changing landscape and LMI
Evaluation	Analysis of feedback received from pupils

Action	Timescale to move towards green / stay at green / move beyond	Key staff
Plan a Careers week in Summer Term 23.	Spring 1	MP
Plan opportunities for deliver workshops for KS2/research businesses willing to support	Spring 1	MP
Gather resources/links for teaching staff	Spring 1	MP
Careers Week to gain a range of Careers and labour market information at once	Spring 2	MP
Conduct Pupil Voice for careers (what they already know)	Autumn 2	MP
Conduct Pupil Voice for careers , updates on aspirations and knowledge as year progresses	Spring 2/Summer 2	MP

3. Addressing the needs of each pupil

Activity	The CRL programme actively seeks to challenge stereotypical thinking and raise aspirations.

Success Criteria:	**Milestones:**
- External partners delivery to challenge stereotypical thinking, for example, local Engineering companies, Armed forces, NHS - PSHE SoL covers and challenges stereotypical thinking (PSHE / CDI framework) - The academy is aware of pupils aspirations - Pupils are exposed to careers they have not heard f - Use of existing curriculum visits, staff to link to existing places of work	- Engaging with relevant external partners by end of Autumn Term 2023 - Review of CRL element of PSHE curriculum by end Autumn Term 2023

Resourcing	Guest speakers from key sectors & providers, targeted towards certain demographics / PSHCE SoL / PSHCE staff CPD to support T&L / Carry out pupil voice at start, and end, of KS2
Monitoring	Pupil voice following the above events
Evaluation	Analysis of pupil voice and amendment of programme

Action	Timescale to move towards green/stay at green / move beyond	Key staff
Pupils to complete Career's survey	Autumn 2	MP
Selected pupils to participate in pupil voice survey	Autumn 2	MP
Engagement with primary Futures to provide exposure for pupils to curriculum areas	Spring 2	MP
Use of STEM activities related to curriculum areas	Autumn 2	MP

4: Linking curriculum learning to careers

Priority	All teachers link curriculum learning with careers when opportunities present themselves, this includes skills development

Success Criteria:	Milestones:
- The development of CRL is part of your academy's self evaluation and improvement plan - Curriculum planning / SoL demonstrate and explore a range of career opportunities / skills development both implicitly and explicitly - Employer links to support aspects of your curriculum, mapped on long term plans and CRL experience document - Notice boards / displays promote career opportunities / challenge stereotypes	- SoL by end of Summer Term 2024 - Display by end of Autumn 2 2023

Resourcing	Review of CRL element of SoL led by subject leads
Monitoring	- QA of SoL led by SLT in line management meetings - Pupil voice
Evaluation	Analysis of QA / pupil voice with feedback and agreed action plan to enable future development

Action	Timescale to move towards green / stay at green / move beyond	Key staff
Careers display in the main hall or reception	Autumn 2	MP
Science related jobs project - Imagine the possibilities	Ongoing	MP
Staff to link curriculum learning to careers – encourage children to discuss this	Ongoing	MP
Evidence within Medium term plans and planning slides of linking CRL to curriculum learning	Autumn 2	MP
Monitoring of MTPs/SLides/Pupil Voice to check compliance with teachers making reference to Careers Skills	Summer 1	MP

5: Encounters with employers and employees

Priority	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. Students should participate in at least one meaningful encounter with one employer in KS1 and two in KS2

Success Criteria:	Milestones:
- By the end of KS2 students have had at least 6 meaningful encounters - Evidence of students feedback following encounters	KS1 to have at least 1 meaningful encounter and KS2 to have a least two by end of Summer Term 2024

• At least 1 encounter with someone self-employed / entrepreneur • Record of all business contacts	• Staff and pupils to make distinct links between curriculum visits and career related learning during these visits.

Resourcing	• Online platform / spreadsheet to record all encounters • Business portfolio
Monitoring	• Termly review of online encounters report • Staff feedback from encounters • Pupil voice - how 'meaningful' are the encounters?
Evaluation	• Analysis of reports / student voice with action plan to develop range of encounters for next academic year

Action	Timescale to move towards green / stay at green / move beyond	Key staff
Sign up to Primary Futures	Autumn 2	MP
Establish links with local businesses/organisations	Spring 1	MP
Timetable meaningful encounters with employers (At least 1 per year EYFS/KS1 & At least 3 per year for KS2) - Update tracker and populate with teachers	Autumn 2	MP/Class teachers
Plan links with entrepreneur/self-employed encounters	Autumn 1	MP

6: Experiences of workplaces

Priority	**Every pupil in KS2 should have at least one meaningful experience of the workplace through either work visits, VWEX, trips, shadowing, to develop their understanding of the world of work.**

Success Criteria:	**Milestones:**
• 1 experience of work logged for each pupil by age of 11 • Materials available to prepare pupils for their experience of the workplace	• By Summer Term 2024

● Evidence of pupil feedback following experience	
Resourcing	● Online platform to record all individual experiences (as for previous)
Monitoring	● Annual review of online experiences report ● Pupil voice - feedback on experiences
Evaluation	● Analysis of reports / Pupil voice with action plan to develop range of experiences for next academic year

Action	Timescale to move towards green / stay at green / move beyond	Key staff
Plan a virtual tour of a workplace	Summer Term	MP
Brief teachers to prepare their classes for encounters with employers	Autumn Term	MP
Establish system for systematic feedback from children on their experiences of workplaces	Spring Term	MP

7: Encounters with Further and Higher Education

Priority	Every pupil in KS2 should have an opportunity to visit a FE / HE establishment to learn about post 16 / 18 options. They should learn about academic and vocational opportunities and the different routes into employment

Success Criteria:	**Milestones:**
● By the end of Y6 every pupil has had a meaningful encounter with a provider from a range of learning providers (Apprenticeships, Sixth form, FE, HE and other training providers). ● Pupils have the opportunity to learn about the full range of learning opportunities that are available to them (apprenticeships, A levels, vocational qual v academic qual, traineeships, employment with training). ● Materials to available for pupils to prepare them for their encounter ● Evidence of pupil feedback following encounter ● Engagement with Into University to establish links for raising aspiration	● By end of Summer Term 2024
Resourcing ● Online platform / spreadsheet to record all encounters	
Monitoring ● Termly review of online encounters report ● Pupil voice - how 'meaningful' are the encounters?	
Evaluation ● Analysis of reports / Pupil voice with action plan to develop range of encounters for next academic year	

Action	Timescale to move towards green / stay at green / move beyond	Key staff
Establish links with Leeds City College and Into University	Spring 1	MP
Establish links with Leeds College of Building and other vocational routes in Education	Spring 1	MP

8. Personal guidance

Priority	Every pupil should have the opportunity to have "career conversations." Their aspirations and personal development progress should be recorded and shared with parents / carers, as well as the transition leaders of the next place of education.

Success Criteria:	Milestones:
- Pupils are encouraged to learn about, and evaluate, their own skills and strengths - Character education is built into lessons across the curriculum - Pupils have a career conversation with their teachers - Teachers are aware of each students aspirations - Aspirations are recorded centrally and shared appropriately	- Joint review of PSHE curriculum and built opportunities for Careers Guidance. - Careers week to take place wb 20th May. Inclusive of Careers Guidance Conversations

Resourcing	• Aspiration audit (one provided by Trust) / curriculum / overview of visits & trips
Monitoring	• Annual review of aspirations
Evaluation	• Analysis of aspirations to enhance CRL programme

Action	Timescale to move towards green / stay at green / move beyond	Key staff
Pupil Voice survey will be completed	Autumn 2	MP
Dreams and Goals Unit to be taught in Spring 1 as part of PSHE Unit	Spring 1	MP/RA
Pupils have a careers conversation with their teacher to plan for Careers week	Spring 1	MP/Class Teachers
Careers Week held with external colleagues and agencies	Spring 2	