



Eaton Square  
Senior School

## Eaton Square Senior School Curriculum Policy

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## 1 Curriculum aims

Eaton Square Senior School aims to inspire intellectual curiosity and an instinctive love of learning which leads naturally to academic aspiration and examination success. Throughout a student's education at Eaton Square Senior School, there is focus on speaking, listening, literacy and numeracy skills.

The curriculum at Eaton Square Senior School is designed to:

- provide a broad and balanced education for all students which is coherently planned and sequenced, such that
  - students acquire sufficient knowledge for skills and future learning and employment;
  - students are given experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education.
  - students receive appropriate personal, health, social and economic education, including relationships and sex education (RSE) and that our curriculum supports fundamental British values;
  - students' spiritual, moral, social and cultural development is supported;
- enable students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations;
- support students' physical development and responsibility for their own health, and enable them to be active;
- promote a positive attitude towards learning;
- ensure equal access to learning for all students, with high expectations for every student and appropriate levels of challenge and support;
- have a high academic/vocational/technical ambition for all students;
- equip students with the knowledge and cultural capital they need to succeed in life, including up-to-date careers guidance which
  - is presented in an impartial manner;
  - enables students to make informed choices about a broad range of career options; and
  - helps to encourage students to fulfil their potential.
- provide subject choices that support students' learning and progression, and enable them to work towards achieving their goals;
- develop students' independent learning skills and resilience, to equip them for further/higher education and employment.

## 2 Legislation and guidance

This policy is informed by (but is not governed by) the requirements of the National Curriculum programmes of study, which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality and diversity as set out in the Special Educational Needs and Disability Code of Practice 2014 and Equality Act 2010, and refers to curriculum-related expectations of governing boards set out in the Department for Education's Governance Handbook.

### **3 Links with other policies**

This policy should be read in conjunction with:

- The ESS LE, SEN, EAL and Laptop Policy
- The ESS Teaching and Learning, Assessment and Feedback Policy
- The ESS Examinations and NEA (Non-Examined Assessment) Policy

### **4 Roles and responsibilities**

#### **The governing board**

The governing board will monitor the effectiveness of this policy and hold the Head and Senior Leadership Team to account for its implementation. The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets;
- Enough teaching time is provided to ensure proper coverage of the material in the curriculum.
- Proper provision is made for students with different abilities and needs, including children with special educational needs (SEN).
- The school implements the relevant statutory assessment arrangements.
- It participates actively in decision-making about the breadth and balance of the curriculum
- Students from year 8 onwards are provided with independent, impartial careers guidance, and that this is appropriately resourced (see Careers Policy, below).

#### **The Head and the Deputy Head (Academic)**

The Deputy Head (Academic) is responsible for this policy, and with the Head and the SLT is responsible for ensuring that this policy is adhered to, and that:

- all required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual students will be met;
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board;
- The school's procedures for assessment meet all legal requirements (see the school's Teaching, Learning and Assessment Policy);
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum;
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for students with different abilities and needs, including children with SEN and those with Higher Learning Potential (HLP).

#### **Other teaching staff**

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

Key staff are:

- The Head of Data and Tracking, who administers baseline testing, reporting and data tracking in the school;

- The Head of Examinations, responsible for internal and external examinations;
- The Heads of Learning Enrichment and the SENCO.
- Heads of Department and Subject Leaders, who lead on subject provision, design Schemes of Work and Handbooks and ensure curriculum delivery in their subjects.

## 5 Organisation and planning

At Eaton Square Senior School the curriculum is designed to ensure that students have a balance between the different subject areas.

Wellbeing lessons are key in each of the six year groups, covering Wellbeing (PSHE) and RSE material and assessment (see the Wellbeing SoW), in a period a week. Assessment of Wellbeing (PHSE) and RSE is included in the provision.

The spiritual, moral, social and cultural (SMSC) development of students is supported throughout all subjects where opportunities arise naturally, and referred to in Schemes of Work and Departmental and Subject handbooks, as well as in assemblies, clubs, tutor group discussions and so forth.

Equally the school supports fundamental British values, of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith, and promotes these values both within the taught curriculum where possible, and in assemblies, clubs, student representation (the Student Council) among others. Furthermore, the School's Wellbeing programme promotes these values through both its content and delivery. As such, students at Eaton Square Senior School are prepared effectively for the opportunities, responsibilities and experiences of life in British society. Where political issues are brought to the attention of students, the School expects that they be presented in a balanced and fair manner by staff. In no way should partisan views be presented.

Our unique Preparation for Life course introduces students to important life skills from Year 7, including leadership, critical thinking, study skills etc.

### Lesson timings

The curriculum currently operates on six, 50-minute periods per day, four in the morning and two in the afternoon over one week (five days). GCSE options are chosen for Year 10 and 11. Students typically take nine GCSEs, although the number is reduced if the needs of the student are better served by such a reduction. either in September of Year 10 or after the mock examinations.

### Homework

Regular homework is set in all subjects according to a timetable published at the start of the year. Students will normally have three subject homework tasks each weekday evening. Form tutors provide appropriate guidance to tutees to ensure that work is distributed as evenly as possible throughout the week.

## **Assessment**

Regular classroom testing is conducted in all subjects as judged appropriate and this is fed back into lessons in a continuous process. In addition, the majority of subjects are formally tested at the end of the academic year, either by end of year progress tests or course work. Some departments also choose to set tests at other times during the academic year. All students in years 7, 9 and 12 take baseline assessments for value-added calculations. All students take internal examinations at the end of the school year. For year 11, there are early GCSE assessments in November and full mocks in February.

## **Key Stage 3 (Years 7, 8 and 9)**

Years 7 and 8 are designed to give exposure to a wide range of subjects, including Computing and ICT skills as separate subjects, our Preparation for Life (PfL) course, Wellbeing lessons, which cover PHSE, and games twice weekly.

Mathematics, English and Science are taught in ability sets, based on information from previous schools and our own baseline and other assessments; other subjects are taught in Form Groups (each year cohort has two Forms) of mixed ability.

All Years 7, 8 and 9 have two games afternoons a week (equivalent to 4 periods).

### ***Year 7 curriculum***

The curriculum in Year 7 is designed to expose students to the widest range of academic subjects possible, including mathematics, the sciences, English, modern languages, drama, art, music, Humanities, IT skills and Computing and PE.

English, mathematics and science are taught in 2 sets, based on ability derived initially from baseline testing and from assessment during the first weeks of the academic year (see 6.6)

The PfL curriculum in Year 7 aims to develop skills integral to success across the curriculum, including self-awareness, communication, team-work, independence, critical thinking and problem solving over long term projects. Lessons include much discussion, group and project work. Topics covered include introductory neuroscience, study skills and looking into the world of work. Teachers who deliver weekly Preparation for Life lessons have received training and base lessons on a year-long scheme of work.

The Humanities course connects work in geography and history, encouraging students to see a broader humanities picture.

In Modern Foreign Languages, during the first term, all students study French and Spanish on a carousel basis. From January of year 7, students choose to study either French or Spanish.

Subject	lessons per cycle	No. of teaching groups + average size
English	4	2 sets ~ 17 students
Mathematics	5	2 sets ~ 17 students
Science	4	2 sets ~ 17 students
French or Spanish	2*	2 form groups ~ 17 students
Geography (Hum)	1	2 form groups ~ 17 students
History (Hum)	1	2 form groups ~ 17 students
Humanities	1	2 form groups ~ 17 students
Music	1	2 form groups ~ 17 students
Wellbeing	1	2 form groups ~ 17 students
PfL	1	2 form groups ~ 17 students
Drama	1	2 form groups ~ 17 students
Art	1	2 form groups ~ 17 students
Computer Science	1	2 form groups ~ 17 students
IT Skills	1	2 form groups ~ 17 students
PE	1	2 form groups ~ 17 pupils

### *Year 8 curriculum*

The Year 8 curriculum continues with the model of Year 7.



Subject	lessons per cycle	No. of teaching groups + average size
English	4	2 sets ~ 17 students
Mathematics	5	2 sets ~ 17 students
Science	4	2 sets ~ 17 students
French or Spanish	2	2 form groups ~ 17 students
Geography (Hum)	1	2 form groups ~ 17 students
History (Hum)	1	2 form groups ~ 17 students
Humanities	1	2 form groups ~ 17 students
Music	1	2 form groups ~ 17 students
Wellbeing	1	2 form groups ~ 17 students
PfL	1	2 form groups ~ 17 students
Drama	1	2 form groups ~ 17 students
Art	1	2 form groups ~ 17 students
Computer Science	1	2 form groups ~ 17 students
IT Skills	1	2 form groups ~ 17 students
PE	1	2 form groups ~ 17 pupils

### *Year 9 curriculum*

As students enter Year 9, the model from Years 7 and 8 is refined slightly. Students receive four mathematics lessons rather than five, and five English lessons rather than four, reflecting the diverse needs of our students. Sciences are taught separately in three doubles, and IT skills is no longer taught. As before, mathematics, English and science are taught in ability sets, based on information from previous schools and our own baseline and other assessments; other subjects are taught in Form Groups (each year cohort has two Forms) of mixed ability.

Subject	lessons per cycle	No. of teaching groups + average size
English	4	2 sets ~ 17 students
Mathematics	5	2 sets ~ 17 students
Science	4	2 sets ~ 17 students
French or Spanish	2	2 form groups ~ 17 students
Geography (Hum)	1	2 form groups ~ 17 students
History (Hum)	1	2 form groups ~ 17 students
Humanities	1	2 form groups ~ 17 students
Music	1	2 form groups ~ 17 students
Wellbeing	1	2 form groups ~ 17 students
PfL	1	2 form groups ~ 17 students
Drama	1	2 form groups ~ 17 students
Art	1	2 form groups ~ 17 students
Computer Science	1	2 form groups ~ 17 students
PE	1	2 form groups ~ 17 pupils

## Key Stage 4 – GCSE

### *Core and option subjects*

At Eaton Square Senior School, we consider the five core subjects to be English Language, English Literature, mathematics and science (science is equivalent to two GCSEs). Additionally, Wellbeing lessons and Games afternoons are compulsory. All students are entered into these. Those students who wish to take individual sciences can opt for supplementary biology, chemistry and physics lessons within the option blocks.

We expect that most of our students will take nine GCSEs. Discussion of GCSE options takes place throughout Year 9 and most students will choose four GCSE options in addition to the core subjects from a wide range that is updated each year. Students are encouraged to make these choices based on their abilities and preferences. We construct our GCSE option blocks each year to according to the choices our students have made and thus maximise the number of different choices that can be accommodated. A GCSE options booklet, student events, and a parents' evening are used to inform options, in the Spring Term of Year 9.

Students will choose freely from options and blocking is done to accommodate as many first choices as possible. We cannot guarantee to run every subject, particularly when group sizes are very small, or if timetabling proves impossible.

Some students may opt to take 8 GCSEs and work with the LE department for three periods per week on the Functional Skills qualifications in English and Maths with further, in-house support to support their studies. The LE department will contact parents of students who would benefit from this route. Details of the specifications followed for all KS4 courses are given in the GCSE course booklet issued to parents and students.

The subjects and blocking students may choose from are below.

Block 1	Block 2	Block 3	Block 4
Triple Science*	Business Studies	Computer Science	History
Music	Economics	French	Statistics
Psychology	Geography	Spanish	Physical Education
		Art	Business Studies

\* Triple science is additional topics in biology, chemistry and physics and allows students to have three science GCSEs

### *Change of GCSE subject options*

Year 10 GCSE options – options can be swapped where the blocking allows within the first full two weeks of term. Any later than this will require a face-to-face conversation between parents/guardians, the student and the Deputy Head Academic due to the content covered in the courses. No changes are permissible after October half term.

### *Dropping/changing of GCSE subjects and tiers in Year 11*

- Subjects may not be dropped before the Year 11 mocks. After the mocks, a discussion between parents/guardians, students and the Deputy Head Academic can be organised on a case-by-case basis to assess suitability. The option to drop a subject is limited to available rooming and staffing at this time.
- Change from Separate to Combined Science. The Head of Science will write home after the Year 11 mocks where it is the School's recommendation that a student should change from Separate Science to Combined Science. This will always be based on the student's best interest and outcomes.
- In subjects which have the option of Foundation and Higher Tiers, the Head of Department will write home after the mocks with a recommendation of tier entry, this will always be based on the student's best interest and likely outcome.

### *Set changes*

In order best to target teaching across compulsory subjects in mathematics, English and science, students are taught in sets, according to ability. If, in the opinion of the teacher (in consultation with the Head of Department), a student's needs would be better served in a different set, the reasoning will be explained to and discussed with the student, in consultation with the tutor, before any changes are implemented. Where there might be particular sensitivities, parents are also consulted and informed.

### *GCSE examinations of subjects not offered as part of the Eaton Square Senior School curriculum*

Students who would like to take a GCSE examination in their native language may apply to the School to do so. If there is a member of the teaching staff who is qualified to act as an oral examiner in the desired language, the School will act as an examination centre in these cases. Where we cannot offer this service, we advise parents to enter their child as a private candidate in a centre which offers the language, and will offer reasonable assistance in finding one. The examinations officer will write at the start of Year 10 to give an overview of this process and again in Year 11 to confirm GCSE entries. More information can be found in the Examination Policy.

### *Year 10 curriculum*

#### Core

<b>Subject</b>	<b>Number of teaching groups</b>	<b>Lessons per cycle</b>
English Language and Literature	3 sets by ability	5
Mathematics	3 sets by ability	5
Science (Double Award)	2 sets by ability	2 each for biology, chemistry, physics
Wellbeing	2 Form Groups	1

#### Options

<b>Subject</b>	<b>Number of teaching groups</b>	<b>Lessons per cycle</b>
French	1 mixed-ability	3
Spanish	1 mixed-ability	3
Geography	2 mixed-ability	3
History	2 mixed-ability	3
Art	1 mixed-ability	3

Computer Science	1 mixed-ability	3
Psychology	1 mixed-ability	3
Drama	1 mixed-ability	3
Music	1 mixed-ability	3
Additional Mathematics	1 mixed-ability	3
Business Studies	2 mixed-ability	3
PE GCSE	1 mixed-ability	3
Functional Skills	1 mixed-ability	3
Supplementary biology, chemistry and physics for Triple Award	1 mixed-ability	3 (1 single for each science)

### *Year 11 curriculum*

#### Core

<b>Subject</b>	<b>Number of teaching groups</b>	<b>Lessons per cycle</b>
English Language and Literature	3 sets by ability	5
Mathematics	2 sets by ability	5
Science (Double Award)	2 sets by ability	2 each for biology, chemistry, physics
Wellbeing	2 Form Groups	1

#### Options

<b>Subject</b>	<b>Number of teaching groups</b>	<b>Lessons per cycle</b>
French	1 mixed-ability	3
Spanish	1 mixed-ability	3
Geography	2 mixed-ability	3
History	2 mixed-ability	3
Art	1 mixed-ability	3
Computing	1 mixed-ability	3
Psychology	1 mixed-ability	3
Music	1 mixed-ability	3
Additional Mathematics	1 mixed-ability	3
Business Studies	2 mixed-ability	3
PE GCSE	1 mixed-ability	3
Functional Skills	1 mixed-ability	3

Supplementary biology, chemistry and physics for Triple Award	1 mixed-ability	3 (1 single for each science)
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## 6 Review

This policy will be reviewed annually, and when national circumstances dictate, by the Deputy Head Academic, and authorised by the Head. At every review, the policy will be shared with the full governing board.

Our curriculum is subject to constant review; we regularly review our schemes of work, quality of book work through book scrutiny weeks and teaching and learning through lesson observations weeks. Further alterations may also be made in response to external changes, such as changes in government policy, higher education policy or syllabus content, or in response to internal factors, such as changes in the ability of the intake or in the preferences and interests of students. The demands on education do not stand still and our curriculum is reviewed and developed to ensure that the changing needs of the students are constantly met.

A high quality of education depends on a carefully planned and regularly reviewed curriculum that takes fully into account its: Intent, Implementation and Impact.

### Short-term plans

- To develop links with relevant schools to facilitate effective transition of students in KS2 to KS3 in terms of social, institutional and curriculum adjustments to ensure students are happy, confident and continue to make strong academic progress.
- Improve leadership and management by ensuring that the work of middle leaders is further developed, including their ability to monitor and evaluate the work of the teams they lead.
- Embed the curriculum following the opening of Eaton Square Sixth Form, September 2022, specifically staffing, resource budgeting, teaching space.
- Ongoing development of a new Key Stage 3 curriculum away from the previous system built around the Common Entrance to ensure that students feel part of and want to stay within the school through to GCSE exams and beyond. We will continue to ensure that our curriculum is designed as fit for our student entry in terms of subject breadth, range and delivery.
- Ongoing development and implementation of a careers programme designed to inspire and support in students planning for the future in all years over all year groups, including the new Years 12 and 13, through a programme developing soft-skills, self-reliance, problem solving, flexibility and entrepreneurship whilst being exposed to real life through visiting speakers from a range of careers and through work experience placements.
- Ongoing development of the Eaton Square Senior School Preparation for Life programme for students in all aspects including in-house Leadership and Synergy lessons along with a range of opportunities at all levels of leadership e.g. subject representatives, extension classes. These aim to create independent thinkers who are able to collaborate successfully with others, be happy and confident in themselves and contribute positively to society.
- To embed a technological leap to bring all students up to date with computer-based skills that are learned and used across the curriculum primarily built around as Device per Child setup.

## Medium-term plans

- Monitor success of whole-school PfL and Careers programmes
- Monitor implementation and success of Sixth Form curriculum provision

## 7 Inclusion and EAL

Teachers should set high expectations for all students. They should plan stretching work for students whose attainment is significantly above the expected standard, and plan appropriately for those lessons for students who have low levels of prior attainment or have English as an Additional Language. Teachers should use appropriate assessment to set targets which are deliberately ambitious.

Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able students (those on our HLP register)
- Students with low prior attainment
- Students from disadvantaged backgrounds
- Students with SEN
- Students with English as an additional language (EAL)

Teachers will plan lessons so that students with SEN and/or disabilities can study all the subjects we offer, wherever possible, and ensure that there are no barriers to every student achieving. Details of students' SEN are stored securely on our MIS.

Teachers will also take account of the needs of students whose first language is not English. Lessons will be planned so that teaching opportunities help students to develop their English, and to support students to take part in all subjects.

### **English as an Additional Language (EAL)**

French and Spanish lessons will be largely delivered in the language being taught. All other lessons at Eaton Square Senior School are taught in English.

We welcome a number of international students who arrive with a range of English language and comprehension skills. Our school is culturally diverse and contains students from multi-cultural backgrounds, a number of whom are bi-lingual or brought up in non-English speaking homes. The vast majority of students are fluent English speakers, and a small number benefit from EAL support.

We believe that any students for whom English is an Additional Language should benefit from the provision that we offer, and the EAL Policy (part of the Learning Enrichment Policy) outlines the provision we aim to provide in such cases. This policy takes due regard of the Equality Act 2010.

## **Equal Opportunities**

It is important that all members of the Eaton Square Senior School community recognise that they have the same rights and are entitled to the same opportunities regardless of race, gender, social background, religion, culture, physical disability and other differences.

Eaton Square Senior School acknowledges the need for all members of the community to:

- respect, accept and value individuality.
- recognise, reject and work positively against all forms of prejudice and discrimination;
- integrate each individual into our community and encourage all to interact without fear or prejudice;
- recognise the value of diversity as an enriching factor within our community; and,
- develop self-esteem and self-confidence through living in an atmosphere of mutual respect.

Further information can be found in our Equal Opportunities Policy, and in our Learning Enrichment, SEN, EAL and Laptop Policy and information report.

## **8 Resourcing the curriculum**

NB This aspect is under review 2022-23.

The School ensures that teaching is adequately resourced. Heads of department/subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

## **9 Monitoring arrangements**

Governors monitor the effectiveness of the curriculum and compliance with other statutory requirements through school visits, meetings with staff and students and scrutiny of results and interventions.

Heads of Department and Subject Leaders monitor the way their subject is taught throughout the school by:

- arranging lesson visits and observations within and beyond subjects
- holding regular minuted departmental meeting (and 'cluster' meetings)
- annually (at a minimum) scrutinising planning, schemes of work, handbooks
- holding learning walks

The school undertakes a book scrutiny for each year group once a year, sampling three exercise books per teacher in bands of lower, middle and higher ability students.

Senior Managers (and other staff) hold learning walks throughout the year.

## **10 Admissions**

Eaton Square Senior School is a non-academically selective School. We believe that in order to offer a truly holistic education that students cannot be admitted on academic ability alone. Please refer to our full



Admissions Policy for further information on Admissions. Any matter relating to the admissions process to Eaton Square Senior School should be referred to the Admissions Manager (admissions.senior@eatonsquareschools.com) or 0203 949 7412.

## **11 Careers Education and Guidance Policy**

### **Introduction**

The Careers Education and Guidance programme is an important means of motivating students to both widen and raise their aspirations and attainments. Career development should be viewed as a lifelong process.

### **Principles underpinning Careers Education and Guidance**

- individuals are treated without prejudice and have an entitlement to Careers Education and Guidance, regardless of race, gender, religion, ability, disability, social background or sexual orientation
- individuals have equal access to accurate, up to date and impartial information free from bias and stereotyping
- individuals' personal aspirations are the most important factor in any activity and should be treated with respect
- Careers Education and Guidance underpins and runs through the whole curriculum
- External speakers will feature to give real life value to the course.

### **Aims**

Careers Education and Guidance has an important role to play in achieving the overall school aims. As part of a broad and balanced education, it helps individual students to build the skills, knowledge and values needed for the management of their lifelong learning and career development. CEG will enable students to:

- develop knowledge of themselves: strengths and weaknesses, personal qualities; and have a balanced view of their self-worth and potential
- be aware of and make informed choices about education, training and career progression
- be able to implement their career plans by developing attitudes of self-reliance and responsibility for their own decisions now and in the future

#### **AIM 1 SELF DEVELOPMENT**

Careers education and guidance should promote self-development, helping students to:

- have high self-esteem and a positive self-image
- be aware of their own needs, interests, values and attitudes in relation to careers and work
- know which subjects and skills they are good at
- assess their capabilities realistically
- explain their career ideals clearly and cogently to those who can help them
- feel confident about planning and taking responsibility for their careers

- show initiative and enterprise
- use self-advocacy and negotiation skills
- enjoy new challenges and be willing to be flexible
- work well on their own and with others
- manage their time well

## AIM 2 CAREER EXPLORATION

Careers education and guidance should promote career exploration, helping students to:

- be aware and understand the full range of options open to them
- know the main sources of careers information relevant to their needs
- use information skills to get information from printed, audio-visual and IT-based media
- know which jobs and other kinds of work interest them
- know which subjects and skills are useful for the courses and jobs they are considering
- have sound knowledge of local, national and international opportunities for study, training and work
- consider the changing nature and future of work when making their plans
- recognise bias and misrepresentation in careers information
- understanding of equality of opportunity in the workplace

### **The Importance of CEG in the Curriculum**

Careers work links learning to life. Where that is done well, learning at school reminds students of what they meet in their lives outside and when they meet outside will remind them of what they learn in school. Effective teaching learning always strengthens such links and helps students to find reasons to learn – a necessary condition for improvement.

Careers guidance is where students are offered individual interviews with staff or careers advisers.

The term “career” is changing rapidly. Largely because of what the global economy demands and what new technologies permit, much of what we understand by the word career is changing. It must mean:

- more than “finding and holding a job”;

Career is more than full-time employment it is frequently temporary and short term. More and more people are portfolio, serial and freelance workers. Often a career is interspersed with voluntary or involuntary pauses. People increasingly need frequent re-training.

- more than “making a living”

Career interweaves work with what people do as partners and parents – in domestic roles. It combines with what they do for the natural, built and social environment – in consumer roles. It figures in what they do with media, as voters, volunteers and activists – in citizen roles.

- more than “getting promotion”

Career is more than moving up hierarchical ladders. There are few ready-made ladders in contemporary working life; for most people “Career” means the attempt to make coherent sense of fragmentary experience – a way of planning and enjoying their own lifelong story.

## **Summary**

Our aim can be summed up as follows:

A checklist for readiness:

- Focus - the student has a clear sense of direction
- Information - the student is well informed about the opportunities he/she is considering
- Realistic - the student has realistically high aspirations based on an awareness of his/her own capabilities, circumstances and the availability of opportunities
- Scope - the student is aware of alternative opportunities and is open-minded and flexible enough to consider them if they become necessary
- Tactics - the student knows how to prepare, plan and take the necessary steps to implement his/her career ideas.

## **Learner Entitlement, Management and Delivery**

Every student is entitled to high quality career education and guidance as part of their overall education. Careers Education is delivered through the Form Time and Assemblies Programme, weekly Wellbeing Lessons and weekly Preparation for Life lessons. Full details can be found in relevant SoW's and the Form Time and Assemblies Overview.

## **Visiting Speakers**

We regularly have visiting speakers come to the school. These speakers come from a large range of backgrounds to ensure a breadth in experience and contact is delivered. Following on from online learning, we are also building up a bank of short careers videos for students to access.

## **The Careers Library**

This resource is part of the library where information on careers, Sixth Form and universities can be found.

## **Morrisby Online**

This resource used to allow students to access psychometric aptitude testing, suggest and allow the investigation of careers, primarily used in Years 10 and 11 to help with choices relating to Sixth Form choices.

## **Staff development**

All staff are expected to contribute to the career learning and development of students in their different roles. To meet the training needs that arise from this, we will dedicate after school meetings to share best practice and time to identify moments in the curriculum where careers training can be integrated.

### **Funding and resourcing**

Funding for careers will be allocated in the school budget in accordance with standard resource requests allocation allowing for purchasing of materials and software to support the program. Visiting speakers will be asked to provide their services without cost where possible.

### **Monitoring, reviewing, evaluating and reporting**

The implementation of the careers programme will be monitored and reviewed by the DHA and DHP annually. We will evaluate and report on the programme and dedicated an afterschool meeting each year to for this purpose and to take further feedback for future planning.

### **Stakeholders and partners**

We recognise the important role that parents have in their child's career development and both invite them to be part of the external talks programme and discuss careers guidance with them at parents evening and special events, such as the 16+ Guidance Evening and the GCSE subject evening.

The school has an annual agreement with InvestIn education, providing staff training and summer school opportunities and experiences for students.

## **12 Remote Education**

The School delivers all parents with updated Working from Home Guidelines should school have to operate remotely. Individual Learning Plans are created where beneficial. The most recent Remote Education Guidelines are found on the Parent Portal.