

## How do we identify the starting points of our students?

### Assessing a learners' prior knowledge:

- Prior knowledge and attainment.
- Current strengths and capabilities.
- Personal ambitions, career goals and/or next academic steps.
- Understanding of the subject area (key themes and identifying gaps in knowledge).

### Use the outcomes of assessment to develop a personalised curriculum plan for the learner's course:

- Ensuring learners spend more time on topics which will add the greatest value.
- Introducing 'stretch and challenge' where learners have strong prior knowledge.
- Using this insight to make sure advice, guidance and feedback from tutors and learning support is individualised to maximise progression.

## What should pupils be able to do at the end of this sequence/topic/key stage?

- Pupils will know that they have a valued and important part to play in the world in which they live.
- To be motivated enough to contribute to society in a way which best suits their interests and skills.
- Pupils will know the value of having work and commitments in their lives.
- Be able to reflect on experiences
- Empathise what others say to what they know.

## How do we assess and track progress?

- Pupils' Development via Debate.
- Evidence of Learning to measure where they are.
- Compass+ platform progression & outcomes
- Writing Frames to enhance progression.
- Picture to Text and vice versa.
- Use of Bonus Points Rewards on Class Charts.
- Works Experience reviews with employers and pupils' outcomes.
- Staff Surveys to audit Cross Curricular Benchmarks.

## What do we want pupils to learn?

### Year 10 – Discreet Lessons covering

- Saving and managing money, Employment and monetary management, employability skills, targeted advertising, exploring pay slips, employment rights, consumer rights, rights and responsibilities, what is an entrepreneur, types of employment and paperwork, banks and money, role of trade unions. Prisons for the Future project.

### Year 11 - Discreet Lessons covering

- Researching post-16 options, planning for future, personal branding, interview preparation, time management, stress management, resilience and growing up. New Reality TV show project.

### Skills Pupils will Acquire are...

- Teamwork & interpersonal skills
- Employers will be looking at your individual contribution towards achieving common goals
- Leading a team successfully.
- Receiving instructions and direction from somebody else.

## What key threads flow through our curriculum?

### The eight benchmarks are:

1. A stable careers programme.
2. Learning from career and labour market information.
3. Addressing the needs of each pupil.
4. Linking curriculum learning to careers.
5. Encounters with employers and employees.
6. Experiences of workplaces.
7. Encounters with further and higher education.
8. Personal guidance

### This will aim to embed the following leading to the pupil's personal development

- Confidence, Independence & Resilience.
- Cultural Awareness.
- Empathy & Compassion whilst valuing diversity.
- Preparedness for the future.
- Aspirations and motivation.

## How we uncover and respond to gaps in knowledge?

- From Year 10 this will be routinely monitored and evaluated to ensure it is fit for purpose through Compass + platform measuring the 8 Gatsby Benchmarks
- Pupils will meet and talk with previous students to find out about their experiences and aspirations.
- There will be close working relationship with our Enterprise Advisor from Black Country Consortium to support mentoring pupils in KS4.
- There will be experiences of different work experiences via Work 'n Learn Partnership and environments as well as meaningful encounters with the world of work.
- The pupils will experience careers fairs and skills workshops - through Black Country Consortium and the LA initiatives, namely Work with Wolves and Work Pays.

## How do we adapt our content to help our students know more?

- Students cover a wide range of different topics to build several skills to help foster confidence in themselves and their abilities. Lessons involve a lot of group discussions, multimedia, written work, brainstorming sessions, quizzes and theory, giving the students a very rounded careers education.
- Pupils will know that they have a valued and important part to play in the world in which they live, and they can and are motivated to contribute to society in a way which best suits their interests and skills.
- Pupils will know the value of having work and commitments in their lives.

## How do we promote reading?

- Pupils will read extracts and scenarios.
- Comprehension in case studies.
- The teacher and teaching assistant use ongoing assessment to spot children who need extra help during the lesson.
- They will also identify a group of children who regularly need a bit more time to understand content where differentiation will adjust the content for those pupils accordingly.
- These children are taken out of class for an extra reading session.
- Using audio in clips and subtitles to encourage a better understanding.

## How do we deepen knowledge?

- Allow for good career guidance to make informed decisions about their future and a necessity for social mobility
- Pupils without significant social capital or home support to draw upon have the most to gain from a strong career guidance system sustained in Compass+ Platform
- Visits at Careers fairs to encounter Employers and allow for Taster sessions
- Works Experience to sample and test interest in intended career
- Opportunity to enhance study in FE with options to enroll on a relevant course to pursue interest after leaving school

## What we do to make sure students retain knowledge during this sequence?

- Repeat and reiterate through Plenaries and TOE tasks.
- Incorporate key points in starters where pupils can recap previous knowledge.
- Study job descriptions, covering letters, application forms for both jobs and college courses.
- Recap in different units of work via debate and discussions.
- Observe theoretical learning with practical aspects during Careers Fairs, Taster Sessions and Works Experience.

