



Twyford
CofE
Academies Trust

Document Title	Wider Learning and Careers Information, Advice and Guidance Policy
Committee Responsible for Policy	Board of Directors (in consultation with Curriculum Committees)
Review Frequency	Every 3 years
Last Reviewed	November 2024
Next Review Due	November 2027
Policy Author	Executive Headteacher

Assessment of the Impact of a Policy on Equality & Diversity

Policy: Wider Learning Policy	
Impact assessed by: Alice Hudson	Date: 27/11/2024
<p>1. What is the potential for this policy impacting a person or group with a protected characteristic differently (favourably or unfavourably) from everyone else?</p> <p><i>Pupils from protected groups may not have the same opportunities to engage in wider learning activities as their peers.</i></p>	
<p>2. How would this be evidenced?</p> <p><i>Monitoring of Wider learning via SIMs activities</i></p>	
<p>3. Is there evidence that the operation of the current policy might impact a person or group with a protected characteristic differently from everyone else?</p> <p>Yes, some evidence.</p>	
<p>4. If the answer to 3 is 'Yes', please provide details and evidence.</p> <p><i>SEN & Pupil premium students are underrepresented in some WL activities</i></p>	
<p>5. How might the new policy change this?</p> <p><i>The policy states the objective to engage all pupils in wider learning and makes a clearer distinction between free engagement activities and other chargeable activities.</i></p>	
<p>6. Are there any other changes to the policy which might impact a group with a protected characteristic differently from everyone else?</p> <p>No</p>	
<p>7. If the answer to 6 is 'Yes', please provide details and evidence.</p>	
<p>8. Policies are required to reduce or eliminate inequality and disadvantage and promote diversity. Does this assessment indicate that the Policy passes or fails this test?</p> <p>PASS</p>	

Wider Learning Policy

1. Principles, Aims and Objectives

Wider learning is a key feature of the Twyford Trust. The Trust's motto, John 10:10, which talks about 'having life in all its fullness' suggests the importance of breadth of provision at school, extending well beyond the main curriculum. The 10:10 ethos emphasises students knowing their strengths making choices on Wider Learning preferences builds this self-knowledge. Extra curricular activities also give opportunity for self-improvement and self-direction and to work as a team. Consequently the Trust aims to provide or facilitate access to a wide range of opportunities and experiences and encourage all students to get involved. Activities are designed wherever possible to be accessible to all students irrespective of protected characteristics or family/personal circumstances.

The benefits of wider learning enable students to:

- Develop and encourage experience and expertise in areas not provided for within the main curriculum offer
- Engage in residential activities (organised with minimal disruption to the formal taught curriculum)
- Discover new interests and strengths.
- Allow students to engage with subjects / specialised activities which might not otherwise fit within the constraints of the timetable
- Help students develop employability skills and become more aware of the application of these to different career paths
- Expose students to life outside the school environment including the world of work (see Annex A: Careers Information, Advice and Guidance Guidelines).
- Enhance students' self-image, confidence and social development by taking on responsibilities and achieving positive outcomes individually and as members of a team .
- Encourage the positive use of leisure time.
- Encourage students to stretch beyond the challenge presented by the main curriculum.
- Enhance the ethos and image of the school in the community.
- Improve relationships between students of the same and different ages
- Improve staff awareness of the gifts of students .
- Develop leadership skills.

It is the Trust's objective to enable all students to engage in at least one extra-curricular activity on a regular basis and many to experience a significant personal achievement through a wider learning activity. We also aim to provide all new year 7 students with a low cost offsite induction activity during their first term, aimed at building relationships between staff and students. All students in years 7-10 are also provided with a range of wider learning opportunities during the annual Activities Week which takes place at the end of the summer

term. The Trust's charging policy provides for concessions for qualifying disadvantaged students to enable maximum participation. Participation of different protected groups is monitored annually through the Equalities Action Plan.

2. Links to Other Aspects of School Life

Wider learning interacts with and supports most other areas of school life:

- **Ethos:** Activities such as communion services, worship groups, clubs, trips, volunteering, community service and choirs should be provided to help support and reinforce the Trust's Christian ethos, described as the 10:10 ethic.
- **Curriculum:** Appropriate extension tasks should be set by teachers in addition to lesson prep and students should be expected to engage with wider learning in order to aspire to achieve the next level of attainment and progress beyond school.
- **Assessment:** Opportunity for students to achieve highly in a different area of school experience and to improve on skills through effective feedback
- **Pastoral:** Students should be given leadership opportunities, responsibilities and experiences through the House system. The pastoral system should help and encourage and motivate involvement through the award of engagement points. Ref to student leadership opportunities.
- **Staffing:** All staff are encouraged to be involved in providing or supporting the provision of wider learning opportunities and staffing systems and policies reflect this. For detail of particular roles see section 3 below.
- **Resources:** Funding/subsidy for core extra-curricular activities, external funding – PTFA, community engagement, Copia, buildings (lettings) – selling services to make them more viable.

3. Roles and Responsibilities

Directors, Executive and Governors publish this policy and budget for the cost of mainstream and core activities. School Governing Bodies receive a report annually on wider learning.

Trust Wider Learning and CIAG lead : To ensure best practice in Wider learning is shared and to support school CIAG leads with up to date information on DfE requirements and local opportunities .

SLT oversee the planning/coordinating of the programme of activities. One member of SLT has particular responsibility for leading and promoting wider learning. They are responsible for producing a timetable of events for the year (normally in the preceding summer term), ensuring all major events are included in the school calendar at the start of the year and producing the annual report to Governors.

Middle leaders should plan appropriate subject-related activities providing stretch and helping to sustain a positive community ethos at the school.

Teaching staff are expected to support wider learning opportunities – which may range from curriculum interventions to regular clubs, trips, residential etc. Activity leaders (teachers,

coaches etc.) keep participants and parents fully informed about the practical arrangements for activities including what the activity will involve, timings etc.

Form tutors should encourage participation through form time and notice boards and make full use of pastoral systems to encourage and motivate and also model commitment and engagement themselves – particularly for inter-form and interhouse events.

Administration Team: to publicise and promote optional wider learning opportunities through communications to parents, Copia (the school calendar) and the website and report on events that have taken place. To provide practical support with bookings and collection of parental contributions etc. Provide a specialist Information, Careers Information, Advice and Guidance (CIAG) service. (CIAG section should be added to leadership / middle leaders as well as supported by administration team. Also re-phrase to include CIAG strategy which works towards meeting Gatsby Benchmarks and is regularly reviewed using COMPASS by Borough).

Data Team : To ensure that information on participation is recorded and processed and that staff are trained in the appropriate use of SIMS activities

Students: to get involved and take full advantage of the wide range of opportunities available – regularly participating in at least one extra-curricular activity.

Parents: Encourage their sons/daughters to get involved and help administrative systems run smoothly by submitting forms etc. and paying contributions on time.

4. Activities involving Visitors and Guests

Some wider learning activities involve visitors/guests coming into school. This can be very valuable, but difficulties can arise with visitors who are not accustomed to the school. To ensure problems don't arise:

- Safeguarding guidance must be communicated to all visitors.
- Any individual working directly with students will be required to have appropriate DBS checks
- Visitors should be given advance notice of the composition of the audience/target group and a clear idea of how their contribution fits into the scheme of work.
- In order to inform the visitor of the precise requirements of a group it may be helpful for the group to draw up questions in advance and these should be forwarded to the visitor. This will make the experience more relevant and facilitate planning.
- Reception/Office must be informed when to expect the visitor to arrive and who to call to escort the visitor to the appropriate venue.
- A written acknowledgement of their contribution should be sent to the visitor.

5. Types of Wider Learning Activity

5.1. *Mainstream Wider Learning*

These are activities mostly taking place in the main timetable, largely onsite and all free of charge (except some Activities Week events – but free alternatives are provided). They

include mandatory extension tasks, electives, 6th form community service, CIAG workshops (see Annex A), student leadership, House system, fundraising events (sponsored walk and Enterprise Days), TAP workshops, external agencies (eg Police), Communions and new student induction activities.

The menu of Options offered within ‘Activities Week’ will be selected and packaged in order to ensure that the uptake has the maximum educational benefit – meeting the principles outlined above. Costs of Activities week are kept at as low a level as possible to support inclusion. Pupil premium funding is used to ensure that activities are made accessible to students from low income backgrounds .

5.2 Core Extra-Curricular Activities

These are activities taking place mostly outside the main timetable. Though not mandatory, most are strongly encouraged and all are free of charge since they are mostly aimed at mass participation and are low cost per participant. They include clubs such as core sports teams and core music groups (choirs). They also include trips which are required as part of the course.

5.3 Extended Extra-Curricular Activities

These are activities which are optional, higher cost and chargeable. They include more specialised, lower participation sport (such as rowing and Fencing) , individual instrumental lessons and language trips .

5.4 Partner Activities

These are activities for which the school provides a venue and (possibly) advertising space in a publication to students/parents but nothing else. Provision of the venue and the advertising is on normal commercial terms.

The following table summarises the characteristics of the different types of wider learning –

	Mainstream Wider Learning	Core Activities	Extended Activities	Partner Activities
Curriculum linkage	Nearly all mandatory, timetabled activities which are part of the main curriculum	Includes low cost stretch, creative, chaplaincy and sporting activities (some mandatory)	Includes high cost stretch, creative and sporting activities (all optional)	High cost/specialist stretch, creative and sporting activities which the school cannot easily provide itself.
Basis of charging/ funding	Free	Free	Charging Policy	Partner’s policy, commercial rent

	Mainstream Wider Learning	Core Activities	Extended Activities	Partner Activities
Staffing	Mainly teachers	Teachers, coaches, chaplains staff.	Teachers (trips), Coaches and peripatetic staff (small group/individual tuition)	Partner's staff
Examples	Activities week, IAG workshops, fundraising events.	Football teams	Individual/small group instrumental tuition, skiing holidays,	EJMS

6. Related Policies

SMSC Policy, Curriculum Policy, School Trips Policy, Charging Policy, Equality Policy, Provider Access Policy

CIAG Policy

As outlined in the DfE 'Careers guidance and access for education and training providers' (statutory guidance from the Department for Education issued under Section 45A of the Education Act 1997) schools have a statutory obligation to provide high quality Careers, Information Advice and Guidance and to provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships (sometimes referred to as the 'Baker Clause').

[Careers guidance and access for education and training providers](#)

High quality careers education and guidance in school or college is critical to young people's futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations. This helps students to choose their pathways, improve their life opportunities and contribute to a productive and successful economy. CIAG in Trust schools is:

- presented in an impartial manner, showing no bias or favouritism towards a particular institution, education or work option;
- inclusive of information on the range of education or training options, including apprenticeships and technical education routes;
- guidance that the person giving it considers will promote the best interests of the students to whom it is given.

CIAG in schools must also provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about post-16 pathways including approved technical education qualifications (apprenticeships, T Levels, HTQs and other approved technical education qualifications).

All Trust schools operate a defined CIAG programme from Y7-13, including a minimum of six encounters with providers of training / employment during years 8-13. To facilitate this, Trust schools aim to work in partnership with employers, careers advisers, the local authority and other education and training providers to support students to prepare for the workplace and to make informed choices about their next step in education or training. In addition to this, all Trust schools follow the pastoral programme which has been formulated to help prepare students for their post-16 and post-18 progression.

Year 7 & 8 Programme: Myself and others

The lower school programme has been built to induct students into the 10:10 ethic since this communicates the core values of the school community. Students are challenged to develop an understanding of who they are and how they relate to others around them. The Year 7 programme focuses on helping students make a successful transition and build a firm foundation, whilst in Year 8 students are encouraged to become leaders and begin to look outward to how they can have a positive impact on their communities.

Year 9, 10 & 11 Programme: Walk with purpose

The upper school programme focuses on gaining independence, decision-making, self-awareness and using one's gifts wisely and well. It engages even more strongly with critical PSHE/SRE issues to empower students to take ownership of their own future at this critical time. There is a strong emphasis on careers education, information, advice and guidance to enable successful onward transition post-GCSE.

Yr 12 & 13 Programme: The way to work

The sixth form programme aims to develop an understanding of service and social responsibility, and position students with the right self-knowledge to make successful decisions about post-18 pathways (further study, careers, and apprenticeships) in light of a clear understanding of their specialist expertise and interests.

Each school has a named Careers Lead who is either a member of SLT or reports directly to a member of SLT with responsibility for CIAG (Ada Lovelace – Hannah Marr/Ronnie Halton, Ealing Fields – Joanna Eustace/Lucjan Santos, Twyford – Louise Adams, William Perkin – Joseph Chugg/Stacie Long).

All Trust schools have used the internationally recognised '[Gatsby Benchmarks](#)' to develop a careers programme that increases opportunities for students to access everything from experiences of the workplace and personal guidance with a careers adviser, to engagement with employers, colleges, training providers and universities. Provision is periodically evaluated against the Gatsby Benchmarks, using the 'Compass' self-evaluation tool, in line with our commitment to continuous improvement.

All Trust schools record and maintain destination data (post-16 and post-18) to ensure our CIAG provision is effective in helping all their students take qualifications that offer them the best opportunity to continue in education, training or employment.