

## THE FOREST SCHOOL

<b>POLICY TITLE</b>	<b>Work Related Learning and Enterprise Policy</b>
<b>PERSON(S) RESPONSIBLE FOR POLICY</b>	Assistant Head Careers

### WHO IS GOVERNED BY THIS POLICY

Staff, Pupils

### POINT (S) OF CONTACT

Assistant Head for Careers, Careers Administrator

### LINKS TO THE FOLLOWING POLICIES AND PROCEDURES:

Health and Safety, Safeguarding, Behaviour

### MAIN ECM OUTCOMES (EVERY CHILD MATTERS)

Stay Safe, Enjoy and achieve, Make a positive Contribution.

### POLICY STATEMENT

The Forest School will provide work related learning and enterprise education to give all pupils the skills and attitudes which will enable them to make a confident and successful transition to working life whether at 16 or after further education.

The Forest School is an Engineering, and Business and Enterprise College and an additional aim of this policy is to support the school in maintaining its specialist status and the funding this attracts.

### PRIMARY GUIDANCE TO WHICH THIS POLICY RESPONDS

- OCA work related framework/The Work Related Requirement and the Enterprise Education Requirement at Key Stage 4

### WHO IS GOVERNED BY THIS POLICY

- All pupils and staff are governed by this policy
- Partner schools and Colleges providing courses attended by Forest pupils are not governed by this policy
- Courses provided by the Forest School and attended by pupils from partner schools are governed by the policy

### RESPONSIBLE POSTS AND POINTS OF CONTACT

For clarification of the policy, please contact

- The Assistant Head responsible for Enterprise
- The Headteacher
- The Chair of Governors

## **POLICY TEXT**

The aims of the policy are to:

- Enable all pupils to learn **through work, about work and for work**
- Equip pupils with the key skills, attitudes and qualities necessary to make a successful progression to working life
- Promote a whole school approach to enterprise and work-related learning including opportunities for cross curricular developments
- Ensure the curriculum is presented in work related contexts wherever possible
- Deliver the statutory work related and enterprise requirement at Key Stage 4
- Provide a vocational pathway to re-motivate targeted groups and raise standards of achievement, self esteem and confidence
- Ensure guidance for pupils choosing options is supported by careers education
- Ensure adequate resources are allocated to this aspect of the curriculum
- Ensure that partnerships are developed with local schools and Colleges to provide a wider range of work related learning options in the community
- Ensure good quality links are built and maintained with the local business community
- Ensure that the school meets the legal requirements with regard to work experience, extended work experience and other off-site provision taking due account of Health & Safety.

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## **Section 1 Planning and Resourcing**

### **1.1 Annual Planning**

Planning for the work related and enterprise provision will be documented in an annual plan presented to governors and will

- Be linked with the School's Improvement Plan
- Provide an action plan for the delivery of the key elements identified in the Work Related Learning and Enterprise policy statement
- Indicate how all pupils will access work related learning and enterprise education
- Identify the personnel and other resources required to deliver the plan
- Monitor and evaluate spending of the financial resources for enterprise education allocated by the standards fund

### **1.2 Resourcing**

The governing body will ensure adequate staffing and resources are allocated to this area to support the range of in and out-of-school activities, teacher placements and development of programmes.

### **1.3 Partnerships and business links**

Partnership with external providers and other schools and colleges is encouraged to facilitate the learning experiences of the pupils, the personal development of staff and delivering the best value for money.

Where the school cannot provide the resources for a particular course that meets pupil needs, a college link course should be arranged as an alternative.

We will also extend our curricular provision to partner schools unable to resource fully particular courses reflecting the Forest School's Specialist School Status in Engineering and Business and Enterprise.

Collaborative partnerships are encouraged between:

- Central Sussex College, Brinsbury College and Collyers
- Local Education Business Partnerships
- Specialist Schools Trusts sponsors
- Business Partners
- Specialist Providers
- Sussex University and Brighton University

All partners are managed by the Assistant Head (14 – 19 School Links)

The School will build links with the local businesses by ensuring:

- The appointment of Business & Community Officer with responsibility for maintaining and recording industrial links
- The business community is appropriately represented on the Governing Body
- The Senior Leadership Team is involved with business and the wider community of the School
- Staff are encouraged to make external links

## **Section 2 Delivery**

### **2.1 Quality of provision**

The quality of work related and enterprise programmes will be ensured by:

- Promoting active learning and teaching strategies as used across the school – appendix 1
- Setting aims, objectives and outcomes for each programme or activity which are understood by teachers, pupils and representatives from business
- Effective briefing of teachers and representatives from business supporting the programme/activity/event
- Flexible timetabling so work related projects, programmes and pathways can be implemented.
- Monitoring, recording and evaluation of learning outcomes
- Reviewing the quality of input or programmes provided by the business community or partnership schools and colleges
- Using a range of mentoring programmes to promote a high level of achievement eg e-mentoring, peer mentoring and through linking KS4 pupils to external mentors in enterprise

### **2.2 Delivering work related learning**

To deliver the work related learning requirement, pupils will:

- Recognise, develop and apply skills for enterprise and employability
- Use their experience of work, including job placement and part-time jobs, to extend their understanding of work
- Examine the way business enterprises operate, working roles and conditions, and rights and responsibilities in the work place
- Evaluate the extent and diversity of local and national employment opportunities
- Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an evaluation of the alternatives
- Undertake challenges, tasks and activities set in work contexts
- Engage with personnel from different employment sectors
- Have experience (direct or indirect) of working practices and environments
- Engage with ideas, challenges and applications from the business world
- Assignments or projects involving visits to industry should be encouraged, monitored, recorded and used in coursework in all curriculum areas

### **2.3 Work experience**

All eligible KS4 pupils will have 5 days of work related experience. This will include a comprehensive preparation and review programme and will be supported by teacher visits to work placements. This will take place in the Summer term of Year 10.

Pupils will report on their experience as part of their recording of achievement process.

Targeted groups of pupils will have access to extension materials for use on work placement to support GCSE/App GCSE coursework. Where appropriate, this will be targeted to specific subjects (e.g. GCSE Business Studies, App GCSE Engineering)

## 2.4 Enhanced work related programmes

At KS4 the school offers pathways including a vocational pathway enabling pupils to participate in intermittent periods of work-based learning (e.g. Young Apprenticeship in Engineering, Increased Flexibility Programme).

In these programmes guidelines will be followed regarding insurance, adequate preparation and duty of care drawn up by the School, F.E. College, work placement provider and the Education Business Partnership (EBP). The EBP will also ensure that any appropriate paperwork is co-ordinated between appropriate agencies.

## 2.5 Delivery of enterprise education

To deliver the enterprise requirement, the School will provide education in

- Enterprise capability
- Financial literacy
- Business and economic understanding

**Enterprise capability** will be covered through the School's six enterprise skills:

1. Presentation
2. Team work
3. Problem solving
4. Research
5. Communication
6. Leadership

These will be taught across the curriculum, not just in vocational subjects, and there will be a focus on one skill each half term.

In addition there will be an entitlement to at least 5 days of enterprise experience for each pupil in KS4. Examples include challenge events, mini businesses, team building and problem solving activities conducted in collapsed timetable days provided and supported by external organisations (e.g. Young Enterprise, NatWest)

Some pupils at KS4 will receive more than 5 days enterprise experience; for example, those involved in vocational pathways (e.g. Young Apprenticeship in Engineering) and those engaged in extra curricular enterprise programmes (e.g. Mini-Enterprise).

**Financial literacy** will be taught at KS3 and KS4 through

- IFS Financial Services qualification
- Financial examples e.g. in maths and statistics
- Cross curricular financial literacy (all subjects)

**Economic and business understanding** will be taught at KS3 and KS4 through

- Enterprise Education (collapsed days)
- External Visitors
- Vocational Placements

## 2.6 Career lessons and interviews

Careers education will be taught at all levels in the school ensuring that pupils are provided with relevant guidance at key junctures throughout their education.

Provision:

At KS3

- Careers Provision Tutor Programme
- Key Stage 3 Options Interview
- Guided tour of Careers Library
- Plan IT! Interactive Software

At KS4

- Young Enterprise Programme on Career Development
- Vocational Experience (1 week entitlement for all pupils)
- Vocational Experience De-Brief
- Careers Information Sessions
- Support from Connexions

Examples include identifying appropriate career opportunities, preparation and application for jobs, undertaking an interview and taking the role of an interviewer.

### **Section 3 Staff development**

#### **3.1 INSET programmes**

All staff should be kept up to date with developments in work related learning and enterprise, through at least one INSET session per year.

#### **3.2 Professional placements**

The School will identify those teachers who would benefit from going on training courses or a professional placement.

Staff are encouraged to build external links including Teacher/Business Mentor relationships to aid personal development.

### **Section 4 Monitoring, evaluation and review**

- The overall provision and delivery will be reviewed and monitored as part of the termly progress report to governors on Specialist School Status
- The link governor annually will monitor and evaluate progress in this area relating to the School Improvement Plan and report to governors
- Events involving outside links will be evaluated and reported on as a matter of course to assess how effective they are in meeting learning outcomes
- Self evaluation and the monitoring of overall pupil progress will be undertaken within the guidelines of accepted best practice

### **Section 5 Responsibilities**

- The **governing body** will monitor and evaluate the policy and overall provision of work related learning and enterprise education. Governors will support the implementation of the policy by ensuring adequate resources are allocated and encouraging the building of links with partner schools, colleges and the business community

- The Headteacher
- The Assistant Head responsible for Enterprise is responsible for developing an annual plan, reporting termly to the governing body on its implementation and impact
- The Enterprise & Community Officer is responsible for delivery of the community element of the Specialist Schools Bid and extended schools curriculum
- Staff will include the enterprise skills in their curriculum area and include work related contexts wherever possible

## **Appendix 1**

### **Teaching and learning styles**

A whole school approach to the development of teaching and learning styles which develop the employability of pupils is promoted as follows:

- The process of learning is given as much consideration as the content
- Pupils are involved in planning and organising learning experiences
- Teachers adopt a facilitator role in learning processes as often as appropriate
- There are opportunities for team working
- Pupils are given challenges and problems to solve based on real life contexts
- Pupils are enabled to take responsibility in the learning process
- Pupils are given opportunities to negotiate their learning
- There are opportunities for reflection on learning outcomes and support to learn from mistakes
- There are opportunities for teachers and pupils to manage risk
- Successful role models are used to motivate learners
- Teachers provide valuable role models
- External agencies involving employers/employees or adults other than teachers are used to enhance teaching and learning
- Out of school learning situations are provided
- Success is celebrated in a wide range of learning activities