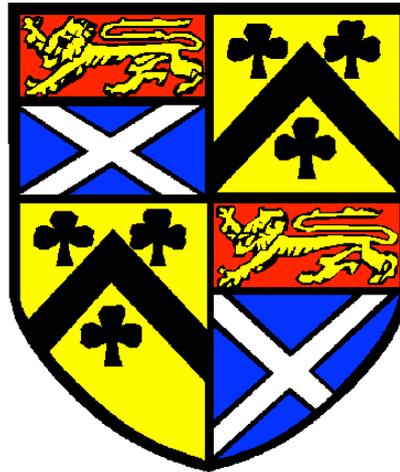


# THE ROCHESTER GRAMMAR SCHOOL



## WORK RELATED LEARNING POLICY January 2009

### The Mission statement:

**“Furthering Excellence” through  
Support, Encouragement and Achievement.**

This will be evident because:

- Students will support each other and be motivated to learn and to achieve.
- Staff will provide the learning environment, the support and the personal challenge through which each student can excel.
- Parents will support the school ethos and fully contribute to the life of the school.
- Governors will be critical champions of the school.

## 1. Introduction

Under section 351(1) of the Education Act 1996 schools are required to provide a “*balanced and broadly based curriculum which prepares pupils at the school for the opportunities, responsibilities and experiences of adult life*” (s.351(1)(b)).

This requirement is for all pupils to experience some form of work related learning. Work related learning is defined by the Qualifications and Curriculum Authority (QCA) as a “*planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices, and learning the skills for work*”.

## 2. Vision Statement

Rochester Grammar School is committed to empowering all learners to become active and enterprising citizens in society and to achieve fulfilment in their future working lives. The school’s Mission Statement supports the outcomes of work related learning and this policy complements the Equal Opportunities and Careers Education and Guidance policies. The policy also recognises the links between Community Cohesion, Habits of Excellence, RGS Learner Profile, Economic Wellbeing and Financial Capability and Enterprise Education.

This school endeavours to fulfil the 14-19 Entitlement and operates within the guidelines set out in the QCA’s non-statutory framework for Work Related Learning for All at Key Stage 4 (2004). The framework consists of 9 elements of provision to which the school is fully committed.

## 3. Aims and objectives

Work Related Learning opportunities support and endorse:

- attainment and motivation in each curriculum area by increasing learners’ understanding of the relevance to the world of work;
- the connection between learning and earning and assists in the preparation for transition from education to employment or university;
- an understanding of how the economy functions, its diversity and contribution to national prosperity;
- enterprise and employability skills such as interpersonal skills, presentation skills, self-confidence, initiative and teamwork;
- an understanding of the day-to-day expectations of employees, work practices, environments, rights and responsibilities;
- an awareness of careers, the range of career opportunities available, the qualifications, skills and attributes required and how their own abilities and attributes relate to these careers.

## 4. How the objectives will be achieved:

The school offers a wide range of activities that contribute towards work-related opportunities in order to help prepare learners effectively for adult and working life. These activities complement teaching within curriculum areas.

The range of planned activities the school offers to meet its objectives include:-

- Careers education/PSHE/Citizenship lessons
- Career guidance interviews
- Take your daughters to work day
- Enterprise days – Miniconomy
- Skills day
- Work Shadowing
- The Plus Certificate (Work Related Learning unit)

- Speakers from industry and business
- Links with external bodies such as Medway Education & Business Partnership.

In addition to these planned activities individual curriculum areas make explicit contribution to work related learning through:

- Explicitly identifying to learners the links between the curriculum being studied and real work contexts
- Simulation of work related activities
- Encouraging and supporting the development of work related skills.

## **5. Assessment**

Learning will be assessed by way of:

- Miniconomy diary
- Work Shadowing Diary
- Student self assessment logs
- Achievement of Plus Certificate (accredited by OCN)
- Student interviews
- Curriculum monitoring by SLT and curriculum areas themselves.

## **6. Management of Work Related Learning (including monitoring and review)**

Work Related Learning is monitored by the Careers and Enterprise Manager who is line managed by the Deputy Head Teacher (KS5).

Monitoring and review will include:

- Preparation of an annual report to the governors
- Overseeing an annual review of provision (in particular, to meet the statutory requirements at Key Stage 4)
- Monitoring quality of provision
- Working closely with Curriculum Leaders in order to monitor and further develop provision
- Liaising with the Link Governor
- Ensuring that work related learning is reviewed on a regular basis at Curriculum Council meetings
- Providing information updates via termly bulletins and /or training to staff
- Providing materials i.e. posters to departments for use in their work related learning displays
- Maintaining a database of industry links

## **7. Whole school Issues**

There is a whole school approach to work related learning which is promoted as part of the learning entitlement for all pupils and included in the Best Practice Curriculum Monitoring document. Individual curriculum areas and staff are responsible for:

- ensuring that their schemes of work explicitly detail the contribution made to the aims of work-related learning and are updated and stored in the staff 'shared area – curriculum'
- identifying points in the schemes of work to ensure that all learners have access to appropriate work related learning activities
- identifying appropriate learning outcomes: skills, attitudes, concepts and knowledge
- clarifying how activities help progression and learning in terms of the learning about work and the skills required for work
- liaising with the Careers and Enterprise Manager and the Assistant Officer for Displays to maintain a contextual work related learning display within their departments which is regularly updated to take account of trends and changes within the industry
- encouraging enterprise skills with learners

- identifying and establishing business links with their curriculum area and detailing these on the WRL database
- collating evidence of the impact of work related learning via the use of the Student Reflection Logs and Internal Curriculum Review
- working towards an annual auditing of learning outcomes (in line with the QCA framework) for all work related activities
- ensuring maximum understanding for learners of the various aspects of work related learning to adult and working life
- ensuring continuity and progression in schemes of work building upon prior work related experiences

### **8. Training and Development**

The school provides a number of opportunities for staff to undertake relevant and appropriate professional development to support the teaching of work related learning.

- In-house INSET provision
- Exemplar schemes of work based on the 9 elements of the Framework
- Staff inclusion in activities such as Miniconomy and Skills Days
- External INSET, where appropriate.

### **9. Partnership and other agencies**

The school will work with parents, governors, employers, MEBP, FE colleges and Connexions in order to develop and deliver work related learning.

### **10. Policy Review**

The school policy on work related learning will be reviewed tri-annually. Key priorities to be included in the School Improvement Plan under Teaching and Learning (or as seen fit by the Headteacher).

Date of next review – January 2012

## **APPENDICES**

1. National Framework for Work Related Learning: Learning Outcomes
2. Grid depicting how the school meets the requirements of the National Framework for Key Stage 4

**APPENDIX 1****THE QCA'S FRAMEWORK FOR WORK RELATED LEARNING AT KEY STAGE 4**

<b>Elements of provision for all students</b>	<b>Through this provision students can:</b>
1. Recognise, develop and apply their skills for enterprise and employability.	<ul style="list-style-type: none"> <li>a. describe and demonstrate the main qualities and skills needed to enter and thrive in the working world</li> <li>b. evaluate the usefulness of a range of employability skills</li> <li>c. assess, undertake and manage risk, and make decisions in conditions of uncertainty</li> <li>d. collect relevant evidence and use it for making decisions</li> <li>e. show leadership, management, drive and self-reliance when working on tasks and in teams</li> <li>f. demonstrate innovative approaches to solving problems</li> </ul>
2. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work.	<ul style="list-style-type: none"> <li>a. give an account (in any medium) of their work placement or part-time job identifying what they have learned about work</li> <li>b. apply some of the learning gained from work experience to their key stage 4 courses and their career planning</li> <li>c. analyse what motivates people for work</li> <li>d. demonstrate an understanding of the main changes happening in the world of work</li> </ul>
3. Learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the work place.	<ul style="list-style-type: none"> <li>a. outline the main types of business enterprises and the key roles within each</li> <li>b. give examples of employers' and employees' rights and responsibilities at work, particularly in relation to equality of opportunity, respect for diversity and health and safety</li> <li>c. demonstrate a basic knowledge and understanding of a range of economic concepts</li> <li>d. describe some ways that working conditions changed during the last century and give some reasons for the changes</li> </ul>
4. Develop awareness of the extent and diversity of local and national employment opportunities.	<ul style="list-style-type: none"> <li>a. explain the chief characteristics of employment, self-employment, unemployment and voluntary work</li> <li>b. recognise the concept of the labour market (local, national, European and global)</li> <li>c. describe the main trends in employment in their local area and relate these to their career plans</li> </ul>
5. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives.	<ul style="list-style-type: none"> <li>a. collect and use relevant information about opportunities available to them beyond key stage 4</li> <li>b. reflect on and record achievements, abilities, interests and skills and use them to make realistic choices for progression after key stage 4</li> <li>c. access and use an interview with a careers guidance specialist to progress plans</li> <li>d. complete application procedures for work placements, part-time jobs and post-16 opportunities, including preparing a CV and adapting it for different applications</li> <li>e. present themselves well at an interview</li> </ul>

<b>Elements of provision for all students</b>	<b>Through this provision students can:</b>
6. Undertake tasks and activities set in work contexts.	a. explain the relevance of a curriculum subject to the world of work b. demonstrate understanding of work-related language and vocabulary c. analyse how examples of learning within the curriculum can be applied to work contexts
7. Learn from contact with personnel from different employment sectors.	a. describe working practices in different employment sectors b. understand the career motivations and pathways taken by people in different employment sectors c. understand the importance to employers of attitudes, qualifications and skills
8. Have experience (direct or indirect) of working practices and environments.	a. describe (from experience gained through work placements, visits, simulations, videos and so on) the working practices of one type of business compared with another b. describe (from experience gained) the work environment in one type of business compared with another c. describe the main hazards associated with particular types of workplace
9. Engage with ideas, challenges and applications from the business world.	a. know and understand key enterprise concepts b. demonstrate the main enterprise skills, attitudes and qualities

**APPENDIX 2**

**Grid depicting how the school meets the requirements of the National Framework for Key Stage 4**

	ELEMENT FROM NATIONAL FRAMEWORK								
Activity	1 abcdef	2 abcd	3 abcd	4 abc	5 abcde	6 abc	7 abc	8 abc	9 ab
Miniconomy	abcdef	cd	abc		b			c	ab
PT Work/ Daughters to Work Day		ab						abc	
Curriculum	abcdef		abcd			abc			ab
Pastoral/Careers				abc	abcde				
Speakers							abc		
Skills Day	abcdef								
Careers Guidance Interview	abcd			bc	abcde				

**Using the grid:**

- Individual activities can not fulfil all elements of the framework. The grid depicts how, the full range of activities offered does cover the whole of the framework.
- Each column of the grid represents an element of the framework (with subdivisions of learning outcomes).
- Reading across the rows you can see which elements (and learning outcomes) are fulfilled by each of the individual work related learning activities offered by the school. For example, the Take Your Daughter’s to Work Day activity fulfils element 2 (learning outcomes a & b) and element 8 (learning outcomes a, b & c).