

Careers Rationale

INTENT

IMPLEMENTATION

IMPACT

National Entitlement

Pupils are provided with a stable careers programme embedded within the curriculum, delivered under the 8 Gatsby Benchmarks. At Castle School we offer a range of high-quality and inspiring, progressive careers activities that enable students to make well-informed decisions about community, education, training, apprenticeship and employment opportunities.



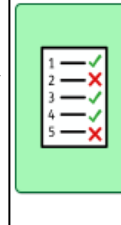
Pedagogical approaches

Teacher development with a focus on pedagogical principles enables professional capital, confidence and consistency. Class Leads are supported to develop their practice in SEND strategies and be confident practitioners in SEN pedagogy. Subject Leaders keep their subject content knowledge up to date.



Assessment & Progression

Pupils make good progress by accessing appropriate content which is measured using a suitable assessment system. The curricula follow a long term framework that identifies the most useful knowledge for cumulative sufficiency. Teachers are aware of previous learning, current learning and future learning.



Qualifications

Skills and understanding are consolidated and developed in a formal learning environment. The learner applies skills to meet the demands of standardised testing where appropriate. ILP targets ensure that learning is meaningful and skills can be functionally used. National standard assessment strategies (SATS, Functional Skills) are used to aid staff to choose the most appropriate assessment method to capture the achievements of all pupils.



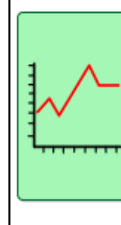
Subject Knowledge

Subject Leads are expected to ensure that their own subject content knowledge is current. Leads are encouraged to work collaboratively and beyond school using networking, social media groups, and subject associations including The Careers and Enterprise Company, CDI and Talentino. Knowledge of a child's journey through the subject is vital if the teacher is to build upon and connect learning.



Data

Data is collected on a termly basis and is recorded on each pupils' individual pupil progress sheets. Collation on one document allows staff to see progress and targets together, for curriculum subjects, ILP targets, EHCP categories and Cherry Garden branches. This data is used to determine a child's curriculum, pathway, class and possible interventions. Collecting data over a prolonged period allows staff to set appropriate attainment targets for the next school year.



Sequential Learning

Our curriculum is carefully sequenced as part of a long term planning framework. This builds on previous learning and supports next steps in a coherent way. Pre-teaching of key concepts and vocabulary supports understanding and progress. Opportunities for retrieval and to consolidate knowledge and understanding are present across lessons and over time.



Activities, Expectations & Challenge

Lesson activities are motivating and responsive to pupils. Pupils are challenged to consider and develop their own interests, skills and qualities in order to explore their individual pathway. Independent careers advice and guidance is provided to enhance pupils' understanding of what is available to them upon leaving school. Pupils have the opportunity to participate in work experience, voluntary placements and enrichment activities outside of the classroom to widen their knowledge and expectations.



Interventions







Ongoing assessment identifies pupils that require further support. If children do not meet their attainment target then staff complete triangulation sheets. Staff state what the high-level indicator was from their data collection before undertaking a deep dive of that pupil's provision. The impact of that process and outcomes for that pupil are shared. The intervention lead together with therapists will signpost an appropriate intervention and discuss with the class team.



Pupil Premium

Metacognition

Recording Work

	<p>Our approach, reinforced by research from the EEF, prioritises improvements in the quality of education and teaching, including supporting pupils' access to learning. Utilisation of the PPG will benefit wider pupil groupings in school, specifically raising the quality of interventions in supporting best outcomes. We continually monitor the progress and attainment of individual pupils as well as wider cohorts to ensure there is little variation in the performance of different pupil groups.</p>			<p>Evidence of teaching, learning and progress is specific to each pathway in school. Practical lessons are recorded via photographs which can be uploaded on to Tapestry with comments and next steps evident. For CEIAG, there will be evidence of learning and achievement on platforms such as Evidence for Learning, practical-based learning including team building activities, meetings with employers and learning outside the classroom including visits and work experience. Activities are recorded on Compass+.</p>	
Cultural Capital		Integrated Therapies		Why teach CEIAG?	
	<p>Cultural Capital is the essential knowledge that children and young people need to prepare for their future success. Our aim is to give children and young people the knowledge to prepare them for active, informed citizenship. This includes literacy skills and vocabulary needed and the opportunity to transfer learning from CEIAG to the world in which they live. Our pupils are given every opportunity to participate in a wide range of learning and work experiences beyond the classroom.</p>			<p>CEIAG is designed to prepare students for life in modern society by providing the knowledge, understanding, confidence and skills that they need to make informed choices and plans for their future learning and career.</p>	