



# **CEIAG Policy**

## **CEIAG POLICY**

### **1) Rational for CEIAG**

“Today’s young people need high quality CEIAG education and guidance to enable them to make choices wisely, achieve their potential and put their skills to use throughout their lives” (CEIAG Education and Guidance in School DFEE 1997).

A young persons career is their pathway through learning and work. All young people need a planned programme of activities to help them make decisions and plan their CEIAG, both in school and after they leave. The 1997 Education Act places a duty on schools to give students in

Years 9-11 access to impartial CEIAG education, information and guidance. The Beacon endeavours to follow the guidance in the National Framework for CEIAG 11-19 in England and has developed programmes of study for years 7-14.

Effective CEIAG education and guidance benefits the school by increasing pupil motivation, aspiration and achievement. It is therefore central to the ethos of the school. CEIAG, Educations and guidance offer explicit opportunities for pupils’ social, moral and cultural development.

#### **Commitment**

The Beacon is committed to providing a planned programme of impartial CEIAG education, information, advice and guidance in partnership with KSENT schools.

### **2) Role of Leader of Learning and Assistant Head Teacher for CEIAG**

#### **Generally**

- To be responsible for the leadership, management and organisation of the CEIAG programme of opportunities.
- To establish and make explicit the aims and objects of the CEIAG programme and ensure opportunities for all pupils are available from year 9 onwards.

#### **Specifically**

- To develop and monitor a CEIAG policy within the agreed school framework.
- To assist the Head of School in auditing the CEIAG offer to ensure that appropriate schemes of work are produced, which define skills, technique’s and concepts to be developed and taught alongside the appropriate knowledge and attitudes.
- To assist the Head of School in monitoring and reviewing the CEIAG programme, and to facilitate progression and continuity across the key stages and school departments.
- (1) Work with Head of School and the Assistant Head responsible for “record keeping and assessment” to develop criterion referenced procedures which are compatible with the school’s Record Keeping and Assessment Policy.  
(2) Advise Head of School on an appropriate range of assessment strategies.

- To keep abreast with developments in the CEIAG curriculum, especially accreditation possibilities through National developments, and advise Head of School and staff generally what these are and how the school should respond to them, (INSET, Literature, reports, visits, good practice etc).
- To advise Head of School and staff generally on appropriate teaching methods for the CEIAG programme and to promote teaching and learning styles which stimulate pupil interest and involvement in learning.
- To raise the profile of the CEIAG programme, in the school generally, e.g. through the publishing events and sharing experiences from attending events and receiving impartial advice.
- To be accessible to discuss the development and rationale of the CEIAG curriculum when required by parents, school governors, for KCC Consultant curriculum surveys and/or OFSTED Inspectors.

### **3. Aims of the CEIAG Policy**

There are three broad aims identified for CEIAG programmes in school. These are:

- Students should understand themselves and develop their capabilities.
- Students should investigate CEIAG and opportunities.
- That student implement their career plans through effective decision-making.

This policy is aimed at raising the standards of teaching and learning in the area of CEIAG and to meet these aims by:

- Ensuring students have access to relevant programmes of study that are ‘age’ appropriate and challenging.
- Developing an approach to the delivery of CEIAG that will encourage students to consider themselves, their needs and abilities.
- Developing in students and awareness of personal skills, qualities, interests and abilities and how these might be utilised within the World of Education, Training or Work.
- Raising awareness of the opportunities that exist for students in the areas of Further Education, Training and Work within the local area.
- To give students the opportunity to experience the ‘World of Work’ through a variety of activities, i.e. industrial visits, “Whats my Flava”.
- Give students access to guidance from the CEIAG Service including Impartial Advice to the specified year groups.
- Develop a whole school approach to the delivery of CEIAG that will ensure balance, breadth, continuity and progression.
- Identify and record progress in CEIAG.
- Contributing to the compilation of a progress file culminating in the presentation of a National Record of Achievement at the end of Year 11.
- Providing structured guidance for individuals and groups.
- Access to a CEIAG Library with opportunities to use Information Technology as part of lessons.

#### **4. Key Objectives of the CEIAG Policy**

Students at The Beacon have a wide variety of needs, skills, interest and family backgrounds that present problems in the development and delivery of a programme of study that will fulfil the needs of specific age groups and classes. We therefore have to develop a curriculum that will build on the level of development of the individual students within groups and build their levels of understanding and independence skills that will eventually enable them to make informed decisions about their future pathways. This is achieved:

- Through access to a structured CEIAG programme.
- Through developing self-evaluation skills, consider realistic options for post-16 opportunities.
- Develop awareness of job types that exist and the personal skills and qualities needed to do that job.
- Identify and understand their own skills, competencies and limitations to help develop plans and targets.
- Develop the independence skills needed to enable access to chosen post-16 pathways, i.e. independent travel skills, age appropriate behaviour, age appropriate independent learning.
- Participation in a range of work related exercises, i.e. industrial visits and work experience placements, attend Next Step event.
- Receive support from an impartial advisor in both group and individual sessions leading to an Individual Action Plan from specified year onwards.
- Gain experience in a range of institutions that provide opportunities for post-16 education and training.
- Develop language and communication skills that will facilitate to relevant post-16 placements.

#### **5. The CEIAG Curriculum and SEN issues**

There are a variety of individual needs at The Beacon. Some pupils learn slowly, some are disaffected and some need help in managing their behaviour to prevent them disrupting the education of others. Students may be cognitively limited with gaps in their understanding, others are one or two Key Stages behind.

Some students have had their horizons reduced by failure within the context of school or family and many experience difficulties with their personal organisation. All students at the school have a Education Health and Care Plan.

With such a wide range of abilities within each year group, there will need to be a clearly defined structure for the development of programmes of study with clearly defined overall and individual targets that are developed from knowledge of the students defined needs and stage of personal development.

CEIAG education is a good vehicle for identifying and developing a wide range of personal skills and competencies across the curriculum, i.e. self-evaluation, communication, planning. These can be developed in areas that are often of interest to pupils of all ages who can relate to the world of work through family or people they encounter on a daily basis who work.

Pupils experiencing wide ranging learning difficulties will need a CEIAG curriculum, which features:

- Programmes of study, which allow flexibility to enable all pupils to experience challenges at each Key Stage, in ways appropriate to their age and abilities.
- Access to relevant activities through the utilisation of necessary levels of technology, materials or in-class support.
- A differentiated approach, which involves making decisions regarding the needs of individuals in terms of accessing the curriculum through:
- INPUT – The teacher plans the choice and sequence of language to ensure access to all students to the task or activity, taking into account the development of age appropriate language.
- CONTENT – The range of skills and ideas introduced into activities should be varied to allow for revision of previous activities, the development of new skills and how these skills may be applied and evaluated.
- SUPPORT – Planning for supporting individuals or groups within an activity to ensure that all pupils are actively involved and experiencing success at their level of achievement.
- TASK – Pupils of a wide range of abilities can be actively involved in the same activities if tasks are structured vertically to enable access at the relevant level. It may also be appropriate to vary tasks within groups to match the interest, abilities and skills.
- RESOURCES – The teacher should plan and provide the resources that different pupils will require to engage in a complete the tasks planned.
- RESPONSE – The teacher having planned the task will then respond on an individual basis to pupils performance, modifying and extending task as the needs arise.
- OUTCOME – The planned activity will allow opportunities for pupils to determine their own level of response and evaluated the effectiveness of response.

## **7. Styles of Teaching**

### **Key Stage 3**

The CEIAG programme focuses on the development of skills, interests and competencies that will enable students to make reasoned and informed choices of potential career pathways and will include impartial advice.

#### **Aim 1**

- Consider their personal skills and qualities
- Reflect upon their interests in particular work roles and activities
- Develop key skills and capabilities

#### **Aim 2**

- Investigate the knowledge and skills which people need at work
- Use occupational and labour market information to investigate opportunities
- Consider changing patterns of work and CEIAG
- Investigate social and moral issues at work
- Develop ways of organising information about work

### **Aim 3**

- Make decisions concerning their own learning and curriculum
- Use action planning and the recording of achievement to support their career development.
- Seek and use information and guidance to shape their plans.

### **Key Stage 4 and 5**

The programme becomes more differential in order to address the specific needs of individuals and groups as they approach school-leaving age. Key Stages 4 and 5 present major challenges and opportunities for promoting the career development of students. Students have many opportunities to support their CEIAG development within the availability of work experience.

At 14, all students will have a transition meeting to draw up a transition plan to help student move from school to adult life. This meeting will involve the students and parents, the school, CEIAG Services and other relevant outside agencies.

All students at Key Stage 4 and 5 will have had the opportunity to visit and access courses at local Further Education Colleges, Training Agencies and some local Schools who offer relevant post-16 courses.

### **8. CEIAG – Assessment and Record Keeping**

Assessment and record keeping in CEIAG are in line with the School's Assessment policy.

- Pupil's reports in CEIAG should comment on progress, attitude and achievements during the school year.

### **Formative Assessment**

- Course work for all pupils to be kept in an individual file and must be marked in line with the Assessment Policy.
- The modular Programme of Study for CEIAG informs teachers of the learning outcomes to be assessed in each module of work. These learning outcomes are assessed on the teachers' plans, plus on the teacher's assessment grid showing clearly any future targets required and individual progress.
- Teachers to differentiate the POS modules as necessary to match the abilities and needs of individual pupils in terms of class activities and assessments.
- Feedback from employers offering Work Experience placement on performance during the work experience.
- Accreditation of Personal and Social Development (PSD) programmes.

## **Summative Assessment**

- Personalised Entry Level qualification in preparing for work as appropriate.

## **9. CEIAG and Individual Targets**

- Individual targets identified within module of work.
- Individual Action Plans negotiated with CEIAG Guidance Service
- Individual targets set if needed through assessment grids based on each learning objective.

## **10. CEIAG – MARKING WORK**

See Schools' ARR Policy.

## **11. Curriculum Planning**

How the policy relates to Schemes of Work:

This policy provides the framework for the Programmes of Study in CEIAG. These Programmes of Study are designed in relation to the Gatsby Benchmarks and then broken down into the Scheme of Work.

Schemes of Work are planned in 6 weekly modules, which are then broken down into individual class lessons planned by the teacher delivering the programme.

## **12. Links with Other Subjects**

Formal cross-curricular links are always being explored as the nature of the curricular content is such that many skills from any subject areas are needed.

Other subjects have an important role play in the support of the CEIAG curriculum:

- English, in developing skills necessary in writing letters or reading safety notices.
- Maths, in developing an understanding of time and its' management.
- IT, in enabling students to find information independently.

However the formalisation of these links form part of the CEIAG Development Plan, and time is allocated for PHSE, Citizenship and RE. Co-ordinators to meet and review cross-curricular modules to ensure material is not repeated but built upon.

## **13. Equal Opportunities Consideration**

- All teachers delivering aspects of CEIAG should be aware of, and implement, the principles outlined within the school's Equal Opportunities Policy.
- Discrete work on equal opportunities issues within the work of employment opportunities and Further Education and training, i.e. gender, race, disability. Access for all to the fullest range opportunities.

#### **14. Health and Safety Implications**

- Discreet work on Health and Safety issues within the world of work linked with the Work Experience placements and specialist implications for particular placements.
- Each Work Experience placement is checked out by supervising staff.
- All new placements to be checked by our qualified staff member.
- For full information see Education/Industry Partnership Work Experience Policy Guidelines.

#### **15. Community Links and Extra-Curricular Activities**

- Work Experience placements within the local community negotiated with employees by students. Employers interview students prior to placement.
- Attendance from Year 11 onwards at local Further Education Colleges, Schools and Training Agencies for 'Taster sessions'.
- Participation in Enterprise Initiatives – links with local employers through community links and Farmer's Markets.
- Input to programmes of study from representatives of local employers, commerce, training agencies and colleagues.
- Education visits to local business's and factories.

#### **The Beacon Equality Statement**

The Beacon Folkestone is committed to ensuring equality of opportunity to all pupils, staff and visitors. Our Core Values are at the forefront of everything we do and we ensure all at The Beacon are treated equally regardless of age, disability, race, colour, ethnicity, nationality, religious belief, gender, gender identity, transgender, sexual orientation or marital status.

The Beacon strives to be an all-inclusive environment and is always looking for opportunities to broaden the knowledge and experiences of everyone who is involved with both our services, and the staff and clients of those using the services of our multi-agency hub.

Our aims for this year are to ensure there are more equal opportunities for pupils, staff, their families and the wider community, regardless of their disability and this forms an integral part of our School Improvement Plan.

The aims for 2016-2019 are to build and improve schemes to help bring down barriers for disabled children and young people and to broaden the experience of life both inside and outside the school community for all staff & pupils.

## UPDATE SCHEDULE

<b>Version</b>	<b>Reviewed</b>	<b>Reason for Update</b>	<b>Next review date</b>	<b>Governor agreement</b>
1	Sep 18	Transfer/Review	Feb 2020	N/A