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Science

## **The Kingswinford School a Science College Academy**

### **Careers Education, Information, Advice and Guidance Policy** **(CEIAG)**

**Policy adopted by the Governing Body of:** The Kingswinford School

**Date adopted by the Governing Body:** 17/03/2014

**Review Date:** February 2014

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## **Introduction**

### **Rationale**

A young person's career is their pathway through learning and work. Careers Education, Information, Advice and Guidance (CEIAG) at The Kingswinford School exists to help prepare students for the choices, opportunities and transitions affecting their education and careers, both in school and after they leave.

*"From September 2012, schools have been legally responsible for securing access to independent and impartial careers guidance for all students in Years 9 to 11. The statutory guidance then in force stated:*

*The Education Act 2011 inserts a new duty, section 42A, into part VII of the Education Act 1997, requiring schools to secure access to independent careers guidance for students in Year 9 to 11. Careers guidance must be presented in an impartial manner and promote the best interests of the students to whom it is given. Careers guidance must also include information on all options available in respect of 16-18 education or training, including apprenticeships and other work based education and training."*

(p8, Going in the right direction? September 2013, No.130114).

This report also outlines a number of other relevant points in relation to CEIAG:

*"From September 2013, the statutory requirement was extended to encompass students in Year 8 and to those age 16 to 18 in schools, further education and sixth form colleges"*

(p9, Going in the right direction? September 2013, No.130114).

*"The government is raising the age at which all young people in England must participate in education or training, requiring them, from summer 2013, to continue until the end of the academic year in which they turn 17 and, from summer 2015, until they turn 18. Young people will be able to choose one of a number of options post-16:*

*-Full-time study, in a school, college or with a training provider (sometimes with a part-time job alongside)*

*-Full time work or volunteering combined with part-time accredited education or training*

*-An apprenticeship"*

(p9, Going in the right direction? September 2013, No.130114).

The Kingswinford School endeavours to follow the guidance in Ofsted's "Going in the Right Direction" report. We are passionate about ensuring our students receive the best CEIAG possible, not only do we endeavour to follow the guidance available to us, but aim to go above and beyond those expectations.

We work as a school to continually develop the CEIAG programme on offer and aim to ensure we cater for the needs of all of our students including Able, Gifted and Talented, SEND & Pupil Premium. We support all our students towards reaching aspirational targets not only through Curriculum Areas but also in relation to CEIAG. The Careers department and outside agencies not only offer support in relation to CEIAG but also work to actively encourage our students to work independently towards achieving ambitious goals in relation to their chosen Career paths.

## **Commitment**

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- Is committed to providing a planned programme of Careers Education, Information Advice and Guidance for all students in Years 7-11 in partnership with Connexions Dudley.
- Endeavours to follow the ACEG (Association for Careers Education and Guidance) framework (See Appendix 1).
- Is committed to maintaining the Quality Award for CEIAG. Renewal Date: 4<sup>th</sup> June 2014.

### **Development**

- This policy was developed and reviewed biennially in discussion with the Senior Leadership Team, teaching staff, the school's Connexions Personal Advisor and the school's Governing Body.
- The policy is available for students and parents/carers to read and review on the school website.

### **Links with other policies**

This policy supports and is supported by, a range of school policies, for example those for,

- Work Related Learning,
- Teaching and Learning,
- PSHE,
- Able, Gifted and Talented and
- Pupil Premium.

The CEIAG programme supports the School Development Plan and The Kingswinford School's Priorities for 2013-14. See Appendix 2. For example, one of the school's key visions is “Improvement through self review”, this links to our CEIAG programme as we aim instil this message in our students throughout the programme. Another key message supported by our GEIAG programme is that of “Lifelong Learning” in all students. We continually work towards developing links with Science and Engineering companies to promote the schools specialist Science status, another one of the school's key visions. The CEIAG programme aims to continually keep students, parents and carers up to date with key changes in Education policy, particularly in regards to HE progression e.g. The English Baccalaureate and other relevant developments, which is a key Teaching and Learning priority identified in the School Development Plan.

### **Objectives and Entitlement**

#### **Students Needs**

The CEIAG programme for all students at this school is designed to ensure progression through activities that are appropriate to the students' stages of career learning, planning and development. It will be integrated into their experience of the whole curriculum, based on a partnership with students and their parents or carers. Individual students who are identified as having additional needs and fit “Targeted Criteria” i.e. SEND, Pupil Premium, persistent behavioural or health needs, will be given further support.

Additional intensive support is in place for vulnerable groups of students at higher risk of NEET (Not in Education, Employment or Training) through the weekly Aspire programme, which provides additional teaching for those students. Our Connexions Personal Advisor also gives additional support, when necessary, to Aspire students. The Able, Gifted and Talented Coordinator gives additional Careers related support to our Able Gifted and Talented students through organised trips e.g. to Cambridge University and our Vocational Studies Teaching Assistant provides additional support to Able, Gifted and Talented students through one-to-one support and guidance when requested by the students. All Able, Gifted and Talented students are aware of this support available in the Careers resource base.

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- **Student Entitlement**

The components of the **student entitlement** to Careers Education, Information, Advice and Guidance include:

**1 A planned programme of Careers Education, Information, Advice and Guidance which enables students to:**

- ✓ Develop knowledge and understanding of opportunities, options and progression routes in education, training and employment.
- ✓ Develop self esteem and skills of self awareness and self assessment of their own qualities, skills and academic potential.
- ✓ Develop skills of personal effectiveness, action planning and presentation.
- ✓ Develop skills and abilities to make informed choices and decisions which are reasoned and realistic.
- ✓ Understand the implications of post 16 choices.
- ✓ Understand the implications of work/attitude choices to career choices.
- ✓ Address ongoing issues of equality of opportunity when considering future career and educational opportunities.
- ✓ Be equipped with practical skills to manage the transition from compulsory education to the next stage of life long learning.
- ✓ Learn through participative and experiential approaches.
- ✓ Be supported by the work related curriculum.
- ✓ Understand the implications of Labour Market Information.

**2 Arrangements for careers information:**

- ✓ Give access to a comprehensive, non stereotypical, up to date Careers/Connexions resource base
- ✓ Are appropriate to the students' needs.
- ✓ Provide accurate and impartial information on career routes, employment, training, further and higher education opportunities.
- ✓ Give students the opportunity to develop and apply skills in accessing information.
- ✓ Include the use of display boards around school to give information on Careers.

**3 Experience the world of work:**

- ✓ Gives personal experience of the world of work through Work Experience supported by visits, mini enterprise, role plays, careers conventions, mock interviews.
- ✓ Gives all students the opportunity to be aware of work options including self-employment.
- ✓ Ensures students at risk of not achieving a successful placement, as identified by our Connexions Personal Advisor, Year Leaders, Form Tutors and the SEND Coordinator, receive extra support prior to and during their placement.

**4 Opportunity for individual guidance and support for career planning which:**

- ✓ Gives specified access to informed, relevant and impartial careers information, advice and guidance through our Connexions Personal Advisor, school/college staff, and adults other than teachers, as appropriate.
- ✓ Includes parents/carers in the guidance and decision making process.
- ✓ Ensures students receive assistance with personal career planning and implementation.
- ✓ Ensures students at risk of not making successful transitions, as identified by our Connexions Personal Advisor, Year Leaders, Form Tutors and the SEND Coordinator, receive extra support.

## **Implementation**

### **Coordination (Responsibilities and Accountability)**

- The Vocational Studies Coordinator is responsible for and accountable for, coordinating the Careers Programme and Connexions services.

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- Work Experience is coordinated by the Vocational Studies Coordinator and is planned and implemented by the Work Experience Administrator.
- The Coordinator is responsible to the Deputy Head Teacher and the Headteacher.
- The Vocational Studies Teaching Assistant carries out Administration duties for the department.

### **Staffing (Roles)**

- Careers education is planned, monitored and evaluated by the Vocational Studies Coordinator and the Vocational Studies Teaching Assistant in consultation with the PSHE Coordinator.
- Resources for CEIAG are obtained from a variety of educational sources including the internet and national publications. These materials are adapted to suit the students in The Kingswinford School by the Vocational Studies Coordinator and the Vocational Studies Teaching Assistant. All Form Tutors are encouraged to add materials and to adapt the delivery to best suit the form group.
- All staff are expected to contribute to the CEIAG programme through their roles as Form Tutors and subject teachers. They are asked to evaluate the programme and to suggest improvements at the end of each module. This feedback is then used to further develop and improve the programme.
- A team of staff volunteers and external specialists deliver different aspects of the programme on various sessions throughout the school year. e.g. Army Mock Interviews.
- The Connexions Personal Advisor provides specialist mentoring and careers guidance.
- Careers and Connexions information is available in the CEIAG Resource Centre. The Vocational Studies Coordinator and the Vocational Studies Teaching Assistant deliver a programme introducing all students to the information available electronically and as hard copies.
- The SEND Coordinator works closely with the Vocational Studies Coordinator and Connexions Personal Advisor to support students with Additional Educational Needs.

### **Resources**

- CEIAG receives an annual budget from school funding and is also supported through the Work Related Learning budget.
- The school funds their independent and impartial advice for CEIAG from Connexions Dudley.
- The Vocational Studies Coordinator and Teaching Assistant select, purchase, design, adapt and develop learning resources for CEIAG on a regular basis.
- CEIAG resources are stored both in hard copies in the CEIAG resource centre and are also accessible by staff on the schools network.
- Particular use is made of the internet and many free resources there.
- Students are directed to websites which they can access from home for further support.

### **Accommodation Resources**

- The School has a developed, open access CEIAG Resource Centre available to students.
- In addition, through the school network students have access to Careers information and software, for example, KUDOS, across the whole school.
- Students also have access to the Connexions Dudley Website, which provides students with access to KUDOS, Careerscape and Livechat facilities.
- Careers guidance interviews with Personal Advisors, local colleges and other external sources take place in the CEIAG Resource Centre.

### **Curriculum**

- The Careers programme includes Careers Education lessons, Connexions Careers guidance activities (class work, group work and individual interviews), information and research activities (for example, in the CEIAG Resource Centre), work related learning (including one weeks work experience), and learning activities on Citizenship Days.
- Careers lessons are part of the School's PSHE programme.
- Other focussed events, e.g. a Careers Evening, are provided on a yearly basis. Work experience preparation and follow up take place in PSHE lessons.

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- See Appendix 3 for a breakdown of the Careers related activities and Curriculum time spent on each learning activity.

### **Assessment**

- Career learning outcomes have been identified and a framework for student self assessment is in place.
- Students evaluate each Careers related module to give feedback and help to improve the programme and their own performance.
- Students also complete Evaluation forms following any one to one careers guidance appointments, the outcomes of which inform future developments.

### **Partnerships**

- Parents and carers are informed about the opportunities for CEIAG in Years 9-11 through letters and the website, Options Evening and Post 16 Careers Evening.
- The Vocational Studies Teaching Assistant regularly communicates with parents and carers by phone, mail shots and our new text-service.
- Parents and Carers are regularly asked to evaluate the CEIAG that their children receive through online surveys which are e-mailed to them, informal discussions also take place in order to gauge their views and perspectives on the CEIAG delivered at the school.
- Communication and support with colleges, further/higher education providers, other post 16 institutions, employers and training providers is achieved by email, letters, telephone calls, meetings and visits.
- Other supportive partnerships, such as, Education Business Partnership (EBP) and Connexions Dudley are supported through telephone, email, face-to-face discussions and regular meetings.
- Outside Agencies are used where possible, e.g. Mock Interviews with the Armed Forces Personnel. Higher Education and Further Education links and trips are utilised and advertised in school.
- Further links with local Businesses are continually developed.

### **Staff Continuing Professional Development (CPD)**

- Staff training needs for planning and delivering the careers programme are identified through discussion and funding is accessed via the School's CPD Coordinator.

### **Monitoring, review and evaluation**

- A framework for monitoring and evaluating is in place; see Appendix 4.
- The Partnership Agreement with Connexions Dudley is reviewed both termly and annually when development improvements are considered.
- The CEIAG programme is developed and reviewed annually in consideration of any changed DfES guidelines and through discussions with teaching staff, the Vocational Studies Teaching Assistant, the School's Connexions Personal Adviser, students and external partners in order to improve the achievement of learning outcomes. Evaluations are carried out at other times, for example, at the end of Careers modules, Activity Days or by questionnaires at the end of Key Stage 4 to assess student views on transition advice and guidance. As a result of these reviews and the provision of new resources CEIAG is adapted and developed.
- The results of evaluations are included in the Governors Reports.
- The CEIAG policy is reviewed every two years.

### **Supporting the School Development Plan**

The CEIAG programme supports the School Development Plan and The Kingswinford School's Priorities for 2013-14. See Appendix 2

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**Date:** 31/01/2014

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**APPENDIX 1**

**The ACEG Framework**

**Progression - This chart shows progression in the areas of career and work-related learning at KS3**

<b>Developing yourself through careers and work-related education</b>			
<b>Aspects of learning</b>	<b>Criteria</b>	<b>Year Group</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>- Self-awareness</li> <li>- Self-determination</li> <li>- Self-improvement as a learner</li> </ul>	<ul style="list-style-type: none"> <li>- describe yourself, your strengths and preferences</li> <li>- tell your own story about what you are doing to make progress, raise your achievement and improve your wellbeing</li> <li>- explain how you have benefited as a learner from career and work-related learning activities and experiences</li> </ul>	7, 8, 9	KUDOS
		7, 8, 9	Self assessment in curriculum studies
		7, 8, 9	Personal statement in reports
		7, 8, 9	Target setting and Target Reflection
		7	Student Careers Survey
		7	Induction activities
		7	Fact File about me
		7	Induction and SEAL Module
		8	Careers module: strengths and weaknesses in relation to the labour market
		8	Real Game
9	Options and Careers module		
<b>Learning about careers and the world of work</b>			
<b>Aspects of learning</b>	<b>Criteria</b>	<b>Year Group</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>- Exploring careers and career development</li> <li>- Investigating work and working life</li> <li>- Understanding business and industry</li> <li>- Investigating jobs and labour market information (LMI)</li> <li>- Valuing equality, diversity and inclusion</li> <li>- Learning about safe working practices</li> </ul>	<ul style="list-style-type: none"> <li>- describe different ways of looking at people’s careers and how they develop</li> <li>- identify different kinds of work and why people’s satisfaction with their working lives varies</li> <li>- describe the organisation and structure of different types of businesses</li> <li>- be aware of what job and labour market information (LMI) is and what it can do for you</li> <li>- identify how to stand up to stereotyping and discrimination that is damaging to you and those around you</li> <li>- be aware of the laws and by-laws relating to young people’s permitted hours and types of employment; and</li> </ul>	7,8,9	Visitors to Form Groups and assemblies in PSHE time
		8	Real Game
		8 and 9	Careers modules
		8 and 9	Use of Careers software (KUDOS)
		9	LMI – Vocational Options Assembly
		9	Options module
		9	Option process
		9	Vocational Options assembly
		9	Options evening
		9	Connexions PA support/interviews

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**Progression - This chart shows progression in the areas of career and work-related learning at KS4**

<b>Developing yourself through careers and work-related education</b>			
<b>Aspects of learning</b>	<b>Criteria</b>	<b>Year Group</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>- Self-awareness</li> <li>- Self-determination</li> <li>- Self-improvement as a learner</li> </ul>	<ul style="list-style-type: none"> <li>- recognise how you are changing, what you have to offer and what's important to you</li> <li>- be positive about your own story and the responsibility you are taking for your own progress, achievement and wellbeing</li> <li>- review and reflect upon how you have benefited as a learner from career and work-related learning activities</li> </ul>	11	Intervention/ASPIRE
		11	Debrief of Work Experience
		11	Careers Interviews with Connexions PA
		11	CV and Personal Statements
		10,11	Connexions and Careers department questionnaires
		10,11	KUDOS
		10,11	Target Setting and Reflection
		10,11	Post 16 application process
		10,11	Use of software and internet
		10,11	Army Mock Interviews, HE and FE links and trips and other external organisations
<b>Learning about careers and the world of work</b>			
<b>Aspects of learning</b>	<b>Criteria</b>	<b>Year Group</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>- Exploring careers and career development</li> <li>- Investigating work and working life</li> <li>- Understanding business and industry</li> <li>- Investigating jobs and labour market information (LMI)</li> <li>- Valuing equality, diversity and inclusion</li> <li>- Learning about safe working practices</li> </ul>	<ul style="list-style-type: none"> <li>- explain key ideas about career and career development</li> <li>- explain how work is changing and how this impacts on people's satisfaction with their working lives</li> <li>- explain different types of businesses, how they operate and how they measure success</li> <li>- find relevant job and labour market information (LMI) and know how to use it in your career planning</li> <li>- recognise and challenge stereotyping, discrimination and other barriers to equality, diversity and inclusion; and know your rights and responsibilities in relation to these issues</li> <li>- be aware of your responsibilities and rights as a student, trainee or</li> </ul>	11	Careers Evening and Post 16 input
		11	LMI / year 11 assembly
		11	Post 16 applications module
		11	Prospectuses
		11	Connexions pathways assembly
		11	Post 16 input – Open Days
		11	Resource File
		10,11	Work Experience module
		10,11	Vocational placements
		10,11	Part time work
10,11	Army Mock Interviews, HE and FE links and		

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	employee for following safe working practices	10,11 10,11	trips and other external organisations Careers Interview with Connexions PA Connexions Resource Centre
<b>Developing your career management and employability skills</b>			
<b>Aspects of learning</b>	<b>Criteria</b>	<b>Year Group</b>	<b>Activities</b>
<ul style="list-style-type: none"> <li>- Planning and deciding</li> <li>- Handling applications and selection</li> <li>- Managing changes and transitions</li> <li>- Making the most of careers information, advice and guidance</li> <li>- Preparing for employability</li> <li>- Showing initiative and enterprise</li> <li>- Developing personal financial capability</li> <li>- Identifying choices and opportunities</li> </ul>	<ul style="list-style-type: none"> <li>- build and make the most of your personal networks of support including making effective use of impartial careers information, advice and guidance</li> <li>- show that you have acquired and developed qualities and skills to improve your employability</li> <li>- show that you can be enterprising in the way you learn, carry out work and plan your career</li> <li>- show that you can manage your own money, understand personal financial documents and know how to access financial support for further study and training</li> <li>- research your education, training, apprenticeship, employment and volunteering options including information about the best progression pathways through to specific goals</li> <li>- know how to make important plans and decisions carefully including how to solve problems and deal appropriately with influences on you</li> <li>- know your rights and responsibilities in a selection process and the strategies to use to improve your chances of being chosen</li> <li>- review and reflect on previous transitions to help you improve your preparation for future moves in education, training and employment</li> </ul>	<ul style="list-style-type: none"> <li>10</li> <li>10</li> <li>10</li> <li>10</li> <li>10</li> <li>10</li> <li>10</li> <li>10</li> <li>11</li> <li>11</li> <li>11</li> <li>11</li> <li>10,11</li> <li>10,11</li> <li>10,11</li> <li>10,11</li> <li>10,11</li> <li>10,11</li> <li>10,11</li> </ul>	<ul style="list-style-type: none"> <li>Work experience interviews</li> <li>Work Experience placement process</li> <li>Work Experience module</li> <li>Preparing for the Workplace module</li> <li>Letters of application for Work Experience</li> <li>Letters of application for prefects</li> <li>Prefect interviews</li> <li>Letters of application for Young Enterprise</li> <li>Resource File</li> <li>Careers module</li> <li>Finance modules in PSHE</li> <li>Introduction assembly and support with UCAS Progress</li> <li>CV Workshop</li> <li>Army Interviews, HE and FE links and trips and other external organisations</li> <li>Business Curriculum Area</li> <li>Target Setting and Target Reflection</li> <li>Connexions interviews</li> <li>KUDOS</li> </ul>

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## **APPENDIX 2**

### **The Kingswinford School’s Development Plan**

This can be summarised into the following 6 Key Priorities for 2013-2014 onwards:

- 1 Increase the levels of progress KS2-KS4
- 2 Improve quality & consistency of marking & feedback (What Went Well & Even Better If)
- 3 Improve & embed the development of literacy across the curriculum
- 4 Increasingly stretch all students including More Able, SEND & Pupil Premium
- 5 Streamline data systems to support all students towards reaching aspirational targets (Ofsted 2012)
- 6 Ensure that students better monitor their own performance so that they work more independently towards ambitious goals (Ofsted 2012)

**APPENDIX 3**

**Careers related activities and Curriculum time (Time on average per student)**

YEAR	ACTIVITY	TIME
7	<b>INTRODUCTION TO CAREERS MODULE- What is Work?</b>	4 x 45 mins
	<b>BIN BAG ENTERPRISE CHALLENGE</b>	4 x 45 mins
	<u>PSHE programme includes for example</u> : Setting goals for the year – mentoring; My First Fortnight + ‘What happens if...?’, Learning Styles, Fact-file about me. Hygiene, Global Concerns, Shoebox appeal, Bullying.	
8	<b>THE PLAYGROUND ENTERPRISE CHALLENGE</b>	6 X 45 mins
	<b>CAREERS – Who Am I and Career Project Research</b>	6 x 45 mins
	<b>The Real Game</b>	6x 45 mins
	<u>PSCHEE programme includes for example</u> ROADMAP, Addiction-drugs, Disability, Respect, and Learning Styles.	
9	<b>CAREERS/OPTIONS MODULE-Which Way Now?</b>	4X45 mins plus assembly
	<b>Including session KUDOS</b>	
	<b>FAST FOOD ENTERPRISE CHALLENGE</b>	3X 45 mins
	<u>PSCHEE programme includes for example</u> ROADMAP, Political Parties, Public Services, Race & Diversity, Refugee, Sex & Relationships.	
10	<b>WORK EXPERIENCE MODULE</b>	6x 45 mins
	<b>PERSONAL STATEMENTS &amp; CV WRITING</b>	1x45 mins
	<u>PSCHEE programme includes for example</u> ROADMAPS, Baby Borrowers, Globalisation, Independent Learning, Justice & Law, Personal Finance & Banking	
11	<b>WORK EXPERIENCE MODULE</b>	4x45 mins
	<b>PATHWAYS POST 16</b>	1 x 45 min assembly

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	Opportunities for visiting colleges etc, Post 16 Careers Evening, Mock Interviews, Careers Interviews, Assistance with Applications, Talks by Stourbridge College etc ROADMAP, Revision Skills, AA Roadway, Perfect Partners, Finance.	
	<u>PSCHEE programme includes for example</u> Progress Files, Achievements and Experiences, Mentoring Day,	

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**APPENDIX 4**

**Framework for Monitoring and Evaluating CEIAG**

<b>Careers Module/Event</b>	<b>Who will Evaluate it</b>
<b>Autumn Term</b>	
Year 9 Careers session (Intro to Kudos)	Year 9 Students
Year 11 Careers Module & general careers guidance	Year 11 Students
Year 11 Post 16 Careers Evening	Year 11 Parents & Year 11 Students
Year 11 Follow-up for Work Experience Applications for College	Year 11 Students
<b>Spring Term</b>	
Year 7 Careers Module	Year 7 Students
Year 9 Options and Careers module	Year 9 Students
<b>Summer Term</b>	
Year 8 Careers Module	Year 8 Students
Year 10 Work Experience Module	Year 10 Students

**How we monitor and evaluate the impact of CEIAG**

- The Vocational Studies Coordinator, Vocational Studies Teaching Assistant, Work Experience Coordinator and the relevant year group Form Tutors monitor the progress of students as they carry out each Careers related module. Informal feedback from Form Tutors, Heads of Year and students, will be used to evaluate the effectiveness of each module/event and to outline possible developments which need to be made.
- At the end of each Careers module/event students, parents and staff are asked to carry out an online survey in order to evaluate the positive aspects of our CEIAG programme and to identify recommended areas for development. Both the Vocational Studies Coordinator and the Vocational Studies Teaching Assistant will work to ensure all feedback is analysed and effectively implemented into future CEIAG modules and events.
- Fortnightly meetings between the Deputy Headteacher and the Vocational Studies Coordinator take place to monitor progress against the targets in the Careers Development Plan.
- Routine and thorough monitoring of destination data takes place with both the Vocational Studies Coordinator and the Vocational Studies Teaching Assistant, in collaboration with the local authority, with particular reference to those who do not enter employment, education or training.
- Weekly informal briefings taking place between the Vocational Studies Coordinator and the Connexions Personal Advisor and termly Partnership meetings take place to review the Partnership Agreement between the School and Connexions Dudley, this takes place in order to identify areas of strength and development requirements.

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- Evaluation/Feedback forms are completed by the Connexions Personal Advisor, following one to one careers interviews and also after group sessions and assemblies. Feedback is then shared throughout the school.

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