

Middle School: Years 7-9 – Integrated through PLS (Personal Life Skills) curriculum and a series of project weeks.

Developing yourself through careers, employability and enterprise education

Outcome	Learning Objective Students should learn to:	Gatsby reference	Activities to meet outcomes:
Self-awareness (1)	Describe what you are like, what you are good at and what you enjoy doing	3	<p>You know what you like and enjoy doing You can describe what you are good at</p> <ul style="list-style-type: none"> Staff discuss with students their goals and aspirations for the future. This includes discussions about further education. This forms part of the Year 9 annual review and helps to inform the new EHCP outcomes for KS4. Students record their views ahead of annual review of EHCP and identify what they are good at and what has gone well. Students take ownership of their Communication Passports and help to input what they are good at and enjoy. PLS: Year 3, Term 1 “Good to be me”
Self-determination (2)	Talk positively about how you look after yourself and make things happen	3	<p>You can speak positively about yourself and what you have done so far to make things happen</p> <ul style="list-style-type: none"> Students record their views using the most appropriate format ahead of their Annual Reviews. These are shared at the meeting and help shape new outcomes of the EHCP. Year 9 students to complete WJEC unit ‘Working Towards Goals’ (new 2018/2019) Students take ownership of their Communication Passports and help to input what they are good at and enjoy. PLS: Year 3, Term 1 “Good to be me” PLS: Healthy living, staying safe.

Self-improvement as a learner (3)	Identify what you like about learning from careers, employability and enterprise activities and experiences	3	<p>You can describe what you have learnt and enjoyed from career, employability and enterprise learning activities and experiences</p> <ul style="list-style-type: none"> • Students complete different projects such as ‘World of Work’ within the three year curriculum cycle. Students evaluate their projects at the end. Self-assessment of knowledge and understanding. • In Autumn Term 2018 students completed a two week Enterprise project. Students kept books and reviewed the projects. The final products were celebrated and sold at Lampard Community School 50th Birthday celebrations on 19th October 2018.
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Learning about careers and the world of work			
Outcome	Learning Objective Students should learn to:	Gatsby reference	Activities to meet outcomes:
Exploring careers and career development (4)	Be aware that people’s careers are different and they develop in different ways	2	<p>Using famous people e.g. authors, sports people look at how their careers developed</p> <ul style="list-style-type: none"> • Opportunities in CLL to explore the different careers of a variety of people. • PLS Year 1, Term 2: Looking at paid and unpaid work. • Visitors are invited to the school to discuss their careers with students. For example, recently Middle School students have had visits from a dentist, police officer, doctor and life guard as part of a project week. • The school invites inspirational speakers from different professions into present awards each year. To date, awards have been presented by members of the emergency services, Andrew Cotton (professional surfer), Seth Conway (Local TV presenter), an athlete training for the 2020 Paralympics, local MPs etc. • Visits to the fire stations, farms, shops etc. • Year 1, Term 2 Project (2 x Weeks) “The World of Work”

			<ul style="list-style-type: none"> Each class links with a charity each year which provides opportunities for guest speakers to come to school and talk about their work for example Andrew Cross from Plastic Free Devon and Chris Turner from Edukid.
Investigating work and working life (5)	Be aware people feel differently about the different kinds of work they do	2	<p>From interviewing family and visiting speakers you can identify different kinds of work people do.</p> <ul style="list-style-type: none"> Visitors are invited to the school to discuss their careers with students. For example, recently Middle School students have had visits from a dentist, police officer, doctor and life guard as part of a project week. PLS Year 3, Term 2: Respecting other views and choices. PLS Year 1, Term 2: Appreciating differences. Year 3, Term 3 Project (2 x Weeks) "Community" PLS Year 1, Term 2: Showing and interest in others.
Understanding business and industry (6)	Describe a local business, how it is run and the products and/or services it provides	5	<p>You are aware of the different local businesses and the products and services offered</p> <ul style="list-style-type: none"> Students in Middle School have regular opportunities to visit places of work in their classes. For example Sunny Side Farm, Tesco. Students visit Pizza Express to make their own food as part of PLS curriculum. 2 x week project week is 'Enterprise Week'. Students are given money to return with profit for their chosen class charities. Year 1, Term 2 Project (2 x Weeks) "The World of Work"
Investigating jobs and labour market information (LMI) (7)	Describe the main types of employment in your area: past, present and future	5	<p>As part of your local history project you can state what have been the changes in employment in your village/town</p>

			<ul style="list-style-type: none"> • Visitors are invited to the school to discuss their careers with students. For example, recently Middle School students have had visits from a dentist, police officer, doctor and life guard as part of a project week. • Places of work are visited by Middle School students for example Tesco, Sunnyside Farm, visits from tree surgeons. • Year 1, Term 2 Project (2 x Weeks) "The World of Work" • In PLS students look through newspapers to look at the jobs available in the local area. • Students have access to Social Communication and SEAL interventions through Personal Programmes. • Developing 2018/2019: Work shadowing days.
Valuing equality, diversity and inclusion (8)	Be aware we have the same rights, duties and responsibilities when it comes to treating people fairly	3	<p>You can say how people should be treated and know who to talk to if something is wrong</p> <ul style="list-style-type: none"> • PLS Year 3, Term 3: Respecting other views and choices. • Year 2, Term 2 Project (2 x Weeks) "People in other places" • PLS Year 1, Term 2: Appreciating differences.
Learning about safe working practices and environments (9)	Know how to keep yourself safe when you are working and what the law says to protect workers from being exploited	4	<p>You can follow safety rules to keep yourself and others safe when working at school.</p> <ul style="list-style-type: none"> • PLS Year 2, Term 2: Keeping safe in the community • All MS students have access to a Forest School curriculum; how to work safely is a key part of this ethos. • Year 1, Term 2 Project (2 x Weeks) "The World of Work" • ICT curriculum covers coding and online safety. • Developing 2018/2019: Work shadowing days.

Developing your career management and employability skills			
Outcome	Learning Objective Students should learn to:	Gatsby reference	Activities to meet outcomes:
Making the most of careers information, advice and guidance (CEIAG) (10)	Be aware of the help that is there for you and how to make good use of it	2	<p>You can identify when you may need help or assistance and who can provide it whilst at school</p> <ul style="list-style-type: none"> • Year 9: Light touch meeting with CSW advisor in Spring Term (new 2018/2019) • Year 9: Meeting with school job coach (JW) ahead of annual reviews to talk about how to get advice and guidance. Students visit the school careers room. • Service providers (such as Petroc, CSW) attend parents evening (1 x each term).
Preparing for employability (11)	Children write a job description for a babysitter and hold mock interviews	4,5,6	<p>You can identify the skills and qualities needed for this job using personal experiences</p> <ul style="list-style-type: none"> • Completed in CLL: Conversation skills. • Speaking and listening, Drama activities cover the basics of interview techniques. • As part of the PLS curriculum there is a focus on areas such as social skills, money matters and independent skills; all of these are transferable skills for employment.
Showing initiative and enterprise (12)	Show you can use your initiative and be enterprising	4,5,6	<p>You can show how to work in a team and bring your talents to complete a challenge</p> <ul style="list-style-type: none"> • Year 1 Term 1 2 x week project week is 'Enterprise Week'. Students are given money to return with profit for their chosen class charities. • PLS Year 1, Term 2: Looking at paid and unpaid work.
Developing personal financial capability (13)	Show you can make considered decisions about saving, spending and giving	3	<p>You can show how to make an informed decision based on looking at a range of saving products</p> <ul style="list-style-type: none"> • All students have NMU lessons as part of their curriculum; money skills form a key part of this curriculum.

			<ul style="list-style-type: none"> • All students have individual Maths targets. Many students have numeracy based outcomes on their EHC plan and/ or targets on PLG (personalised learning goal) plans. • Year 1 Term 1 2 x week project week is 'Enterprise Week'. Students are given money to return with profit for their chosen class charities. • PLS Year 1, Term 3: Money matters- spending money. Year 2, Term 1: Money Matters- spending money. Year 3 Term 2: Financial independence. Year 3, Term 3: Shopping economically. • Students have access to cross curriculum work with money. PLS curriculum is delivered so that it regularly covers buying, selling, money etc. • In PLS students spent lessons looking through newspapers for accommodation, jobs and transport. They calculate income and consider what can be afforded. • Students use Maths programmes such as My Maths and MyTy Maths to support learning. • Students have opportunities to access Maths based interventions through personal programmes. These include 'Counting to Calculating' and 'Additive Reasoning'.
Identifying choices and opportunities (14)	Know how to make good use of information about next provider options for you	2	<p>You can identify who are the next providers of education in your area</p> <ul style="list-style-type: none"> • MS: Assembly by Petroc College, Barnstaple (new 2018/2019). • Year 9: Light Touch meeting with CSW advisor in Spring Term (new 2018/2019). • Year 9 students to have opportunities in PLS to meet with internal job coach ahead of Annual Reviews. • Year 9 Options evenings. The delivery of the options evening is under review for 2018/2019.
Planning and deciding (15)	Know how to make plans and decisions carefully	3	<p>You can say what you will need to do differently when taking on a new challenge</p> <ul style="list-style-type: none"> • Year 9: Opportunity to complete 'Working towards Goals' WJEC unit as part of transitions to KS4. • All project weeks are student lead. Students take part in planning their projects.

Handling applications and interviews (16)	Know how to make a good impression when you want people to choose you	3	<p>You can say what you need to do to impress people in a given situation</p> <ul style="list-style-type: none"> • Student Council elections. Students create their own manifestos. • PLG (Personalised Learning Goal) plan targets. • MS curriculum includes work around self-esteem and making good impressions through PLS and Personal Programmes.
Managing changes and transitions (17)	Know how to handle transitions including those that are challenging	3	<p>You can set yourself realistic goals in making the next transition</p> <ul style="list-style-type: none"> • New tutor group mornings in July. • Year 9: Opportunity to complete 'Working towards Goals' WJEC unit as part of transitions to KS4. • Developing 2018/2019: Students to have opportunities to visit local FE College.