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CURRICULUM POLICY

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POLICY AUTHOR:

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DATE REVIEWED:

1 AUGUST 2019

NEXT REVIEW DATE:

AUGUST 2020

RGS Worcester Curriculum Policy

1. Overview

1.1 The following written Curriculum Policy is supported by appropriate plans and schemes of work which will provide for the specific aims set out in section 5. Key whole-school educational policies which explain our values and procedures are to be found on the staff intranet website.

1.2 This policy is designed to follow the key requirements of the DfE guidance 2013 (amended 2014) and ISI Regulatory Requirements (September 2018) point 27 – Curriculum Policy Content.

2. Implementation

2.1 The Academic Leadership Team (Deputy Head, Academic, Assistant Head, Academic and Heads of Faculty) in consultation with the Deputy Head and both Heads of Department and Heads of Year, review and develop the curriculum. Suggested changes are referred to the full Senior Leadership Team and are ultimately considered for approval by the Headmaster and the Governors' Education Committee.

2.2 The Head of Section (Lower School) and Head of Year Seven ensure that the transition from RGS The Grange, RGS Springfield and other feeder schools is organised effectively. The transition will take account of the individual needs of pupils and Heads of Department will be required to ensure curricular continuity and progression. Liaison meetings between the Academic leads of the Senior School and the RGS The Grange and RGS Springfield are undertaken, as well meetings between Heads of Department in the Senior School and Curriculum Leaders at RGS The Grange and RGS Springfield in order to help achieve this goal and create a continuity of educational experience and academic progression.

2.3 Heads of Department provide and maintain schemes of work in electronic form and each September they will update a hard copy which will be stored with the Assistant Head (Academic). A variety of Teaching and Learning methods are detailed in order to suit pupils' individual needs.

2.3.1 All year groups are offered accurate, up to date and impartial Careers advice to assist pupils in making appropriate choices as the move up through the school. Please see Appendix 2 RGSW rationale for CEIAG Careers, Employability and Enterprise Policy.

2.4 In Year Seven, all subjects are taught in Tutor Groups with the exception of Mathematics which is either set across the whole Year Group or within two bands and Modern Foreign Languages which are banded dependent upon pupils' choices. In Year Eight and Year Nine the same model is followed with the exception of Mathematics and English which is set across each Year Group. In Years Ten and Eleven Mathematics, English, Sciences and Modern Foreign Languages are set across the Year Group. All option subjects are taught in mixed ability groups based upon pupil options and choices.

2.5 During Year Seven, in Michaelmas Term pupils study on rotation, French, Spanish, German. At the end of Michaelmas term pupils then select two of the languages for study for the remainder of Years Seven and Year Eight. Year Seven pupils also study one term of either Latin or Classical Civilisation. At the end of the Lent Term, pupils then select either Latin or Classics to study for the remainder of Year Seven and Year Eight.

2.6 During Year Eight, pupils choose two subjects from a list of practical and aesthetic subjects to be studied in Year Nine. Each of these subjects is scheduled for two lessons over the course of the academic year.

2.7 During Year Nine pupils choose GCSE options. An initial GCSE outline options presentation is given at the first Year Nine Parent Evening in the Michaelmas Term and a more detailed Information Evening is held in the Lent Term of Year Nine and a handbook, called *Directions*, (to be found on the School website) is provided, giving information and guidance. All pupils are expected to choose either three or four option subjects to accompany the core subjects which are English, English Literature, Maths, Science. **It is expected that the majority of pupils will opt to take a Modern Foreign Language although flexibility has been introduced to the GCSE curriculum which means this may not be the case in some instances.** Pupils also have the option of selecting to study either Triple Science or **Dual Science**. If a pupil opts for **Dual Science** the pupil has the option to follow a supplementary studies course or to undertake **supervised Private Study time**.

2.8 During the two years of GCSE study, pupil performance is reviewed and, where appropriate and following detailed analysis of tests and assessments, pupils (in close consultation with parents) may be advised (either by the Head of Year/Section or Assistant Head, Academic) to withdraw from the study of a particular subject. Where a pupil's curriculum is reduced, this gained curriculum time will be used to provide either additional core subject support sessions or additional support/study time in option subjects.

2.9 During Year Eleven, pupils select A Level subjects, usually, but not always, three, and advice is given to parents and pupils, culminating in a Sixth Former for a Day event and a follow-up A Level Choices Evening in the Michaelmas Term. A Handbook containing information and advice, called '*Into The Sixth*', is also provided.

For the academic year 2018-19, it is anticipated that no Sixth Form pupils will sit external AS/Lower Sixth Form examinations. All subjects will be assessed via internal examinations in the Trinity Term. This procedure will be reviewed annually to take into account the pace and speed of A Level reform implementation.

2.10 The Sixth Form pastoral team, together with subject teachers and the Careers Department, help students to make informed choices about Higher Education courses and careers. There are Careers and Further Education Evenings in the Trinity Term held at RGS where representatives from universities can be consulted and advice is given as regards to both University applications and also higher apprenticeship. In addition, the School hosts a Careers Expo every year, where representatives from Universities both within the UK and abroad as well as businesses and public services attend to provide advice and guidance on potential career pathways. This is open to all members of the RGS community as well as pupils from other Schools.

2.11 Dedicated Computing and ICT lessons are provided for pupils in Years Seven – Nine and departments are encouraged to integrate the use of Computing and ICT into their schemes of work at all levels.

2.12 Ethical, moral, spiritual, social and cultural issues are addressed in subject lessons, PHSCE lessons and in assemblies. The programme for PHSCE is devised by the Heads of Section and Heads of Year in consultation with the Assistant Head (Pastoral) and the Form Tutors. For the academic year 2019-20, there will be **a rolling programme of whole school PHSCE sessions**. In addition, Year Seven receive two additional PHSCE sessions per timetable rotation and Year Eight one additional lesson.

3. Roles and Responsibilities

3.1 The Assistant Head (Academic) in consultation with the Deputy Head (Academic) and Heads of Faculty, reviews the curriculum and suggests changes in the light of current requirements and developments.

3.2 Heads of Department in consultation with the Assistant Head (Academic) complete and update staff teaching allocations, departmental development plans and their departmental handbooks annually. They are responsible for the effective delivery of schemes of work.

3.3 The Head of Section (Lower School), together with the Heads of RGS The Grange and RGS Springfield and Heads of Faculty and Department, ensure a smooth transfer from feeder schools to the Senior School.

3.4 The RGS timetable and options process is completed by the Senior Teacher in consultation with the Assistant Head (Academic), the Senior Leadership Team and Heads of Faculty and Department.

3.5 The Careers Department, Heads of Year, Form Tutors and Heads of Department help to ensure that option subjects selected by pupils are appropriate.

3.6 The Academic Leadership Team in consultation with the Deputy Head shares the responsibility for the effective delivery of the curriculum.

4. Monitoring and Evaluation

4.1 Schemes of work are reviewed annually by Heads of Department. The purpose of this review are to ensure that:

4.1.1 Learning programmes meet requirements for external examinations and school priorities.

4.1.2 There is consistency of provision within the department.

4.1.3 The individual needs of pupils are met.

4.2 There is an annual review meeting (Michaelmas term) involving the Headmaster, the Deputy Head (Academic) and/or Assistant Head (Academic) and Head of Department to discuss and consider:

4.2.1 Department priorities in relation to School priorities.

4.2.2 Contribution of the Department to cross-curricular and extra-curricular activities.

4.2.3 The way forward for that Department.

4.2.4 The Department's academic record over the past year and improvements to be made in the coming year.

4.2.5 Prior to meeting with the Headmaster, all Heads of Department will have completed in the preceding Trinity Term, a Departmental Development Plan (DDP) based upon RGS Self Evaluation documentation. Following the completion of the DDP each Head of Department will meet, in the Trinity Term, with either the Academic Deputy Head or Assistant Head (Academic) to review the Department's progress and needs and to set appropriate targets for both the following academic year and the next three years.

4.3 The Heads of the English, Mathematics, Modern Foreign Languages and Science meet on a bi-weekly basis with either the Deputy Head (Academic) or the Assistant Head (Academic) to review their Faculty. In addition, Heads of Department within both the Humanities and Performing Arts Faculties will meet with the Assistant Head (Academic) in 2019-20 for the same purposes.

4.4. The Academic Deputy Head and the Assistant Head (Academic) and individual Heads of Faculty meet at appropriate intervals to discuss and evaluate Faculty performance and to develop ideas and strategies to deal with issues and problems as well as sharing best practices and success.

4.5 Teaching observation is carried out as part of the Staff Review and Development and Induction schemes. In addition, the Assistant Head (Academic), Heads of Faculty and Heads of Department observe lessons of members of their teams to ensure that the curriculum is being delivered as stated in schemes of work and that the quality of teaching and learning is of an acceptable standard.

For 2019-20 (and as in previous years), a clear timetable for Quality Assurance has been introduced for Departments to follow. The timetable includes specific requirements and timeframes for both Work Scrutiny and Lesson Observations in addition to the normal practices undertaken within each Department. This timetable is designed to create greater consistency across Departments as well as within the whole school. It will also provide an opportunity to share the very best practice undertaken across the school.

4.6 Departments are allocated to a Faculty to aid in the process of sharing and developing the best practice of the Department. Heads of Department can, where appropriate, make specific requests for help from their Heads of Faculty in the first instance. The exception to this relates to the Humanities Faculty (History, RS, Politics, Classics, Latin, Economics and Business) who will report directly to either the Deputy Head (Academic) or the Assistant Head (Academic) and for 2019-20, the Performing Arts faculty (Art, Music, Textiles, PE, Design and Technology).

4.7 Heads of Faculty and Heads of Department may be invited to make presentations at the Governors' Education Committee. Members of this Committee make visits to departments and activities prior to their meetings.

5. Specific Provisions

5.1 To enable full-time supervised education for pupils of compulsory school age, which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education and provides preparation of pupils for the opportunities, responsibilities and experiences of adult life.

5.1.1 The subjects studied and the lesson allocation made to each is to be found in Appendix 1. These allocations meet the need to provide a balanced curriculum together with enough time for each component to achieve the depth and experience we want for RGS pupils. The table in Appendix 1 represents the standard allocation but may be modified for pupils with special needs and requirements. There is flexibility in the Lower School Curriculum to allow students with specific additional learning requirements to not study a specific subject (MFL, History) and arrangements are made for these students to spend this additional time in Learning Development. Pupils can only be excused from a subject at the discretion of the Assistant Head (Academic) in consultation with the parents and Head of Faculty/Department. Some pupils may discontinue an optional subject in Year Eleven (or exceptionally in Year Ten) if their overall learning would benefit from this and if it is agreed by the Head of Year, Head of Department, parents and pupil. Specific details concerning each subject or activity are to be found in Departmental schemes of work or Handbooks and in RGS Sport and Games and extra-curricular policies.

5.1.2 Where the human and social strand is concerned (an area concerned with people and their environment and how human action influences and has influenced events and conditions) then our expectation is that History, RS, Science and Geography would have a large role to play here. It must be clear, from the schemes of work of those subjects, how this is to take place and other subjects' schemes should also contain a section explaining what contribution that

subject or activity will make. This provision will be supplemented by a contribution from school and departmental assemblies and other less regular activities such as charity work and fund-raising. The PSHCE policy [see point 5.6] will make a major contribution here too along with key elements of delivery of British Values. There is a statement of the school's views about Spiritual, Social, Moral and Cultural values on the staff intranet.

5.2 To provide subject matter appropriate for the ages and aptitudes of pupils, including those pupils with an Education, Health and Care Plan or additional learning requirements. There are a number of criteria to observe when constructing the schemes of work that will contain the subject matter to be studied at RGS:

5.2.1 it should be suitable and accessible [see the RGS Educational Equal Opportunities Policy] and ensure that all pupils have the opportunity to learn and make progress.

5.2.2 it must challenge pupils at all levels and ensure the possibility of academic success at the highest levels [see the RGS Gifted and Talented Policy]

5.2.3 it must be consistent with the specifications set out by the Awarding Bodies

5.2.4 notice must be taken of the RGS Learning Development Policy.

5.3 To enable pupils to acquire skills in speaking and listening, literacy and numeracy

5.3.1 It is the responsibility of all subjects to contribute towards the development of these skills. The RGS Literacy Policy and the Numeracy Policy will be found on the staff intranet website. The specific prescriptions for speaking and listening will be found in the schemes of work provided for English and the Modern Foreign Languages. However, all subjects' schemes of work should make reference to how the skills of listening and speaking can be developed within that academic discipline.

5.4 To provide for pupils whose principal language of instruction is a language other than English, lessons in written and spoken English, except that this requirement shall not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country

5.5 Where a pupil has an Education, Health and Care Plan, to provide education which fulfils its requirements.

5.5.1 RGS will provide a modified programme of education for any of its pupils whose individual needs are agreed, by the Headmaster and the parents of the pupil, to require it. This modification will be consistent with the Equal Educational Opportunities Policy.

5.5.2 See also the Learning Development Policy.

5.6 To provide personal, social and health education which reflects the school's aims and ethos, Including scheme of work for PHSCE.

5.7 To provide, through dedicated time within the curriculum and also specific events for both parents and pupils, appropriate careers guidance for pupils receiving secondary education and in particular with reference to GCSE and A Level choices and the University (UCAS) application process.

Sponsor – Assistant Head (Academic)
June 2011

Reviewed : September 2012, September 2013, June 2014

Approved and Endorsed June 2014 by the Chairman of the Education Committee

Reviewed : July 2015 and Endorsed August 2015 by the Education Committee

Reviewed : November 2015 to update IT to Computing

Reviewed : August 2016 to include changes to Language Choices in Lower School and Endorsed by the Chairman of Governors on 23 August 2016.

Reviewed: July 2017 and Endorsed by the Chairman of Governors.

Reviewed and Endorsed: November 2017, August 2018, August 2019

LESSON ALLOCATION

Year	Seven	Eight	Nine	GCSE		A Level
1 lesson equates to 1 hour						
				Lessons		
Subject	Lessons	Lessons	Lessons	Yr 10	Yr 11	Lessons
English	6	6	6	8	7	10/10
Maths	6	6	6	5	6	10/10
GM/SP/FR	2x3	2x3	2x3	5*	5*	10/10
Lat/CC	2	2	3	5*	5*	10/10
Biology	2	2	4	5	4	10/10
Chemistry	2	2	4	5	5	10/10
Physics	2	2	4	4	5	10/10
Triple Science				14	14	
Combined Science				9/12	9/12	
Sup Skills				2	2	
Geography	3	3	3	5*	5*	10/10
History	3	3	3	5*	5*	10/10
RS	3	3	3	5*	5*	10/10
Art	2	3	2	5*	5*	10/10
Mus/Dr	2	2	2	5*	5*	10/10
DTs	3	3	2	5*	5*	10/10
Computing	2	2	2	5	5	10/10
PE	2	2	2	1	1	10/10
BTEC (PE)						18
Games	2	2	2	2	2	2
PHSCE	2**	1**	**	**	**	**
Enr						3

* options

** PHSCE run on a rolling programme over Michaelmas and Lent term (2019-20)

RGS Worcester Careers, Employability and Enterprise Policy

Rationale for Careers Education Information Advice and Guidance (CEIAG)

Careers Education, Information Advice and Guidance makes a major contribution to preparing young people for the opportunities, responsibilities and experiences they will encounter at school, in further education and in working life. It aims to help all students make a successful transition to adulthood by;

- Supporting young people to achieve their full potential
- Empowering young people to plan and manage their own futures
- Providing comprehensive information on all options
- Raising aspirations
- To support inclusion by promoting equality, diversity, social mobility and challenges stereotypes
- Enabling young people to sustain employability and achieve personal and economic wellbeing throughout their lives
- Promote participation in learning

The CEIAG programme at RGS Worcester follows the principals of the Gatsby benchmark¹ which sets out a framework of good practice –

1. A stable and embedded programme of Careers education and guidance
2. Good quality information about future study options, jobs and the labour market
3. Opportunities for advice and support tailored to young people's needs
4. Subject teaching linked to Careers
5. Opportunities to learn from employers and employees
6. Experiences of workplaces
7. Opportunities to hear from representatives of FE, HE and apprenticeship providers
8. Personal guidance from a professionally qualified Careers adviser, at the right time

Purpose

RGS has a comprehensive programme of Careers education and guidance, which begins in the Prep Schools and permeates through all of the Year groups at Secondary level. It is overseen by a dedicated Head of Careers. RGS Worcester is committed to Careers, employability and enterprise learning and development and it intends to fulfill its statutory obligations by providing a best practice Careers service. It supports the school's overall vision and is included in the School Careers Development Plan. Governors and Senior leaders have a key role in developing and approving the policy and a strategic plan and this process ensures a high profile and a secure place for CEIAG within the school curriculum. This policy supports and is underpinned by key school policies including Curriculum, Special Educational Needs, SMSC and Equality and Diversity.

Commitment

RGS Worcester is committed to providing a planned programme of Careers education activities for all Year groups, with opportunities at key transition points to access impartial information and expert independent advice and guidance. It is also committed to maximise the benefits for students by using a whole school approach involving parents, carers, external IAG providers, employers and other local agencies, the wider community and FE and HE

establishments. To reinforce its commitment to the area, the school is committed to achieving the Quality in Careers Standard.

Management

The Academic Deputy Head has strategic responsibility for CEIAG and oversight of the Head of Careers with access to administration support provided by the Careers Administrator. The Senior leader and Head of Careers will review and evaluate the provision with all stakeholders including young people and external IAG providers, taking into account the school's destination measures. They meet every half term for an update and review process to be undertaken.

Curriculum Provision

There is a planned programme of learning experiences as part of students' entitlement to CEIAG, which is mapped against the framework for Careers, employability and enterprise (Career Development Institute) for Year Seven to Upper Sixth. This enables young people to:

- Develop themselves through Career and work-related education – Self Development
- Learn about Careers and the world of work – Career Exploration
- Develop Career management and employability skills – Career Management

It will be delivered through a range of experiences and activities.

Years Seven and Eight

- PSHCE programme – range of activities with key topics for class discussions, the completion of personal quizzes for students to identify achievements, recognise own skills and abilities and begin to understand the labour market and jobs.
- Assemblies for both year groups on developing links between school subjects and careers and to raise awareness of general options post 16. Assemblies will also cover their entitlement for the Lower School.
- A range of workshops and trips that will facilitate their engagement with local and national employers.
- Attendance to the annual EXPO careers fair which incorporates opportunities to hear from representatives of FE, HE and apprenticeship providers and access to personal guidance from a professionally qualified Careers adviser if the need arises.
- Enterprise drop down day developing enterprise and business planning skills.
- STEM Career workshops, events and visits.
- Monthly Careers seminars.

Year Nine

- PSHCE – range of activities with key topics for class discussions, the completion of quizzes for students to identify achievements, recognise own skills and abilities, researching key websites to make sense of options at KS5 and further understand the labour market and jobs.
- Every pupil will complete the COA Ltd Probe software questionnaire and research jobs around the Careers suggestions.
- Assembly on Year Nine Careers Provision and general options, exploring models of decision making and HE awareness and Apprenticeships.
- Monthly Careers seminars, from employers and the professional community including volunteer agency, NCS.
- Collapsed curriculum events, one focusing on GCSE choices and facilitating informed choice for the pupils. The other raising awareness of HE, linking qualifications and the world of work and on identifying personal skills set.
- STEM activities, visits and events over the year for students.

- Annual EXPO Careers fair.

Year Ten

- PSHCE programme – 2 drop down mornings covering different aspects of CEAIG. Trinity term is main focus for the Morrisby testing. Former pupils pay for all of Year Ten to complete the Morrisby on-line test.
- Assembly on Careers provision and entitlement, general options, exploring models of decision making and HE awareness, plus events from employers and the professional community including volunteer agency, NCS.
- All Pupils will attend the Worcestershire Skills show in March and are invited to all Careers events throughout the year including the Study Abroad event, our own Careers EXPO and monthly Careers seminars.
- 1-1 advice and guidance sessions targeted students during the Trinity term of Year Ten/Michaelmas term of Year Eleven.
- All students to complete a questionnaire on their preferred choice at KS5 and interest area(s) for a future Career. Kept on file within Careers Department.
- STEM activities, visits and events over the year for students.

Year Eleven

- PSHCE programme – range of activities with key topics for class discussions, the completion of personal quizzes for students to identify achievements and future Career aspirations, recognise own skills and abilities, researching key websites to make sense of options at KS5 and advice to make sense of the options linking to Careers.
- Sixth Former for a Day in November linked to the A Level Choices Evening. This follows a comprehensive PSHCE drop down morning around Careers and the next step including sessions delivered by National Apprenticeships and NCS. Higher Education and alternative routes are also delivered impartially.
- Various assemblies held over the year – Social Media and Recruitment, CV Writing.
- Specific assembly on Careers provision and entitlement, general options, exploring models of decision making and HE awareness, plus events from employers and the professional community including volunteer agency, NCS, Option Choices at KS5.
- Morrisby 1-1 interviews take place in September. Those pupils not taking the 1-1 interviews will have the opportunity to meet with the Head of Careers, plus support on applications, CV writing, personal statements and finding work placements.
- All Year Eleven pupils given information about Work Experience process at RGS and how best to access help, find placements etc.
- Information, advice and guidance sessions with Sixth Form team for all students in the Sixth Former for a Day and all pupils encouraged and invited to attend the Sixth Form Open Day.
- Parental support and advice should the need arise. Parents kept up to date with all CEIAG input via Schoolpost and RGS Times.
- Transition support for those students thinking of leaving RGS and moving on to other routes.
- Employer talks and visits. All Pupils will be reminded about the NEC UKWorld Skills Show and the Worcestershire Skills show in March and are invited to all Careers events throughout the year including the Study Abroad event, our own Careers EXPO and monthly Careers seminars, and HE visits.
- Destinations data collected and distributed by Registrar.
- All Year Eleven pupils meet with the Head to discuss future options, ways on which to develop aspirations for future. Action points shared with Year Eleven HoY, Section heads for Sixth Form and HoCareers

Sixth Form

- Specific assembly on Careers provision and entitlement, general options, exploring models of decision making and HE awareness, plus events from employers and the professional community including volunteer agency, NCS, Option Choices beyond A Level.

- Targeted Careers advice for those pupils wishing to do Medicine, Veterinary studies, Dentistry, Armed Forces, Drama and Music Schools, Study Abroad and Apprenticeships.
- 1-1 Careers advice and guidance interviews available to all Sixth Form students on request.
- Intensive support from Head of UCAS, Sixth Form team and tutors on University choice and personal statements.
- All pupils enrolled from Year Eleven on Unifrog which facilitates the UCAS and Apprenticeship process.
- Personalised Careers interviews offering support for UCAS application and Apprenticeship application process
- Enrichment programme – range of fortnightly activities which centre on developing Enterprise skills in conjunction with the University of Worcester in the first term. This culminates in a Dragon’s Den pitching of their ideas.
- The Lent term Enrichment focuses on their Employability development with each pupil visiting an industry, going to CV writing, interview skills, application and job search workshops. They all have a 25 minute Mock interview with a member of industry. They learn to recognise own skills and abilities, have support for researching key websites to make sense of options at HE and research and find Higher and Degree Apprenticeships.
- Next Step Day event organised in Michaelmas term for all Sixth Formers based on UCAS, Apprenticeships, Work Experience and Volunteering as well as an Elevate study skills seminar.
- Parental support and advice should the need arise. All parents kept up-to-date with Careers Appointment conclusions and included in correspondence for opportunities.
- Monthly Careers seminars, webinars opportunities, careers trip to NEC Skills show.
- RGS Careers EXPO expected attendance at this by all Sixth Formers.
- In the Trinity term we have a Higher Education Conference which is a series of lectures from Universities, Unifrog, UCAS and apprenticeship providers to facilitate the process for the Lower Sixth.
- International Universities are invited to the EXPO and A Star Future (specialists in gaining International places) speak to the Sixth Form in an assembly/or PHSCE.
- We have a large uptake of Headstart courses from the EDT every year.
- STEM activities, visits and events over the year for select students.
- Destinations data collected and distributed to CSW for collation.
- Engineering Education Scheme in place for select students as well as global competitions such as the 4x4 JLR.
- Support with Work experience placements.
- Destinations data collected by Registrar and Head of UCAS and Head of Sixth Form.

Work Experience

Work Experience is organised through the Careers Department. Pupils can go on placements at any time during Year Eleven through to Upper Sixth, but most take place after GCSE examinations in Year Eleven. Most of our pupils are encouraged to go on several placements to confirm or eliminate their future choices. However, this is on a voluntary basis, with the emphasis on pupil initiative and pupil contacts being very important. Lower Sixth linguists can undertake Work Experience in Murcia/Le Vesinet at the end of the Michaelmas/Lent terms. The Careers Department will support and help in any way in order that their placement is relevant and worthwhile to the individual pupil.

Parents and Carers

- Parents and carers are informed and supported to help their children to explore and research their options, make decisions and manage their Career development. This is achieved through comprehensive contact points during the school year i.e. Parents’ Evenings. There is a School newsletter and regular updates from the Careers Department about available opportunities. Also through open evenings and information sessions such as KS4/5 evenings and access to help and advice through discussions and interviews from the Careers, employability and

enterprise department for individual students. When a pupil has an interview about their future parents are advised of the discussion via email. A note is put on the file for the pupil's electronic record on iSams to keep pastoral members of staff informed. They are also given encouragement and support to find a work placement for their child in Year Eleven and Lower Sixth. There is a series of handbooks which provide guidance for pupils and parents at important points when choices need to be made. All pupils/parents receive a copy of the relevant handbook at the relevant stage.

Evaluation

- The Head of Careers, under the supervision of the SLT lead will be responsible for the monitoring, review and evaluation of the programme and provision in place. Students will be consulted on the impact of this after activities and events have taken place and changes may be made as a result.

Personal Provision

Elements of the above will require access to individual information advice and guidance through:

- internal staff, external visitors and mentors
- impartial sources using email, telephone, web chat and forums via websites, the National Careers Service² and specialist face to face careers guidance

Provision for all pupils at RGS is designed to be appropriate to their needs – giving impartial, relevant and timely advice at all times.

Resources

RGS will provide resources for the successful implementation of this policy through securing:

- An annual budget to cover internal needs, CPD training opportunities and commissioning of external sources
- Adequate staffing
- Student and staff access to information (electronic and hardcopy)
- Designated space for individual, group and research sessions
- Careers information is located in the school library, the Careers Library and, for Sixth Formers relevant information is also displayed and made available in the Sixth Form Centre.

Partnerships

The policy recognises the range of partners that support the CEIAG offer within RGS. These include:

- University of Worcester Business School and Smile Education
- Careers and Enterprise company via Jennifer Appleton, our EA
- Liaison with post 16 providers and higher education institutions
- Employers and training providers
- Parents and carers

Approvals and review

This policy is reviewed biennially in discussion with staff and external partners and key priorities for action are identified and included in the Careers Department Development plan and/or School development plan.

Created: November 2017 by the Head of Careers and Endorsed by the Chairman of Governors.

¹The Gatsby Charitable Foundation (2014). Good Career Guidance. London: Gatsby.
²National Careers Service