**Work Related Learning Definition**

***Planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices, and learning the skills for work.***

 ***– (Work Related Learning Guide: Second Addition)***

**Introduction**

Foxfield School has a long tradition of providing **work experience** for its students once they reach the post 16 age phase. Over the past twenty years work experience has varied in structure and delivery.

**Work Related Learning** (WRL) is designed to teach pupils at a younger age about various aspects of work and working environments. Work Related Learning extends into the Post 16 age phase and incorporates Work Experience and Enterprise projects.

**Enterprise Education** occurs in Key Stage 4 and also underpins much of the curriculum at Post 16, alongside the Independent Living Skills and Foundation Learning Curriculums.

Enterprise Education broadly means ‘Making an idea happen’. This could be at work, school or in the wider community. It looks at developing attitudes and skills which will be

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**Work Related Learning and Enterprise Policy 10/19**

important through adult life such as problem solving, team work and resourcefulness.

**General aims of the Work Related Curriculum**

To develop the employability skills of young people by:

• providing young people with the opportunity to ‘learn by doing’ and to learn from experts

• raising standards of achievement of students

• increasing the commitment to learning, motivation and self-confidence of students

• encouraging young people to stay in education

• enabling young people to develop career awareness and the ability to benefit from impartial and informed knowledge, advice and guidance

• supporting young people’s ability to apply knowledge, understanding and skills

• improving young people’s understanding of the economy, enterprise, finance and the structure of business organisations, and how they work

• encouraging positive attitudes to lifelong learning.

**Involvement in Work Related Learning**

Traditionally at Foxfield many people have been involved in Work Experience, Work Related Learning and Enterprise. This includes various school staff as well as external training providers on occasions.

Careers, PSHE and Foundation Learning also play a large part in the Work Related Learning programme.

**Where can WLR and Enterprise be seen in the Curriculum organisation and delivery at Foxfield School?**

**At Key Stage 3**

* Careers Education through PSHE every spring term
* Independent Living Skills work is approximately 10% of timetable.

**At Key Stage 4**

* Careers Education through PSHE every spring term
* Work Related Learning covers approximately 10% of timetabled lessons during the week.
* Foundation Learning
* Independent Living Skills (ILS)

**At Post 16**

* Careers Education through PSHE every spring term
* A rolling programme of Enterprise Education throughout the school year.
* Work Related Learning is approximately 10% of timetabled lessons during the week.
* Foundation Learning
* Independent Living Skills (ILS)

**Assessment recording and reporting**

As previously indicated introductions to the world of work and Enterprise start from the pupils’ first year in Foxfield and develop as the pupils progress through the school and the differing Key Stages. This work is assessed and below is an explanation of how and where pupils are monitored in the different key stages.

**At Key Stage 3**

Assessment at Key Stage 3 for areas of Work Related Learning can be seen in the following curriculum areas:

* PSD
* Foxfield’s electronic assessment of Independent Living Skills (ILS) and PSHE

**At Key Stage 4**

* ASDAN
* Foundation Learning (Personal Progress)
* PSD and Foxfield assessment of ILS and PSHE

**At Post 16**

* Foundation Learning (Personal Progress)
* Personal and Social Development (PSD)
* Work experience at Post 16 is also recorded in the pupils Work Experience Files.

*An overview of current Work Related Learning/Enterprise Education progression throughout the Key Stages is shown in Appendix 2.*

*Further details of Work Related Learning and Enterprise Education routes can also be seen in Appendix 3.*

**Work Experience for pupils at Foxfield School**

When pupils enter the post 16 age phase many have the opportunity to spend one day a week in a work experience placement for half the academic year. This will depend on the pupils’ ability, behaviour and the appropriateness of the placement. During this time they will be involved in the study of work through Careers, Work Related Education or in Work Experience. This ensures that pupils cover the full range of learning experiences by **‘Learning Through Work’, ‘Learning About Work’** and ‘**Learning For Work’**.

To ensure that the process of work experience is a smooth one the following structures are followed:

**Stages of Work Experience Planning and
 Assessment**

1. Work Experience Coordinator identifies suitable placement
2. Work Experience coordinator carries out audits and safety check / risk assessments of placements intending to use.
3. Risk assessments for all pupils completed prior to selection for placement
4. Class teacher, head of post 16 and Work Experience coordinator match pupils to work placements taking into account the pupil risk assessments
5. Pupil told which placements are assigned to
6. Job specifications and permission slips are sent home for parents to sign
7. Pre – visit explanations of visits take place
8. Health and Safety and risk assessment lessons take place
9. Staff informed of pupils and the placement they will be going on in a meeting – detailed information and risk assessments given to staff at this time both verbally and a hard copy. Staff can ask information and advice about pupils at this time.
10. Staff arrange for a pre experience visit where a visual check of the premises can be carried out, any other necessary risk assessments formulated and information can be passed on to work experience placement staff at this time.
11. Work experience placements commence
12. Pupils give feedback about their placement to their peers
13. Staff give feedback about placement to work experience coordinator, teachers and head of post 16.
14. Where appropriate pupils complete Foundation Learning PP worksheets in order to complete units.

**Work Experience for pupils of other Schools and Colleges**

Foxfield School recognises that young people at other schools and colleges can gain valuable experience of the ‘world of work’, by engaging in a short weekly placement or an extended work experience placement in a variety of classroom settings within our own school.

The Deputy Head teacher is the named contact for schools and college placements and it is up to those schools and colleges to undertake their own risk assessments and safety checks of Foxfield School. Once a place is requested the Deputy will identify a class suitable for the placement and negotiate with class staff whether or not they would be interested in having the students help that week/term etc.

Whilst on the placement a student will have:

* a ‘named supervisor’ for the student whilst on work experience (generally the classroom teacher)
* a programme of work which meets the aims and objectives of the placement (this is generally given in the form of day to day instructions to do with the daily workload and timetable of that class)
* a workplace Induction programme, given by the Deputy Head Teacher upon the students entry to the school which comprises of a brief overview of the school. Further information can be requested at any other time in the form of help and advice from the teacher or other staff in that class or from the Head Teacher or Deputy who both have an ‘open door’ policy.
* all necessary information, instruction and training whilst on placement
* written feedback and evaluation of the work experience programme

If possible the Deputy Head will arrange for the student or school representative to meet with or have a phone conversation with him to discuss the placement. These discussions should include:

* the aims and objectives of the placement
* an outline of the work experience programme
* any particular skills/activities which should be incorporated into the programme
* determining the start date, finishing date, working hours and normal working environment
* determining the person who will directly supervise the placement
* any personal information about the student which may have a bearing on the placement (e.g. health, physical abilities/disabilities, special educational needs)
* specific activities / locations which will be prohibited
* exchange of contact details
* School Code of Conduct
* School Dress Code

On day one an Induction programme is delivered to the student usually by the Deputy Head or a Senior Manager and further information is given by classroom staff.

The induction programme should include:

* Overview of the School
* Key people within the School
* Layout of the building(s), via a tour which includes locations of toilets, washing facilities, rest areas, canteen/kitchen, emergency exits, assembly points
* Expected duties, prohibited activities and workplace areas
* Fire Alarm (sound, routine testing, expected actions)
* Access to First Aid, location of First Aid boxes, identity of qualified first aiders
* Accident reporting procedure
* Issue of relevant H&S information, literature, passwords, ID badge, etc.
* Explanation of any specific or ‘local’ rules that they are expected to comply with
* Introduction to their working area and timetable of planned work
* Responsibilities of student, particularly in respect of their own health and safety
* Emphasise the need to ask if they are unsure of anything

**During the placement**

* It is important that the placement is routinely monitored throughout the planned programme
* Is the student undertaking the planned activities safely and at the standard expected?
* Is the level of supervision adequate, are the planned activities suitable for the student, do they meet the aims and objectives of the placement?
* Ensure that the named supervisor makes contact with the student on a daily basis, that any questions or problems (from either side) are discussed and addressed.
* Programme sufficient time on a daily basis, for the student to maintain their work diary or other work experience related assignment.

**At the end of the placement**

Time should be set aside at the end of the programme to review the placement and to provide feedback to the student. Normally the student will require the employer (supervisor) to provide a written assessment of their performance during their time with the School. It is useful to have completed this prior to the feedback session so that it can be discussed at that time.

Constructive feedback should be provided on the students’ personal qualities and attributes that are relevant to their employability. Also any advice / guidance to the student on their future career path and employment is useful.

The feedback session also provides the student with the opportunity to give their opinion and describe their experiences of the time spent with the providers, enabling the suitability of the planned programme for students of that age and experience to be assessed, and to identify any necessary improvements in the provision.

**ICT and Enterprise**

ICT will naturally occur in many parts of WRL, depending on Work placement, Enterprise project etc. When out on work experience and in the community pupils will be exposed to technology all around them, from CCTV cameras and pelican crossings to supermarket cash tills, dishwashers etc. Within the Enterprise projects, groups use technology such as cameras, computers and photocopiers to make cards, print labels etc.

**Coordinating and Leading Work Related Learning**

Foxfield School has a WRL/Enterprise coordinator who has developed the subject over a number of years. In the past the school has had a stall in a local shopping centre selling products made by pupils and through the Enterprise project and has also sold products at the Wirral MENCAP shop in Birkenhead.

Where possible and beneficial the school has also worked closely with training providers who provide specific short term training courses in areas such as Motor Mechanics, Retail and Manufacturing.

The school also has a Work Experience/Work Related Learning Coordinator who is employed to work on behalf of the Wirral Special Schools Collaborative.

**Key Staff**

* Deputy Head Teacher - Paul Howley
* Work Related Learning / Enterprise Coordinator – (Heads of Key Stages 4 & Post 16)
* Work Related Learning Coordinator (Wirral Special Schools Collaborative)
* Assessment Recording and Reporting Coordinator – Noel Fitzgerald

**Equal opportunities / access to the curriculum**

All pupils in Foxfield School will have access to the Work Related Learning Curriculum at a level that is appropriate to their ability. Once in the Post 16 age phase the type of Work Experience placement and time spent on it will vary in accordance with the pupil’s ability.

**INSET**

INSET on delivery and aspects of Work Related Learning/Enterprise will be given to all classroom staff entering the Post 16 Key Stage. This will inform on the following:

* Rolling programmes
* Progression throughout the school.
* How careers and PSHE work alongside
* How we plan to cover WRL, Work Experience, Careers at the Post 16 age phase
* Where Enterprise appears at the differing key stages.

Regular meetings are held with key members of staff involved with the Work Related Learning and Enterprise Curriculum and training is given when necessary.

**Appendices**

Appendix 1
Enterprise Education Diagram

Appendix 2
Work Related/Enterprise Education routes at Foxfield

Appendix 3
Detailed Work Related/Enterprise Education routes at Foxfield

Appendix 1

Enterprise and Production = (Industrial visits)

 Business Processes

PP/PSD Units

Appendix 2

Enterprise Education Routes at Foxfield School

**KS4**

Appendix 3

**Independent Living Skills —** Approximately 10% of timetable during week

**Horticulture —** Approximately 10% of WRL timetable during the week

**Work Related Learning and Work Experience -** Approximately 30% of timetable during week

**Mini — Enterprise -** ongoing

**Post 16**

**Careers Education —** every spring term

**Mini — Enterprise -** Twice a year

**Careers Education —**every spring term

**Independent Living Skills —** Approximately 10% of timetable during week

**Careers Education -** every spring term through PSHE

**KS3**

**Independent Living Skills —** Approximately 10% of timetable during week

**Work Related Learning -** Approximately 10% of timetable during week

**Independent Living Skills —**

Approximately 10% of timetable during week

Why we need to make and spend money—IC

Personal hygiene and appearance—IH

**Careers Education —** every spring term through PSHE

**Mini — Enterprise -** Twice a year

**Work Related Learning -** Approximately 10% of timetable during week

**Independent Living Skills**

Approximately 10% of timetable during week

What is a career/job—different options
Social and moral dilemmas—meet and talk with people who contribute to society/various jobs with people who contribute
**Taking part in annual review meeting—YEAR 1**
**Working with connexions find out opportunities available post 16—YEAR 2**

to

Making in school and selling in the community
**ASDAN (T.I) - Knowing How 14 (Taking part in a mini—enterprise) – YEAR 1**

Learning about work in the community
**ASDAN (T.I) - Moving Forward 14 (Finding out about different jobs people do in your school) - YEAR 2**
**Find out what jobs people do in the local community—YEAR 2. + Entry Level 1—Developing Skills for the Workplace—health and safety—YEAR 1**

Self discipline i.e. getting places on time e.g. work, interviews etc.—IC
Preparing a lunchbox for work—IH + Entry Level 1— Developing skills for the workplace—following instructions —YEAR 2

**KS4**

Adding money to make more money etc.

People who help us

Lifestyles/peer pressure

Taking responsibilities towards others/respecting others

**Functional Skills**

**KS3**

**Careers Education —** every spring term through PSHE

Work Related and Enterprise Education Routes at Foxfield School

**Post 16**

**Careers Education —** every spring term through PSHE

**Mini — Enterprise**

**Work Related Learning and Work Experience -**Approximately 30% of timetable during week

**Horticulture —** Approximately 10% of timetable during the week

**Independent Living Skills —** Approximately 10% of timetable during week

Taking responsibility for employment
Presentation / Hygiene / CV’s etc.
Roles and responsibilities in the work place

All year round Enterprise Initiative—making money from the garden produce and manufacturing as well as card making

Working in the work place with or without supervision and gaining an understanding of your role e.g. where does the packaging working on at Remploy go to once it has left the factory?

Linked to Enterprise Education—sell in
Foxfield Foyer Shop, one day a week

Working towards getting to work independently—IC
Making drinks for people at work—IH