

Work Related Learning Policy 2025 - 2026

At Wood Green Academy there has been a long standing commitment to the belief that an understanding of the world of work is an essential part of every student's curriculum. We support the principal that young people must be given the opportunity to develop skills and acquire knowledge that will enable them to take up their place in a rapidly changing and technological society, one that demands a highly skilled and adaptable work force.

We therefore welcome the statutory requirements under Section 351 of the 1996 Education Act to provide a balanced and broadly based curriculum, which prepares students for the opportunities, responsibilities and experiences of adult life, including preparation for working life.

There is a careers leader for work-related learning, a Link Governor for careers and the Academy follows the Gatsby benchmarks for good careers guidance, Ofsted recommendations for effective careers guidance and the DfE requirement to inform learners of the full range of options and pathways which we audit annually through the use of the Gatsby Benchmarks, Compass+ Audit and Tracker.

The school have links with the Black Country LEP, Black Country Consortium, The Chambers of Commerce, are part of the Careers and Enterprise Company Enterprise Adviser Programme, a Careers Hub School.

At Wood Green Academy we acknowledge that: "Work Related Learning is defined as 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 learning the skills **for** work."

Through this three stranded approach there is now the statutory requirement for us to make provision for all students at Key Stage 5, Key Stage 4 and Key Stage 3 to:

- **Learn through work** by providing opportunities for students to learn through work experience or part time jobs, through enterprise activities in school and learning through vocational contexts in subjects.
- **Learn about work** by providing opportunities for students to develop knowledge and understanding of work and enterprise through careers education.
- **Learning for work** by developing skills for enterprise and employability through undertaking problem-solving activities, work simulations and mock interviews.

Aims of Work Related Learning

At Wood Green Academy the aim of our approach to WRL is to provide all students with a wellmanaged, high quality programme of work related learning that will not only enable them to prepare for adult and working life but will motivate, develop skills and broaden aspirations and raise levels of attainment.

Objectives

The key objectives for WRL are to:

- Ensure that work related learning has a high profile throughout the curriculum.
- Promote the value of vocational qualifications and WRL experiences with all students, parents and teachers as well as within the local community.
- Develop a wide range of high quality work related leaning activities, courses and opportunities that will enable students to raise achievements and aspirations
- Map and review the provision of work related learning opportunities across the curriculum and encourage all curriculum areas to make links with the world of work.
- Learning about the world of work and better preparation for the transition from education and training to work provide all of Key Stage 4 and 5 students the opportunity to participate in a well-planned and evaluated period of work experience.
- Promote greater awareness and understanding of work, industry, the economy and the community
- Develop personal, social and key skills and employability skills of all students in a wide range of contexts
- Provide all students with the opportunities to work with employers through a variety of activities
- To develop effective links with key partners which include Sandwell IPS (Inspired Partnership Services); Connexions, Chambers of Commerce, Sandwell LEP and Enterprise Advisors.
- To deliver personal and social education through the improvement of interpersonal skills, presentation skills, self-confidence, taking initiative, teamwork and taking on responsibility

- To have effective Careers education and guidance (CEAIG) to offer support and impartiality.
- Ensure all students receive encounters with independent training providers and colleges in compliance with PAL.
- All students have a good understanding of apprenticeships, Technical pathways and Advanced technical qualifications and to provide 6 encounters with a range of education and training providers to inform them about approved technical education qualifications and Apprenticeships.

Curriculum Provision

The Academy offers a wide range of activities that contribute towards work-related opportunities in order to help prepare all students effectively for adult and working life.

The range of activities the Academy is currently using in order to help meet its objectives include:

KS4

- BTEC Technical Award in Digital Information Technology
- BTEC Technical Award in Performing Arts (Dance)
- Cambridge National Certificate in Health and Social Care
- Level 1/2 Vocational Award Retail Business

KS5

- Vocational Level 3 Extended certificate, Diploma & Extended Diploma (Full Time) in Business & Extended Diploma in Health and Social Care
- Vocational Level 3 Extended certificate, Diploma in Business in year 13
- Careers Education and Guidance (CEAIG) from age 11-19.
- Work Experience in year 10 and in sixth form (year 12) • Enterprise projects.
- Problem Solving and Insight into Work Activities.
- Personal and Social Education 11-19. (Stepup4life days)
- Industry / Enterprise Days.
- Visitors from Industry and Business.
- Individual Options Interviews for Year 10, 11 and sixth form with Connexions.
- Individual Options Interviews for year 8 with SLT.
- Sixth Form Annual Careers Event.
- Alternative curriculum support

- Aspire to HE booklets (year 9 – 13)

Work-related learning in the Academy enables each curriculum area to make a full contribution through:

- Ensuring that all students have access to some work-related activities which are appropriate to their needs.
- The use of appropriate teaching and learning strategies.
- The regular review of learning outcomes and assessment arrangements for all workrelated programmes and courses;
- Ensuring maximum understanding for all students of the various aspects of work related learning to adult and working life.

Management of Work Related Learning

Amanda Birch (Teacher of MFL and Careers Leader) is responsible for the overview of all workrelated learning including:

- the management and co-ordination of the various aspects of work-related learning.
- the range of activities in each key stage.
- how effectiveness and benefits of work-related activities are to be measured, monitored and evaluated.
- the assessment procedures and strategies for student evaluation of activities and learning outcomes.
- the systems to secure balance, progression and continuity.
- ensuring appropriate channels of communication at senior management level, governing body, and consortium and across the Local Authority.
- Work Experience for Year 10 and sixth form

Middle Managers are responsible for specific aspects eg. Careers Guidance (CEIAG); STEPUP4LIFE and Student Achievement. –

Individual subject Leaders are responsible for:

- Linking curriculum learning to careers – especially STEM
- identifying appropriate learning outcomes: skills, attitudes, concepts, knowledge and the strategies to achieve them.

- clarifying how the activities helps progression and learning about, for and through work.
- Building links to industry and the world of work through their Curriculum delivery.
- Having a careers champion within their department responsible for raising awareness of careers in the curriculum.

Work Experience

Aims and objectives

- Work Experience provides all students with opportunities to learn about the World of Work and the changes which are occurring.
- It aims to develop students' employability skills.
- Provides opportunities to understand the links and differences between school work and 'work'.
- Provides opportunities to develop key skills including increased maturity, motivation, self-confidence and inter-personal skills.

Links with local employers

- The Work Experience programme includes an outline of the purpose of Work experience for the benefit of providers.
- Work Experience visits provide good opportunities to meet and exchange views with employers.

Roles and responsibilities of staff

- Overall responsibility for Work Experience lies with the Careers Leader.
- The Co-ordinator liaises with all students, providers, parents, form tutors, the Connexions Service, Sandwell Council and SIPS (Sandwell Inspired Partnership Services), Chambers of Commerce, Enterprise Business Advisor.
- The Work Experience Co-ordinator and Work Experience Administrator support students in finding placements for WEX.
- Staff will, where feasible, visit students and / or call them during their placements.
- Preparation for Work Experience occurs during Stepup4Life days and the preliminary visit prior to the placement.
- Form Time is a time to discuss the work experience placement, when needed.

- **Roles and responsibilities of students**

- The year 10 cohort at Wood Green Academy will have an entitlement to one week of Work Experience during term time of Key Stage 4.
- From September 2021 (Class of 2023), all Sixth Form students MUST engage in a work experience placement during their course of study.
- This will not be a fixed placement and will be flexible to ensure the placements fit into Post 18 next steps.
- This will be tracked for all students via the Post 18 Tracker; intervention and support will be put in place for students who do not have a placement by the end of Year 12.
- Initially all students are encouraged to find their own placements, either by writing, telephoning or personal contact. It is recognised, however that this is not possible for all and special help and advice is provided for those students for who need extra support for this.
- It is stressed to all students that they have responsibilities to themselves, their Parents, the Academy and young people in general when they are on placement.
- All Students are expected to complete their Work Experience logbooks and bring them back to the Academy for monitoring by the Careers Leader.
- All students are expected to send letters of thanks to their providers', this is done on the following STEPUP4LIFE day.

Health and safety

- All placements are entered onto The SIPS (Sandwell Inspired Partnership Services), database ready for them to clear placements for health and safety.
- There is an 8-week deadline to have all placements entered onto the database, to ensure Health and safety checks and risk assessments are completed.
- New placements are sent for clearance at least 8 weeks prior to the Work Experience period within the Sandwell IPS time framework. Cut-off dates for new placements are published by SIPS (Sandwell Inspired Partnership Services), annually
- All Students are briefed with regard to the importance of health and safety during their STEPUP4LIFE programme.

THE ACADEMY MAY CONTINUE USING SPEAKERSFORSCHOOLS AND OTHER VIRTUAL WORK EXPERIENCE PROVIDERS IN 2025/2026 AND SAFEGUARDING PROCEDURES ARE ALREADY IN PLACE FOR THIS.

Process of review and evaluation

The process of review and evaluation will take place on an annual basis with recommendations being made to SLT so that key areas for development can be incorporated into the Academy Improvement Plan with amendments and modifications made to the policy as appropriate.

The effectiveness of the WRL Programme will be evaluated by:

- Monitoring of all student's Work Experience Logbooks This includes opportunities for students to assess themselves, the placement and the process.
- Parental and Employer feedback through questionnaires and Work experience Logbooks
- Some de-brief information is used to inform the following year group and placements are assessed for suitability for following years.
- Future Skills Questionnaire
- Student voice

Timetable

July 2025

- An assembly to be given to year 9 regarding WEX in 2026, to give them time over the summer holidays to find themselves a WEX placement.
- Announcement to year 10 parents/carers about WEX and what it entails.
- SU4L for year 9 to do research on companies and start thinking about WEX and placements they can do. Use of new careers software Xello to research careers.

September/October

- An assembly to be given to year 12 students regarding WEX and what it entails.
- WEXPIE for year 10 parents and pupils.
- Announcement to year 10 parents/carers to update on WEX.
- Support sessions at lunchtime for year 10 for WEX

October/November

- Stepup4life for year 11 for Mock interviews and also Post 16 options/ choices

- Use of Xello (online platform) to allow students to build up a portfolio of achievements and successes to be used during and on leaving school. (recording of WEX placement and other WRL opportunities)

January/February

- Careers Leader to approve any successful WEX applications and return to employer/provider confirming student details and any medical information as needed.

March /April

- Individual aims and objectives identified during STEPUP4LIFE sessions
- WEX prep activities undertaken during SU4L days.
- Year 7 introduced to Xello (careers platform) and also will have talks from Apprenticeship and training providers.
- Work Experience logbooks issued and placement information confirmed
- Year 10 undertake Work Experience.

May /June/July

- WEX logbooks returned to Careers Leader to evaluate
- Pupils issued with a WEX certificate to keep in their Stepup4life folders

Staff Development

The Academy provides a number of opportunities for staff to undertake relevant and appropriate professional development to support the teaching of work-related learning.

Policy Review

The Academy policy on work-related learning will be reviewed and monitored at various levels and at different times by key groups on an annual basis. The key priorities from the review are incorporated into the Academy Improvement Plan on an annual basis.

Policy Date: AJB / July 2025

Date of Review: July 2026

Approved by Governors