

Introduction/Ethos

In the current vocational review by Wolf (2011) it has been recognised that vocational programmes are valued and important for England's educational provision. Both vocational and work-related learning are key elements of supporting students into further education or employment once they have completed their secondary schooling. It is recognised that students who take on a vocational programme demonstrate success in their chosen vocational field and can become more engaged within academic learning off-site.

Since 2004 the statutory requirement is that schools include work-related learning within the curriculum for all students in key stage 4, wherever their learning takes place. It is also important to note that both vocational and work related learning should aid the student for their future development and where possible courses should fit within the current 2017 performance tables. Therefore, it is required that Northern House School (Wokingham) makes provision for all students at Key Stage 4 to:

- Learn through work, by providing opportunities for students to learn from direct experiences of work (for example through work experience, the variety of enterprise activities in schools, or learning through vocational contexts in subjects)
- Learn about work, by providing opportunities for students to develop knowledge and understanding of work and enterprise (through, for example, vocational courses, PSHE and careers education)
- Offer students the opportunity to increase their qualification portfolio through different vocational opportunities which will support students into further education or employment

Aims and benefits

The underlying aims of vocational and work-related learning can be defined as:

- raising standards of achievement;
- increasing the commitment to learning, motivation and self-confidence of students;
- improving the retention of young people in learning after the end of compulsory schooling;
- developing career awareness and have access to impartial and informed information and guidance to make the right choices about their own future
- supporting active citizenship;
- developing key skills and broader personal aptitudes;
- developing the ability to make conscious applications of knowledge, understanding and skills;
- improve understanding of the economy, enterprise, personal finance and personal job aspirations
- encouraging positive attitudes to lifelong learning.

Implementation

Discussing the Key Stage 4 needs of each student at the transition review at Year 9. This will include mapping out a likely package based on three options of parental and student choice i.e. mainly vocational, part vocational and academic (GCSE) or mainly academic (GCSE) with some vocational training or work experience.

- Completed plans and papers following the Key Stage 4 meeting will be sent to the Vocational Officer who shall organise supporting documents to offer during the interview process.
- Students will be interviewed by the Vocational Officer to decide on their vocational pathway (after the transition review)
- From year 9 onwards offering students suitable vocational courses that will support their transition from Key Stage 4. These will offer suitable training schemes and personal development opportunities for the students.
- Offering students the opportunity to partake in extended work experience of their choice.
- The school will look to develop vocational GCSE and other qualifications directly linked to the needs and the choices of the current cohort of KS4 students.
- Through Connexions NEET and other data will be collected and collated so that the school can identify post school success and therefore vocational programme effectiveness.

Monitoring and Assessment

- The Learning Leader and Head of Care will monitor pupil progress through curriculum assessment, pupil records, visits to vocational training courses and work experience placements.
- The Learning Leader will have regular meetings with the Vocational Officer to ensure that vocational courses are appropriate, effective and in line with student needs and choice.
- Post school monitoring will be carried out formally by connexions and the pupil's Local Authority.