



## ***iMap Education***

# **School Policy**

Section	School Policies
Policy Number	SP-076
Policy Name	Work Experience and Work Based learning Policy

Creation Date	Review date	Next Review date	Nominated Reviewer
01.09.13	01.09.21	August 2022	S Beddow

# WORK EXPERIENCE AND WORK BASED LEARNING (WBL) POLICY

## 1.0 Introduction:

The Davies review (2002) looked at “Enterprise and the Economy in Education” and focused on the outcomes contributing most to the employability of student in three areas:

1. Enterprise capability;
2. Financial Literacy;
3. Economic and business understanding.

It is suggested that these areas are addressed within a range of curriculum areas and should contain one or more of the following strands:

- learning *through* work : work experience, part time work and school enterprise;
- learning *about* work: vocational courses and career education;
- learning *for* work: employer valued skills, career planning skills.

Each outcome is measured against: knowledge and understanding, skills, attitudes and qualities. The benefits for students are then seen to be:

1. Developing employability;
2. Helping to prepare them for life in the world of work;
3. Improving motivation by seeing the link between school and work.

## 2.0 Aims of the WBL Enterprise Curriculum:

WBL has an important contribution to make to the education of all our students in order for them to make effective transition from school to adulthood and employment. To facilitate this transition we provide a range of opportunities for students to learn, through work, in a range of contexts. There is a statutory requirement under the Education Act 1996 for school to provide a broad and balanced curriculum which “prepares pupils for the opportunities, responsibilities and experiences of adult life, which includes preparation for working life”. The school encourages innovative approaches to WBL in order to motivate students.

## 3.0 Coverage and Delivery:

WBL is woven into all aspects of the 24 hour curriculum, with a focus being the development of task related skills, along with the ability to generalise and transfer skills learnt within a variety of contexts.

Through delivery of a well resourced “It’s My Life and My Work” curriculum, we to ensure that all students have access to their entitlements in terms of CIAEG, WBL and Enterprise. We ensure that students are able to learn through work, about work and for work, by providing engaging, appropriate activities that enable students to develop their career planning skills.

Linking personal planning, target setting and recognising achievement with the Progress File will help raise students’ self-esteem and confidence.

The main purpose of WBL is for students to learn about the world of work and better prepare for transition into adulthood and potentially employment, this means for most of our students an increase independence and developing life skills.

WBL develops personal and social education through the improvement of interpersonal skills, presentation skills, self-confidence, taking initiative, teamwork and taking on responsibility.

We aim to develop links with local businesses, and access a variety of work places, whilst developing an Enterprise Fund with the school's Parents Forum, giving students an opportunity to determine the content of projects and how to use the money generated.

iMap School is committed to maximising the benefits for each student, whilst recognising that some students require more WBL than others.

All curriculum areas and activities offered to students focus on developing independence skills, functional skills (as defined by QCDA) and wider key skills, in order to prepare students for adult life, and to develop career planning skills; making Well-Informed, Realistic Decisions

#### *Work Experience*

- Students are entitled to work experience in Year 10, however, due to the difficulties our student's experience, it is usual for them to develop skills through WBL tasks on-site, and access their entitlement in Year 14. This enables them to utilise their maturity and progression.
- These placements are aimed at increasing motivation for student, and to develop the ability to sustain engagement over a longer period of time.
- Risk assessments on the placement are carried out by the School and iMap carries out individual student risk assessments, in terms of their individual needs and work place related.
- iMap Centre ensures that for each student 1:1 support is available, which can be gradually withdrawn as appropriate. In the rare event that a student is unable or unwilling to participate in a work placement off-site, we offer WBL throughout the 24 hour curriculum.
- A record of work experience is compiled by the student and aims to provide a record of practical tasks, student and employer evaluation as well as a record of the theoretical learning associated with the job role, e.g. health and safety, tools used job roles etc, at level that is meaningful to the student.
- Achievement can be recorded through the Progress File, and external accreditation

#### **4.0 Strategies for Teaching and Learning**

- a. Teaching is delivered individually and in small groups;
- b. A range of teaching methods are used in response to the specific needs of each student e.g. written word, symbols, objects, modelling tasks, participation in tasks, repetition.
- c. Teachers develop a range of resources necessary to deliver the curriculum
- d. Staff are responsive and reflective towards the varying needs of each student.

- e. A focus on the development of basic skills in order for student to access as much of the curriculum as possible.
- f. 1:1 Support from iMap Centre staff will be available at all times for work placements if necessary. This support can be gradually withdrawn when appropriate.
- g. EBP complete a risk assessment for off-site placements. In addition, individual risk assessments are used and specific risk assessments for each work place will be completed by the Careers Co-ordinator and Teacher.

### **5.0 Cross-Curricular Links:**

The teaching of WBL contributes to learning across the curriculum. It promotes student's spiritual, moral, social and cultural development. WBL is closely linked to DT and Daily Living Skills, PSHE/CZ and key skills including ICT.

### **6.0 Assessment:**

The school tracks the progress of students and by using evidence from students' individual investigations and class work, the teacher assesses the NC/P level or Entry level/ milestone students have attained, sets new targets and reports back to students, parents and Local Authorities. Evaluations and observations made by students and staff at the end of each session provide continuous assessment for learning whilst informing the short term planning for the next session. Records of curriculum enrichment use enrichment diaries and capture the planned and spontaneous learning and student engagement.

All students can accredit their attainment and achievements within WBL through ASDAN Entry level qualification in Personal Progress, and other accreditation schemes as appropriate to each student. They can also use the Progress File to evidence their planning and learning.

### **7.0 Health And Safety Issues:**

The school is aware of the importance of health and safety in WBL and in order to ensure that all students and adults are safe the following procedures are followed:

- A Risk Assessment review is carried out before the WBL session by the teacher / facilitator and/ or employer
- At the beginning of each session a reminder is given to students about potential hazards and care of the equipment they are using.
- Students are reminded of the need for sensible behaviour and proper regard for safety at all times.
- This school has a Health & Safety Policy and teachers, or any adult, working with students should consult this.
- Visits are planned with due regard to the school policy on taking students on outings and work placements.
- Appropriate storage of tools and adequate supervision of use.
- Students are taught to use materials, resources and technical equipment with the appropriate care.
- Equipment is not used unsupervised by students.
- Other safety issues are raised as and when appropriate and recorded on lesson planning.

## **8.0 Monitoring:**

- The content, delivery, resources, student assessment and recording student progress within the WBL curriculum is monitored and reviewed regularly by the Principal.
- Work placements are monitored by the support staff who should report any concern to the Principal

## **9.0 Safeguarding**

School should ensure that any workplace or work based learning venue are complaint with the latest safeguarding recommendations. These should be confirmed in writing and the records keep in school.

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