

# Careers and Enterprise

## Looking beyond. Thinking forward.



### Overall aim

To raise children's aspirations and empower them to make informed choices about their future

Strategic aim	Key tasks	Accountabilities and timescales						Desired impact	Evidence	
		T1	T2	T3	T4	T5	T6			
CE1. Provide structured support for the transition between each phase of a child's educational journey, ensuring success	a) Produce cross phase transition plans and procedures (Transition Policy) which will support all children but with specific reference to those who are more vulnerable			CK/KB/ KP/RG /GP/ SM and SENCo	→	→		<p>All staff are clear about policies and procedures regarding transition. Children have made a positive transition and they are settled and eager to learn. Children are able to say where to go for support if needed and feel happy and secure. Children take increased responsibility in supporting their peers. Children can talk about what happens in different phases of their educational journey and ask relevant questions.</p>	<ul style="list-style-type: none"> <li>• Transition Policy</li> <li>• Behaviour for learning walks</li> <li>• Monitoring cycle</li> <li>• Pupil voice</li> <li>• Photographs of trips and visits to be displayed on Twitter and school website</li> <li>• Transition booklets for key children</li> <li>• Poster of management strategies for key children</li> <li>• Subject leader file</li> </ul>	
	b) Set up transition booklets for key children						SENCo			
	c) Provide support and lunchtime staff with information re key children	SENCo	→							→
	d) Introduce cross phase projects and buddy system between KS1 and KS2	Learning Mentors SM/RG	→							→
	e) Continue links with Little Fish Theatre Group				SM/M W	→				→
	f) Make and develop links with local secondary schools	SM	→							→
	g) Organise visits to local universities for year six			FB/LW/ SM	→					→

	children								
CE2. Prepare children for the future and a world of opportunities beyond education, ensuring they are equipped to make informed choices leading into adulthood	a) Identify specific aspects of 'careers learning' on the curriculum framework map	FB/LW Curric. Team	→						
	b) Organise a sports specific careers event, to explore opportunities in the world of sport	FB/LW	→						
	c) Organise workplace trips to different sectors	FB/LW	→						
	d) Organise visits and speakers to school from different sectors	FB/LW	→						
	e) Organise a careers week to enlighten children to different opportunities and possibilities and challenge stereotypes						FB/LW		
	f) Invite parents into school to share their skills and expertise						FB/LW	→	
	g) Link specific values and dispositions to Careers and Enterprise and make links through assemblies	FB/LW/ CK	→						
	h) Set up a section on careers and enterprise on the school website				FB/LW	→			
								<p>There will be a clear plan of the development of children's knowledge, skills and understanding. Children will have access to a wide range of expertise through careers week. Children are aware of different opportunities available to them beyond education. Children will be curious and ask questions about different professions. Children will have an understanding of different sectors and what skills and qualifications you need. Children are inspired and understand where different choices can take them in the future. Parents feel well informed, inspired and know where to go for extra information. Children will understand that certain professions are not gender specific.</p>	<ul style="list-style-type: none"> <li>• Curriculum Framework</li> <li>• Careers events to be listed on school calendar</li> <li>• Photographs to be on Twitter and the school website</li> <li>• Language used by children and Pupil Voice</li> <li>• Parent feedback</li> <li>• Information on school website</li> <li>• Assembly rota</li> </ul>

<p>CE3. To equip children with the skill sets and resilience to enable them to adapt to the changing world</p>	<p>a) Identify specific aspects of 'careers learning' on the curriculum  b) Identify cross-curricular links to enterprise and clearly identify on plans  c) Update curriculum map to include the teaching of financial management skills across the curriculum  d) Children to apply and interview for areas of responsibility within school such as Playground Buddies  e) Create and maintain a blog about careers and enterprise activities in school, children to PDM to introduce a whole school projects linked to Enterprise and Computing  f) PDM to introduce a whole school projects linked to Enterprise and Computing</p>	<p>FB/LW Curric. Team</p> <p>FB/LW Curric. Team</p> <p>MW/AA</p>	<p>→</p> <p>All staff</p> <p>→</p> <p>→</p> <p>→</p>					<p>The learning environment encourages children to tackle real life challenges, which require them to manage risk, develop their decision-making, team building and problems solving skills. Children are equipped with key skills and can articulate the importance of financial planning. They will be able to show that you can make considered decisions about spending and saving. Children can present confidently and talk about enterprise in range of contexts. Teachers are confident in embedding enterprise across the curriculum.</p>	<ul style="list-style-type: none"> <li>• Planning shows clear links to enterprise opportunities</li> <li>• Key questions identified on plans</li> <li>• Curriculum maps show a cross curricular approach</li> <li>• Learning outcomes</li> <li>• Learning in children's books</li> <li>• Displays in classes</li> <li>• Pupil voice</li> <li>• Blogs are running and linked to school website</li> </ul>
<p>CE4. Enable children to develop awareness of a new world of opportunities through innovative enterprise initiatives</p>	<p>a) Develop the school garden to grow and begin to sell fresh produce  <i>Link with Lifestyles (SDP) and science and DT curriculum. Thinking about 'Where does our food come from?'</i>  b) Organise a whole school enterprise challenge or task for children across KS1 and KS2</p>				<p>RG/FM /FB/LW</p> <p>FB/LW/ RF</p>	<p>→</p> <p>→</p>		<p>Children will have first-hand experience of real life contexts and the application of their learning experiences. Children will use their initiative and be enterprising, They will be able to show resilience and display problem solving skills.</p>	<ul style="list-style-type: none"> <li>• School garden will be utilised effectively</li> <li>• Photographs/video footage from enterprise challenge to be on Twitter and school website</li> <li>• Outcomes from enterprise challenge</li> <li>• Pupil voice</li> </ul>

