



Academies Trust

Co-op Academy Woodlands CRL programme & policy

2024-25

Approved by: Jo Sykes (Careers Director) Date: October 2024	Last reviewed on: October 2024	Next review due by: October 2025
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Careers Leader: Ruth Hopkins

1.0 Rationale and Vision

The Co-op Academy Trust is committed to ensuring all our students have access to high quality career related learning (CRL) opportunities throughout each stage of their development. Our CRL programmes will inspire, raise aspirations and give our students an optimistic outlook on life.

At Co-op Academy Woodlands, the vision for the development of CRL is to provide the very best opportunities to enable our pupils to broaden their horizons and raise aspirations. We want our children to see a clear link and purpose between their learning experiences and their future. Our programme promotes equality of opportunity, gives exposure to the world of work, celebrates diversity and challenges stereotypes.

1.1 We are always guided by our Coop values:

Do what matters most

What matters most is ensuring that our students achieve the best possible outcomes.

Be yourself, always

We bring our best self to work, so that we each contribute a bit of our own unique Co-op difference, and respect others for doing the same.

Show you care

We care about our Co-op, our colleagues, our members, our students, their parents and communities, now and for the future.

Succeed together

Co-operating is what makes us different; we're better and stronger when we work together.



2.0 Intent

Our CRL program is both bespoke and unique to our academy and is reviewed on an annual basis to meet our children's needs based on internal monitoring and evaluation processes. We are committed to providing a coherently planned and sequenced programme that reflects our academy's context and core values. Our programme is designed to entitle all children to develop their knowledge, skills, understanding and cultural capital to support them to go on to positive destinations that meet their aspirations and interests. With this in mind we aim:-

- To broaden children's horizons and raise aspiration with the ultimate aim of improving social mobility
- To support the raising of standards of achievement and attainment for all children, especially by increasing motivation, attitude to learning and attendance
- To reinforce the importance of Maths and English in later life
- To support inclusion, challenge stereotyping and promote equality of opportunity
- To excite and motivate children about their curriculum learning by ensuring there are strong links between education and the world of work.
- To develop enterprise and essential life skills
- To help children to learn about, and develop, their skills and qualities to instil greater self confidence
- To tailor CRL learning / events to meet the needs of all our children through appropriate differentiation
- To involve parents and carers whenever appropriate
- To use current labour market information (LMI) to enable children, staff and parents to engage actively with local and national CRL information so that they can increase their knowledge and understanding about the world of work.
- To use all feedback to reflect on our current provision to develop our future CRL program
- To provide additional support to specific vulnerable groups such as SEND and pupil premium
- To monitor and evaluate current provision in order to ensure our program is quality assured in line with other curriculum areas
- To share best practice with other Co-op academies at network events to ensure reflection and development of own program
- To ensure each key stage get a least 1 employer encounter



2.1 Learner entitlement

All children are entitled to consistent and whole school delivery of CRL to ensure they understand who they could become and develop a healthy sense of self to enable them to reach their full potential. This will include real life experiences of the workplace either virtually, physically or with in-school visitors for all year groups.

2.2 Planning & curriculum

Planning for CRL is included throughout our curriculum and in development across all subjects. Teachers are encouraged to explore links to careers through the core and non-core curriculum when possible both implicitly and explicitly. It is recognised that opportunities are often spontaneous, following the children's learning, experiences and ideas.

2.3 Approaches to teaching and learning

The curriculum is approached in a variety of ways, using a range of teaching and learning styles. In CRL we place emphasis in active learning including the pupils in circle times, role play, research and enterprise activities. Visits, and visitors, will also form part of our CRL curriculum. Through the curriculum we will aim to give children real life, authentic experiences of the world of work.

2.4 Visitors and visits

It is recognised that visits and visitors will form part of CRL. Our CRL leader will actively seek relevant and meaningful encounters from a wide range of sectors and providers. Please also see the Trust Health and Safety Policy regarding risk assessment for visits and our Safeguarding Policy for visitors on site.



2.5 Assembly programme

The assembly programme for CRL is devised by our DHT in conjunction with the CRL lead and will support teaching in class through a range of different approaches. Our CRL lead will deliver a range of assemblies on job opportunities within different subjects to link learning to life. Teachers will also deliver assemblies on different careers which will reflect the results of our aspirations survey in KS1/2. Aspirational visitors will also be included in the assembly programme.

2.6 Parental Engagement

Parental engagement in CRL is based around raising parents' awareness of the nature of their supportive role in their child's future. Engaging parents is a key driver when delivering career development activities and CRL should raise aspirations for the parents and their children. We will also look for parent / extended family CRL opportunities to complement our CRL program.

3.0 Implementation

Our program is taught via bespoke activities and events, subject curriculum and extracurricular activities, and a wide range of enrichment activities.

CRL is delivered by a range of providers such as teachers and support staff, Universities, visiting speakers, employers and employees. This delivery includes bespoke workshops, assemblies, project / challenge / enterprise days and via subject curriculum. Our staff receive regular CPD to support them in embedding essential skills into their subject areas. Our parents can access our academy's website which provides clear links to a range of CRL related events and information about local market information (LMI). The CRL events / activities outlined below are all planned to take place over the year in addition to CRL in the curriculum.



Autumn Term

Key stage	Activity / event / curriculum	Intended learning outcome	Benchmark
EYFS	Local area walk Library Visit Bonfire experience	To recognise what we have in the local area e.g. shops, places of work, jobs in the local area etc. To understand what a library is and the different job roles within it.	<ul style="list-style-type: none">• (BM1,2,3,5,6)• (BM1,2,3,4,5,6)
KS1	<u>Year 1</u> Local area walk Trip to Yorkshire Wildlife Park Baking Gingerbread Library Visit <u>Year 2</u> Great Fire of London performance NSPCC workshop Dogs Trust workshop	<u>Year 1</u> To recognise what we have in the local area e.g. shops, places of work, jobs in the local area etc. To understand what a library is and the different job roles within it. To gain a better understanding of a variety of wildlife and to gain an understanding into how the animals are looked after and what differing roles there are at the park. <u>Year 2</u> To gain an understanding of the Great Fire of London and demonstrate that understanding. To understand what a visitor/volunteer is and their role when they come to school. To know and understand the 'pants are private' rule. To know how to stay safe around dogs.	<ul style="list-style-type: none">• (BM1,2,3,5,6)• (BM1,2,3,4,5,6)



KS2	<p><u>Year 3</u> VR experience Dogs trust workshop NLT workshop Herd Farm Trip</p> <p><u>Year 4</u> Library visits Swimming VR experience Possible local walk to mosque or church HMRC tax visit</p> <p><u>Year 5</u> Library visits NSPCC workshops Fire Safety talk AIM high maths day IntoFilm Cinema Visit HMRC tax visit</p>	<p><u>Year 3</u> To gain a better understanding of a variety of animals on a farm and to gain an understanding into how the animals are looked after and what differing roles there are at the farm. To know how to stay safe around dogs. Reading programme delivered by a variety of volunteers from different careers, providing children with support in their reading.</p> <p><u>Year 4</u> To understand what a library is and the different job roles within it. To gain an understanding of tax; what it is and how it's managed. To know and understand some of the careers within HMRC.</p> <p><u>Year 5</u> To gain an understanding about Fire Safety and understand roles within the fire service. To gain an understanding of tax; what it is and how it's managed. To know and understand some of the careers within HMRC. To begin to recognise what a university is and what a post 16 option is To understand what a library is and the different job roles within it. To gain an understanding of the role of a poet.</p>	<ul style="list-style-type: none">● (BM1,7)● (BM1,2,3,5,6)● (BM1,2,3,4,5)● (BM1,2,3,4,5,6)
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	<p><u>Year 6</u> Cannon Hall Farm AIM high maths day NSPCC workshop Dogs Trust workshop Fire safety talk VR experience - Vikings Library visits HMRC tax visit</p>	<p>To develop an understanding of a wide range of careers</p> <p><u>Year 6</u> To gain a better understanding of a variety of animals on a farm and to gain an understanding into how the animals are looked after and what differing roles there are at the farm. To know how to stay safe around dogs. To understand what a library is and the different job roles within it. To gain an understanding about Fire Safety and understand roles within the fire service. To gain an understanding of tax; what it is and how it's managed. To know and understand some of the careers within HMRC. To understand what a visitor/volunteer is and their role when they come to school. To understand how to stay safe and recognise who/what a safe adult is.</p>	
Whole School	<p>Visioning Day</p> <p>Plan and Review Day</p> <p>Assembly: Gipton Together Youth Group</p> <p>Assembly: Rock Steady Music</p>	<ul style="list-style-type: none">- To understand next steps and create targets for the year.- To understand how school impacts positively on future life and goals.- To use Skillsbuilder to set specific targets.- To gain a better understanding of the world of work through real life experiences.	<ul style="list-style-type: none">● (BM1,3,4,8)● (BM1,2,3,4,5,6)



	<p>Maths Olympics</p> <p>Pupil Parliament</p>		
Staff	<p>Training Day - share CRL plans for the year</p> <p>Diversity training</p> <p>CRL training</p> <p>CRL network (RH)</p>		<ul style="list-style-type: none"> • (BM1,3) • (BM1,4,8)
Parents	<p>Weekly Coffee Mornings with different focuses</p> <p>Parents Evenings with online safety workshop focus</p>		
Other	<p>Cross Trust Sports Competitions</p>		<ul style="list-style-type: none"> • (BM1,2,3,4,5,6,7)

Spring Term

Key stage	Activity / event / curriculum	Intended learning outcome	Benchmark
EYFS	<p>Visits to the library</p> <p>Lion Learners</p>	<p><u>EYFS</u></p> <p>To explore the library and explore its purpose</p> <ul style="list-style-type: none"> - To understand what a librarian is and how varied their role is <p>To handle animals and understand how to care for these animals</p>	<ul style="list-style-type: none"> • (BM1,2,3,5,6) • (BM1,2,3,4,5,6)



		- To understand what it means to be an animal handler	
KS1	<u>Year 1</u> TBC <u>Year 2</u> Fairburn Ings Planetarium - immersive in school experience	<u>Year 1</u> TBC <u>Year 2</u> To provide an up-close experience observing nature and all it involves in looking after and who is responsible for that. To take a journey through space and understand about the different planets, the sun and star constellations. To understand what a library is and the different job roles within it.	<ul style="list-style-type: none">• (BM1,2,3,5,6)• (BM1,2,3,4,5,6)
KS2	<u>Year 3</u> National Literacy Trust Programme Library Visits <u>Year 4</u> Roman workshop Library Visits	<u>Year 3</u> Reading programme delivered by a variety of volunteers from different careers, providing children with support in their reading. Library - To explore the library and explore its purpose - To understand what a librarian is and how varied their role is <u>Year 4</u> To gain an understanding into life as a Roman and also how a visitor can recreate that as their job.	<ul style="list-style-type: none">• (BM1,7)• (BM1,2,3,5,6)• (BM1,2,3,4,5)• (BM1,2,3,4,5,6)



	<p><u>Year 5</u> Viking experience day Raising Aspirations - Zoom with a zookeeper</p> <p><u>Year 6</u> Trip to the Royal Armouries - Crime and Punishment Leeds Utd Primary Workshop Into University FOCUS week AIM high writing day Into University FOCUS week Lotherton Hall University of Leeds Road Safety Go IT competition</p>	<p>Discussion around knowledge of Romans. Library - To explore the library and explore its purpose</p> <ul style="list-style-type: none">- To understand what a librarian is and how varied their role is <p><u>Year 5</u> To gain an understanding into life as a Viking and also how a visitor can recreate that as their job. Discussion around knowledge of Vikings and career path.</p> <ul style="list-style-type: none">- Zoom with a zoo keeper - To gain a better understanding of a variety of animals and to gain an understanding into how the animals are looked after and what differing roles there are at the zoo. <p><u>Year 6</u> To gain an understanding into life as an Ancient Greek Warrior and also how a visitor can recreate that as their job. Discussion around knowledge of Crime and Punishment through the years - and careers within the area. To understand different roles within the museum. To develop a wider understanding of FE and university and what it can offer</p>	
Whole school	Plan and Review Day	<ul style="list-style-type: none">- To understand next steps and create targets for the year.	<ul style="list-style-type: none">• (BM1,3,4,8)• (BM1,2,3,4,5,6)



	<p>NSPCC Number Day</p> <p>Time to Talk Day</p> <p>Year 5/6 - Aim High Maths</p> <p>World Book Day</p> <p>Road Safety training - LCC</p> <p>Co-op Core offer - for ALL year groups</p>	<ul style="list-style-type: none"> - To understand how school impacts positively on future life and goals. - To use Skillsbuilder to set specific targets. - To gain a better understanding of the world of work through real life experiences. - To develop a sense of self. - To understand different career paths. - To understand the importance of talk and how it is an important tool for our mental health. 	
Staff	<p>CRL network meeting (RH)</p> <p>CRL twilight for staff</p> <p>Staff LMI training</p>	<ul style="list-style-type: none"> - To understand next steps and create targets for the year. - To understand how school impacts positively on future life and goals. - To use Skillsbuilder to set specific targets. - To gain a better understanding of the world of work through real life experiences. - To develop a sense of self. - To understand different career paths. - To understand the importance of talk and how it is an important tool for our mental health. 	<ul style="list-style-type: none"> ● (BM1,3) ● (BM1,4,8)
Parents	<p>Weekly Coffee Mornings with different focuses</p>		
Other	<p>Cross Trust Sports Competitions</p>		<ul style="list-style-type: none"> ● (BM1,2,3,4,5,6,7)



Summer Term

Key stage	Activity / event / curriculum	Intended learning outcome	Benchmark
EYFS	Temple Newsam Library Visits	<u>EYFS</u> To gain a better understanding of a variety of animals and their animal groups. To gain an understanding into how the animals are looked after and what differing roles there are at Temple Newsam. To explore the library and explore its purpose To understand what a librarian is and how varied their role is	<ul style="list-style-type: none"> • (BM1,2,3,5,6) • (BM1,2,3,4,5,6)
KS1	<u>Year 1</u> Visit to the Library <u>Year 2</u> Visit to the Library Experience Day - at the seaside	<u>Year 1 and 2</u> To explore the library and explore its purpose To understand what a librarian is and how varied their role is <u>Year 2</u> To experience a day at the seaside; what the seaside is, who visits it and what can be found there. To understand some of the jobs people have that work at the seaside. Chn to interview different businesses.	<ul style="list-style-type: none"> • (BM1,2,3,5,6) • (BM1,2,3,4,5,6)
KS2	<u>Year 4</u> Agents of change Into University Workshop	<u>Year 4</u> To develop teamwork and communication through the lens of sustainability. To begin to develop a wider understanding of FE and university and what it can offer	<ul style="list-style-type: none"> • (BM1,7) • (BM1,2,3,5,6) • (BM1,2,3,4,5) • (BM1,2,3,4,5,6)



	<p><u>Year 5</u> Positive Footprints Careers Week African Activities workshop Church visit Magna visit</p> <p><u>Year 6</u> Residential Cinema trip Bowling trip PwC Careers Trip - world of work experience High School transition - Into University</p>	<p><u>Year 5</u> To experience a wide range and variety of careers, understand career paths and post 16 options. To gain a better understanding of life in Africa; school, jobs, lifestyle, celebrations etc. To gain an understanding about the 4 different elements within Science, about how the centre is run, and understand different roles within it.</p> <p><u>Year 6</u> To understand next steps and create targets for the year. To understand how school impacts positively on future life and goals. To use Skillsbuilder to set specific targets. To gain a better understanding of the world of work through real life experiences. To develop a sense of self. To understand different career paths. To develop understanding of post 16 options. To share success and understand next steps.</p>	
<p>Whole school</p>	<p>Plan and Review Day</p> <p>Careers Week</p>	<ul style="list-style-type: none"> - To understand next steps and create targets for the year. - To understand how school impacts positively on future life and goals. - To use Skillsbuilder to set specific targets. - To gain a better understanding of the world of work through real life experiences. - To develop a sense of self. - To understand different career paths. - To develop understanding of post 16 	<ul style="list-style-type: none"> ● (BM1,3,4,8) ● (BM1,2,3,4,5,6)



		options. - To share success and understand next steps.	
Staff	CRL network meeting - RH CRL staff INSET - to make plans for next academic year (tbc) Transition meetings	- Share Careers Week plan - Share ideas with our schools - Plan CRL for next academic year - Teachers to share new class's aspirations and how they have sought to raise these and inspire the children for their future careers	<ul style="list-style-type: none"> • (BM1,3) • (BM1,4,8)
Parents	Weekly Coffee Mornings with different focuses		
Other	Cross Trust Sports Competitions		<ul style="list-style-type: none"> • (BM1,2,3,4,5,6,7)

Possible events

- Visits to Universities - Y6 (BM1,7)
- Visits / trips (remember all visits are to someone's place of work!) (BM1,2,3,5,6)
- Co-op core offer (BM1,2,3,4,5,6)
- PSHE CRL element of SoL (BM1,2,3,4,5,7)
- Career sector insight assemblies (BM1,2,3,5,7)
- Challenge / enrichment days or week (BM1,2,3,4,5,6,7)
- Aspiration audit (BM1,3,8)
- External providers such as Primary Futures i.e Enterprise activities / assemblies (BM1,2,3,4,5)
- Workplace visits (BM1,2,3,4,5,6)
- Curriculum links to employers (BM1,2,3,4,5,6,)
- STEM activities (BM1,2,3,4,5,6)
- Staff LMI CPD (BM1,2,3,4,8)
- Curriculum mapping (BM1,2,3,4,5,6,7,8)



- Skills builder resources / development (BM1,3,4,8)

SEND and other vulnerable groups

All CRL opportunities are fully inclusive and are designed to engage with all students. However embedded within our programme are additional events/activities to support our students with SEND such as:

- Focused enterprise activity sessions
- Supported work visits (KS2)
- Access to inspirational role models

Staff

- Annual update on LMI (BM1,3)
- Directed time to develop CRL in the curriculum (BM1,4,8)
- PSHE curriculum review with CRL being incorporated (BM1,4,8)
- External CRL CPD ie visiting a local subject related business (BM1,2,4,5,6)

4.0 Impact

Measuring the impact of our CRL programme supports us to develop it on a termly / annual basis and to know that we are making a positive and empowering difference. We value quantitative and qualitative feedback from all stakeholders and ensure our evaluations lead to change / amendments in our future planning. We undertake internal and external quality assurance to ensure our intent and implementation is in-line with our expectations. Our CRL program aims to demonstrate the following impact:

- Raise in aspirations (aspiration data) from Y3 - Y6 audit
- Increased understanding of stereotypical jobs (google forms)
- Feedback and evaluation for all events, both quantitative and qualitative



- Increase in attendance / reduction in PA over time
- Reduction in behaviour incidents over time
- Increase in progress / attainment over time
- Progress and achievement data over time with reference to vulnerable groups i.e SEND
- Development of employability skills after key events
- Range of employer engagement increasing

5.0 Useful websites

5.1 For staff

<https://www.firstcareers.co.uk/>

Offers guidance to primary and secondary school students in making decisions about future careers and professions).

<https://primary-careers.careersandenterprise.co.uk/>

Special section dedicated to primary resources / best practice

<https://www.stem.org.uk/system/files/elibrary-resources/2017/04/STEM%20PRIMARY%2006%20WEBRES%20%28online%20version%29.pdf>

Information on STEM related careers for primary age students

<https://www.twinkl.co.uk/resources/ks2-pshe/living-in-the-wider-world-pshe-subjects-key-stage-2/ks2-the-world-of-work>

The world of work resources and activities for KS2



<https://www.bbc.co.uk/teach/class-clips-video/pshe-ks1-ks2-what-is-my-job/zrdkt39>

PSHE KS1 / KS2: What's my job?

<https://www.pshe-association.org.uk/curriculum-and-resources/resources/loud-network-ks2-lessons-%E2%80%98job-skills-influences%27>LOUD!

Network KS2 lessons: 'Job skills, influences and goals'

<https://www.nurseryworld.co.uk/features/article/eyfs-activities-essential-experiences-learning-about-jobs>

EYFS Activities: Essential experiences... Learning about jobs

<https://primaryfutures.org/career-related-primary/>

Resources for primary staff to deliver engaging career-related learning for their pupils, with tools, information and resources available including a self-assessment quiz for schools and examples of innovative practice

<https://www.myworldofwork.co.uk/partner-resources>

Career resources that work in the classroom. These are designed to support young people at different stages, from primary five through secondary and beyond.

<https://www.skillsbuilder.org/homelearning>



Everyone needs eight essential skills to succeed - whatever their path in life. Skills builder provides a range of resources for building these skills in a home setting - all underpinned by the Skills Builder Framework. Resources are available for learners aged 4 to 20+.

5.2 Research

<https://www.educationandemployers.org/wp-content/uploads/2018/01/DrawingTheFuture.pdf>

Exploring the career aspirations of primary school children from around the world

https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1145_what_works_primary_v7_digital.pdf

What works? Career-related learning in primary schools

<https://www.thecdi.net/New-Career-Development-Framework>

Framework for implementing CRL

5.3 Careers Games

<https://panjango.com/pages/panjango-online> (KS2)

<https://icould.com/buzz-quiz/> (KS2)

Which Animal Are You? In under five minutes, discover: your strengths and what makes you tick / what you're like as a boyfriend or girlfriend / which celebrities share your personality type. There are 16 possible results, each connected to an animal



5.4 Labour Market Information (LMI)

<https://www.lmiforall.org.uk/>

Leeds

<https://www.the-lep.com/research-and-publications/research-publications-archive/leeds-city-region-labour-market-information-report-20182019/>

[Futuregoals.co.uk](https://futuregoals.co.uk)

Provide career inspiration to help you make that important next step to reach your FutureGoals. Creative Industries, Digital, Manufacturing and Engineering, Construction, Professional services and Health and Social Care are all key sectors for Leeds City Region.

<https://futuregoals.co.uk/careerstarters/> Our way of living has changed quite a lot recently. Now, more than ever, it's really important to keep our brains active and challenged. Without the daily structures that we're used to, self-motivation is a really vital skill that we need to nurture and develop.

www.futuregoals.co.uk/remote

FutureGoals Remote tests your communication and planning skills, it develops your creative thinking and challenges you to think outside of the box. You will tackle activities that help you to problem solve, become innovative and step into a range of different career sectors. These resources have been designed to help you learn skills that local employers are looking for such as; communication, planning and research, problem solving, creativity, organisation and self-reflection FutureGoals Remote resources - "Create it!"



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5.5 Parents

<https://targetcareers.co.uk/parents-and-teachers>

<https://careerready.org.uk/parents>

<https://www.careeralchemy.co.uk/choosing-career-paths.html>