



**Subject**Strategy  
ENSURING A QUALITY CURRICULUM

# Careers



# Curriculum Design

How do you ensure your subject is broad and ambitious?

How have you decided on the topics and the sequence of topics that pupil's study?

How did you decide on the concepts and skills in your curriculum?

How have you decided on the sequencing of these concepts and skills?

# Careers

## Overview and sequencing

We ensure the careers curriculum is broad and ambitious through bespoke Know More (content) modules written to engage and challenge pupils whatever their ability. All the content is firmly underpinned by the Remember More curriculum (skills). The National Curriculum statutory content (Gatsby Benchmarks) and Baker Clause are covered throughout the curriculum and are linked to a thematic approach to the delivery of teaching and learning in careers.

The thematic approach to the Know and Remember curriculum provides a framework of topics that link together subjects that support cross curricular teaching and learning. As the pupils move into key stage four and key stage 5 their learning begins to focus on key skills for life and becoming work-ready. Through enterprise and work experience, students engage with employers and begin to gain first hand knowledge of how to apply the Know More skills.

The skills embedded in the Remember More modules are taken from the National Curriculum. The spiral nature of the Remember More curriculum ensure the pupils revisit each of the six core career skills yearly while learning new content and concepts through the Know More modules.

Throughout the careers curriculum the pupils are taught to work through the sequence of skills – Desire & Enthusiasm, Punctuality, Working Safely, Time Management, Identifying & Solving Problems and Communicating Effectively. By working methodically through these skills the pupils are able to develop their skills year on year.

# Supporting Evidence

Know More Modules (EYFS-KS5)

Know and Remember Curriculum Content Plans

Remember More Content Plan

Remember More Modules

## Careers Sequential Learning

How is sequential learning evidenced:

### **Personal Jobs (EYFS – KS1)**

Bespoke Know More (content) modules written by subject leaders follow a clear sequence of learning through a subject. Learning builds on prior knowledge sequentially to ensuring pupils has the building blocks they need to enable them to develop schemas to hang their new knowledge onto. The curriculum is designed to ensure foundation knowledge in the subject is delivered first, giving pupils the opportunity to gather more knowledge as they move forward.

### **Classroom Jobs (KS2)**

Modules are planned to support and link to the over-arching theme for each key stage. Modules build on the prior learning sequentially, with questioning designed to encourage pupils to make links between modules (e.g. Personal Jobs, Classroom Jobs, School Jobs and Enterprise)

### **School Jobs (KS3)**

Year to year the careers curriculum moves through the National Curriculum statutory content (Gatsby Benchmarks) while revisiting the skills set out in the Remember More curriculum. As the pupils progress through a key stage the content gradually develops to cover more challenging topics. The pupils need the prior knowledge of Classroom Jobs before moving on to School Jobs two years later.

### **Enterprise (KS4)**

Students begin to use the skills they have learnt and put them into use within a variety of enterprises linked to LMI.

### **Work Experience (K5)**

All previous learning is carried over into unfamiliar environments when students undertake work experience placements.

## Supporting Evidence

Know More Modules

Teachers Lesson / MT Planning

Know and Remember Curriculum Content Plans

Digital Careers Portfolio

Teacher's MT Planning

Know and Remember Curriculum Content Plans

Know and Remember Curriculum Content Plans

# Curriculum Design

How do you ensure pupils have prior knowledge to access new learning?

How are pupils learning the methods, conventions and rules of your subject?

What is the memory strategy of your subject?

# Careers

## Prior knowledge

Prior learning is a key focus for the action plan to develop the school's approach to teaching and learning. As we embed the quadrant approach to teaching and learning pupil's knowledge of prior learning and the 'schema' they have built will enable them to embed new knowledge. All Know More modules in the Know and Remember curriculum contain a list of specific knowledge and prior learning the pupils will need to know, and will have experienced, prior to taking in the new knowledge is detailed in the module being delivered. At the beginning of each lesson the pupils perform a Knowledge Check through the Learning Links approach to recap on their prior learning.

The learning conventions are embedded in the Remember More curriculum content. The spiral nature of the Remember More curriculum ensures that pupils return to the core skill year on year while learning new knowledge in the given subject. The Remember More content is delivered as part of the learning carousel in each lesson. Pupils should have strong prior knowledge of topics, through previously linked learning and through cross curricular links. This will help pupils learn new information

The Remember More curriculum revisits the same six concepts (Desire & Enthusiasm, Punctuality, Working Safely, Time Management, Identifying & Solving Problems and Communicating Effectively) each year on a spiral curriculum. This enables pupils to build understanding of the core principles of the subject, on which to attach new information.

Students are supported to practice the retrieval process through Learning Links during lessons, where they can recall information from their long term memory. The teaching staff have access to all relevant prior learning within each Career module which also supports the retrieval process.

Students memory is primed for their learning by giving them verbal and or visual clues for the key vocabulary related to the modules. The key vocabulary has been organized in to three tiers supported by symbolic visuals.

# Supporting Evidence

Know More (content) Modules

Remember More (skill) Modules

Learning Links (Building Blocks & Diving Deeper) in pupil work books and teacher's planning

Remember More Modules

Know More Modules

Know Globe Modules

Remember More Curriculum and modules

Learning Links

Remember More Curriculum

# Curriculum Design

How do you ensure pupils know more and remember more?

How do you make sure pupils embed key concepts in their long term memory and apply them fluently?

How do you ensure the content and delivery of your curriculum area is relevant to the 21<sup>st</sup> century?

What cultural capital experiences does your subject offer to ensure application of skills outside of the classroom?

## Careers Consolidation

The Remember More curriculum aims to provide pupils with core skills that will enable them engage with potential future employers. These skills are revisited each year, with a whole half term dedicated to each skill. Pupils also have the opportunity to work on their Remember More skills by completing jobs through Animal Express, Every Express and Mini Enterprises

The spiral nature of the Remember More curriculum ensure pupils revisit key skills associated with the curriculum subject yearly to enable them to embed skills and knowledge in their long-term memory.

The content of the Know More modules have been designed to ensure they are relevant and fit for a modern curriculum. Regular curriculum reviews ensure that information is up to date and the activities contained within are based on real-life and familiar situations that pupils can relate to.

Cultural Capital experiences are central to the Know and Remember Curriculum throughout the school. In line with the Gatsby Benchmarks, pupils will encounter employers and employees through careers visits (Benchmark 5). Students in KS5 will take part in work experience placements (Benchmark 6). KS4 and KS5 will access encounters with further and higher education via our careers fair and college visits (Benchmark 7). All students will have personal guidance through interviews with our external careers advisor (Benchmark 8).

This is recorded in students Cultural Capital and Skills proformas, with photographs and videos, which are then kept in their progress files to show their progress and experiences over time.

## Supporting Evidence

Remember More Curriculum

Know More Modules

Know Globe and curriculum enrichment modules

Cultural Capital Curriculum Model

# Teaching & Assessment

Do teachers, and do leaders check, that knowledge is taught in small digestible chunks and pupils' working memory is not overloaded.

Do teachers extend reading, vocabulary and maths skills?

Is assessment purposeful in finding out what children know and remember?

# Careers

Planning is scrutinised at the beginning of each term by the subject leader who comments on the content of the planning, the sequence of learning and the planned activities. Subject leaders' feedback to teachers is quality assured by the whole-school curriculum lead and a further level of feedback provided. Further evidence of this is noted during learning walks by the senior leadership team, while learning walks with subject leaders are to be implemented this academic year to ensure subject leaders can quality assure the activities being delivered in class.

This ensures that understanding is prioritised over activities which means their working memory is not overloaded. High quality questioning through Gems of Wisdom, which are planned by subject leads, also means that the students understanding of the concept that they are being taught is checked fully.

Students long term memory is activated through use of learning links (prior knowledge) which means there is less pressure on students working memory.

Each Know More module specifically lists the vocabulary the pupils will be exposed to and that the teaching team will use. Within this section of the planning document and the Know More module the teacher will list the vocabulary of all cross-curricular subjects that the pupils will encounter during their learning – This term the pupils in Independent KS3 classes are learning about time management in their school jobs. They will use subject specific language (Time, schedule, prioritise, organise, planning), along with the language of Maths in relation to time e.g 'quarter to, half past'. Students will also draw in on language used within Food Technology when working on the Food Markets during Key Stage 4. Use of language and understanding with areas such as knife skills (to slice, cut, dice, chop). This same Know More topic will utilise maths skills with SSM when weighing ingredients, and counting quantities from ingredients and recipes.

# Supporting Evidence

Teacher's Planning

Subject Leaders Planning Scrutiny

SLT QA of Scrutiny feedback to teachers

Observation and learning walk feedback

Vocabulary Curriculum

English Know More Modules

Foundation Subject Know More Modules

Teachers MT planning

Data and Outcomes termly report

Digital Careers Portfolio

# Teaching & Assessment

Is assessment purposeful in finding out what children know and remember?

Is tracking based on knowledge or on a vague pathway?

How do pupils catch-up if their knowledge falls behind?

# Careers

Pupils work directly on specific and individual targets. The targets are evidenced across two sources, the Know More topic and Animal Care to ensure the Remember More skills and selected target is secured in varying situations. This style of assessment also allows pupils to master tricky concepts in a manageable way and apply it in two different scenarios.

Assessment activities for each topic are specifically listed on Know More modules to ensure teachers have a range of ideas to accurately and effectively assess pupil progress and understanding. Assessment activities are comprehensively stated on teacher's medium-term planning and quality assured by the subject leader. Further QA by SLT of the assessment activities ensures the appropriate amount of scaffold and challenge within the assessment activities. Workbooks clearly show the sequential learning through the Know More modules and how learning builds on prior knowledge. Prior knowledge is planned through the curriculum documents and listed clearly on the teacher's planning to ensure the whole class team understands the prior knowledge needed to help the pupils build on what they already know.

Grange School uses a tracking system called Classroom Monitor. This system allows teachers to monitor the progress of pupils in each subject and set them individual and bespoke targets. Pupils work through their target over the course of a half-term (except for Key Stage 1 and 2 where 1 target is set for the year) with assessment pieces completed to show clear evidence of progress over time. Data is then inputted into Classroom monitor to show which pupils are making above, expected or below expected progress in Careers. Tracking is based on learning the core skills of Careers (Remember More), which is supplemented and delivered through the Know More theme e.g. Classroom Jobs, School Jobs and Enterprise.

Assessment activities are well planned on the teacher's MT planning and quality assured by the subject leader. Further QA by SLT of the assessment activities ensures the appropriate amount of scaffold and challenge within the

# Supporting Evidence

Termly Data Report

Expectations of Progress

Subject Leader Action Plans

Quality of Education Action Plan

# Teaching & Assessment

How do pupils catch-up if their knowledge falls behind?

## Careers

The Career subject leader works with the data lead to identify pupils who are not on track to make expected progress in their subject. Through discussion with the class teacher, the subject leader designs and leads the implementation of intervention strategies to bring the attainment of the identified pupils back to the expected level.

The subject lead scrutinises the data the following term to gauge the impact of the interventions. Interventions include working with teaching staff to identify what barriers are currently preventing individual pupils from making expected progress. Using the Project Profession (linked learning – Benchmark 4), students future job interests can be cross referenced with the Remember More skills of other subjects they are on track with and specific intervention resources can be created. These interventions have been shown to be effective in catching pupils up who are at risk of falling behind, shown through subject specific data.

---

## Supporting Evidence

Termly Data Report

Expectations of Progress

Subject Leader Action Plans

Quality of Education Action Plan



# Subject Leadership

Is there a climate of high expectations?

How is the subject enriched?

What CPD and induction for staff is in place?

## Careers

We have extremely high expectations of everyone at Grange throughout the whole school curriculum and for behaviour management, personal conduct and inter-pupil relationships. Careers has a key focus on the individual and sets ownership for standards. Whether this is during the early key stages when students' personal responsibilities are the Know More topic or later on in the school when it becomes about the working environment and others, expectations will always be that students are to work to the best of their ability.

The careers curriculum is further enriched through the allocation of Imagination Village, Brewhog Café, Wash & Glow Car Wash, Every Express, Animal Express and a wide range of catering-based enterprises. These are additional learning spaces that focus on a key skill for the subject which is changed every term.

There is a full programme of CPD for teachers and class staff. At the end of the previous academic year subject leaders delivered training to the whole staff team to support the delivery of their subject area in all parts of the school. Teachers are encouraged to identify external CPD opportunities to further develop their skills in their subject area. Teachers are then expected to disseminate training updates for their subject to the rest of the teaching teams. As a high-profile core subject careers training was allocated a significant amount of time during an INSET day, allowing the subject leader to deliver bespoke training to all areas of the school.

New teachers and RQTs are supported in developing their subject leadership skills by being teamed up with an experienced member of staff for the initial term. During the final term of their NQT year new teachers have training as part of established NQT training course in becoming a subject leader. They are also teamed up with an experienced member of the teaching team to support the leaders and begin to develop their skills on a practicable level. A full curriculum review is planned for the spring term to be led by the SLT curriculum lead at Grange and the curriculum lead from MEA Central.

## Supporting Evidence

Expectations (Website Version)

Staff Code of Conduct

Lesson Observation Feedback

Curriculum Enrichment Modules

CPD Plan (Weekly and INSET)

NQT Training Programme

# Subject Leadership

Any non-specialists or split classes?

How is this managed?

Is it effective?

## Careers

Pupils at Grange School are grouped according to need, ability, age and the level of structure they might require to ensure full access to the teaching and learning. Across the school we have a primary-approach to classes, meaning that all subjects are not necessarily delivered by a subject specialist. Targeted and well planned CPD ensures the teachers have the skills they need to deliver content in all subjects, and leaders support the delivery of their subjects through well planned modules and 1:1 training if requested or identified as necessary. NQTs and RQTs (ECT) and new teachers are supported to deliver the content through a program of peer mentoring for specific subjects.

The subject leader carries out scrutiny or planning and pupil work, while SLT carry out learning walks and observations. Through this process training needs are quickly identified and through discussion with the whole-school lead for teaching and learning and curriculum plans are developed for INSET training as necessary. Teachers are also encouraged to seek support for delivering outstanding teaching and learning and are supported to do this through observing outstanding practice and planned development of teaching practice by the subject leader.

Teachers report that support from the subject lead / subject specialist is invaluable in helping them to develop and enhance their skills in delivering teaching and learning in careers. Training for teachers who deliver learning in subjects that require an enhanced amount of specialist knowledge ensures that the pupils are accessing quality lessons, taught by teachers with excellent subject knowledge.

## Supporting Evidence

Planned CPD

Training Materials available to all staff following training / INSET sessions

Planning Scrutiny Feedback

Learning Walk Feedback

Observation Feedback

## Statutory Content – Gatsby Benchmarks

### **Benchmark One** *A stable careers programme*

Grange School has an embedded programme of career education and guidance in our Know and Remember curriculum. Access to this is available via [www.grangeschoolcareers.co.uk](http://www.grangeschoolcareers.co.uk)

### **Benchmark Two** *Learning from career and labour market information*

Every learner, and their parents (where appropriate), has access to information about future study options and labour market opportunities. Grange School have the support of an informed external careers adviser to make best use of available information.

### **Benchmark Three** *Addressing the needs of each pupil*

Learners have different career guidance needs at different stages. Opportunities for advice and support are tailored to the needs of each learner. Our school careers programme has equality and diversity considerations throughout.

### **Benchmark Four** *Linking curriculum learning to careers*

All subject staff link curriculum learning with careers, even on courses which are not specifically occupation-led. For example, STEM subject staff will highlight the relevance of STEM subjects for a wide range of future career paths. Study programmes also reflect the importance of maths and English as a key expectation from employers.

[Click Here](#)

## Statutory Content – Gatsby Benchmarks & Baker Clause

### **Benchmark Five** Encounters with employers and employees

Every learner should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities, including visiting speakers, mentoring and enterprise schemes, and should include learners' own part-time employment where it exists.

### **Benchmark Six** Experiences of workplaces

Every learner should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.

### **Benchmark Seven** Encounters with further and higher education

All learners should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes, and learning in schools, colleges, universities and in the workplace.

### **Benchmark Eight** Personal guidance

Every learner should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of college staff) or external, provided they are trained to an appropriate level.\*3 These should be available for all learners whenever significant study or career choices are being made. They should be expected for all learners, but should be timed to meet individual needs.