



Work Related Learning at Mapledown

Intent:

Our ambitious Work Related Learning [WRL] Curriculum will provide pupils the opportunity to develop and consolidate their pre-requisite and fundamental WRL skills in a fun and engaging learning environment with their aspirations and choices at the heart. It supports our school's clear intentions to 'prepare students for adulthood'. The WRL curriculum incorporates the skills needed for adult life for all young people, widening experiences and learning from different people, alongside learning about the WoW. The WRL curriculum will enable all pupils to experience the WoW and aims to provide most pupils with meaningful opportunities to enable them to engage in the world of work and provide impartial guidance and appropriate educational opportunities, which will support such aspirations. The WRL offer will build on each pupils previously acquired skills e.g. independence, communication, social, life and key skills in a tailored way through an accompanying curriculum based on the world of work. The curriculum offer aims to promote ambition, aspiration and achievement through everyday life and work experiences at school and empowers learners to manage appropriate roles and responsibilities within their class and their WRL group. The post-16 offer addresses WRL modules which enables the 'companies' to develop as pupils' skills do, as well as alongside pupils moving through the school and eventually into adult life. Pupils are able to embed their learning and continue to develop their skills, knowledge and understanding of the World of Work [WoW] and subsequent WRL skills needed for tasks/jobs in an informed way. The WRL curriculum is designed to prepare all pupils well through learning about, for and through work and to understand what work is and the contribution they will need to make to it where appropriate.

ALL pupils will have the opportunity to **experience the world of work** and will learn the skills needed to work as they move through the school and through the WRL curriculum offer.

MANY pupils will learn the **skills to work** in a school-based workplace and actively plan, produce and promote functioning businesses as part of WRL and achieve recognised accreditations.

SOME pupils will have learnt sufficient skills to be **ready to work** in a 'real-world' workplace and will be ready to work.

Implementation:

Our WRL curriculum offer will always be informed by students' aspirations, their post-Mapledown pathway, their previous learning and their EHCP/KPLT outcomes, particularly the outcomes specified within Preparation for Adulthood. As we value the importance of PfA at Mapledown all pupils are set PfA outcomes upon their entry to Mapledown, not just from Year 9. Associated accreditation [AQA Awards] will be mapped throughout the curriculum to ensure that when such accreditation modules are studied they secure meaning and purpose whilst also celebrating achievement. WRL curriculum planning will ensure breadth, balance and relevance of skills and learning, so the content studied will meet the cohorts of needs. Pupils will access the WoW through considered, and sometimes immersive, learning environments. They will be encouraged to apply and extend their skills [Independence, Life, Key and Social skills] alongside their EHCP outcomes [Communication and Interaction, Cognition and Learning, Preparation for Adulthood]. EHCP Outcomes are used in teaching and learning sessions to ensure that students are able to access the WRL curriculum in a meaningful way which provides planned opportunities to generalise and extend skills in new or less familiar environments and with less familiar people [groups will work with staff potentially from alternative classes as they are in mixed groups, as well as meeting professionals from businesses and in the community]. By integrating EHCP outcomes we can secure our assessment practice to identify when students have embedded their learning and confidently identify their next steps. The curriculum offer will contribute significantly to pupil's early knowledge and understanding, skills, attitudes and values they will need towards planning for their future [fundamental careers skills]. Through interest led and engaging activities which promote pupil curiosity, engagement, interests, enquiry skills and skills of application [applying what they have observed and learned] we will actively promote a sound framework for the beginning of careers education and all that it has to offer. Opportunities to experience the WoW will be both school-based and community based where appropriate.

All adults regardless of age/stage of pupils they are teaching for WRL are the lead providers in recognising opportunities to promote pupil's key skills of engagement, enquiry and reflection when experiencing school-based WoW tasks and 'real world' WoW tasks in the community. Our WRL curriculum involves experiential learning and simulation through which pupils gain experience in communication and negotiation skills e.g. role play, by bringing the WoW into the classroom. Pupils will be exposed to the experiences and expertise of visitors to classes and by taking pupils out into the community to experience first hand real-world work experiences.

Impact:

All pupils will be well prepared for the next step in their education, ensuring learning is built upon previous skill acquisition, knowledge and understanding of the WoW with a widening understanding of the contribution they may be able to make towards it. Pupils are able to enter adult life beginning to demonstrate that they have an increased understanding in, and confidence to, apply functional skills learnt to practical activities. Pupils will be able to demonstrate and show more autonomy in making informed choices about their future. They will achieve nationally recognised qualifications where appropriate and become more ambitious for their future.

Pupils will learn holistic skills so they learn and develop through a vocational approach to teaching and learning which enables each individual to be prepared for adulthood and succeed in their next steps of education and/or work.