

Introductory Reflections



Introductions

Excel@NCD

STUDY SKILLS



Study Cycle

Preview

Attend

Review

Study

Assess



Metacognition

Current, preview, review Retrieval practice Spaced learning Deeper thinking



Wider curriculum

Academic literacy
Wider reading
Recent developments
Subjects in the news
Subject specific enrichment

ENRICHMENT



Extra-curricular activities

Clubs and societies
Health and wellbeing
Leadership and life experiences
Sport
Charity work
Volunteering



Subject specific enrichment

Trips and visits Guest speakers Competitions Events Read, Watch, Do



Careers and progression activities

University
Apprenticeships
Employers

CHARACTER BUILDING



College values

Care

Challenge

Candour

Commitment

Collaboration



Fundamental British Values

Democracy Rule of law Tolerance Individual liberty Mutual respect



OPTIC

Organisation Problem solving Team work Initiative Communication

CAREERS



Advice

Open Events
Interview and enrolment
Progress Tutors
Subject teachers
University of Hull drop ins
Study Support



Activities

Careers and HE Day Apprenticeship Week Careers enrichment Work experience Raising Aspirations Parental engagement



Next steps

UCAS tutorials Careers tutorials Universities and employers Guest speakers Visits

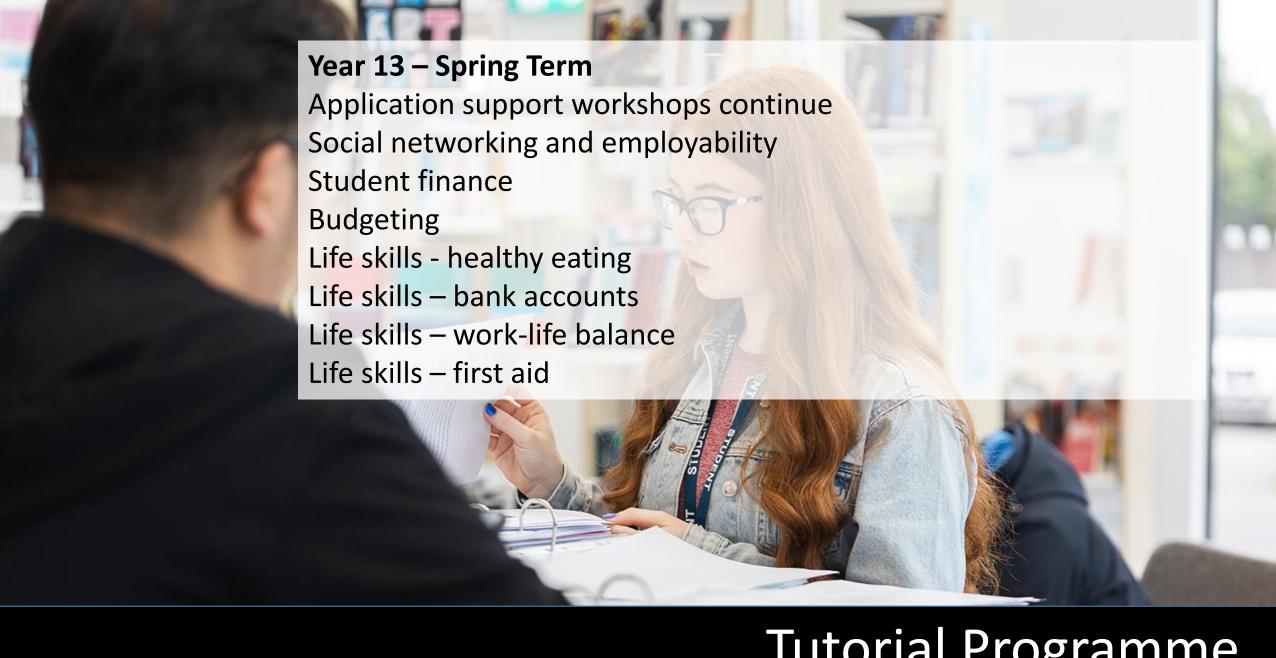


Overview of Careers and IAG











Employability Skills (OPTIC)

Arranged by Teachers / Heads of Schools

Form part of 2-year enrichment plan

Aim for every student in each subject to have at least one HE encounter and one industry encounter in each year of study

- Visiting speaker (in person or virtual)
- Trip or visit

Expectation that subject teachers make students aware of:

- Progression routes from their subject
- Jobs / roles where skills developed in their subject is useful

Subject-specific encounters



Additional careers activities and events



Additional careers activities and events

1-to-1 Careers Interviews

Progress Tutor / Study Support meetings

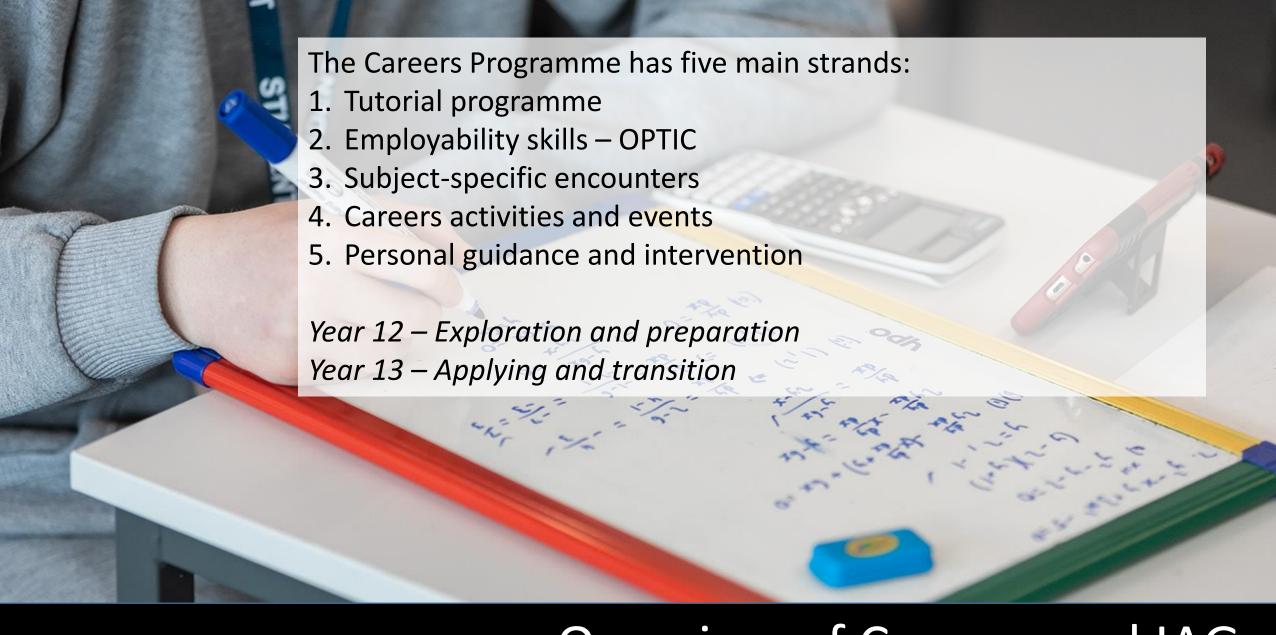
- Following assessments or when concerns raised
- Aspirations / next steps discussed

Careers and Aspirations Survey / Intended Destinations

- Year 12 Autumn Term our planning
- Year 12 Spring Term group interventions
- Year 13 Autumn term individual interventions
- Intended Destinations spreadsheet regular throughout Year 13

- Self-referral or PT referral
- Priority groups based on Careers and Aspirations Survey / Intended Destinations review

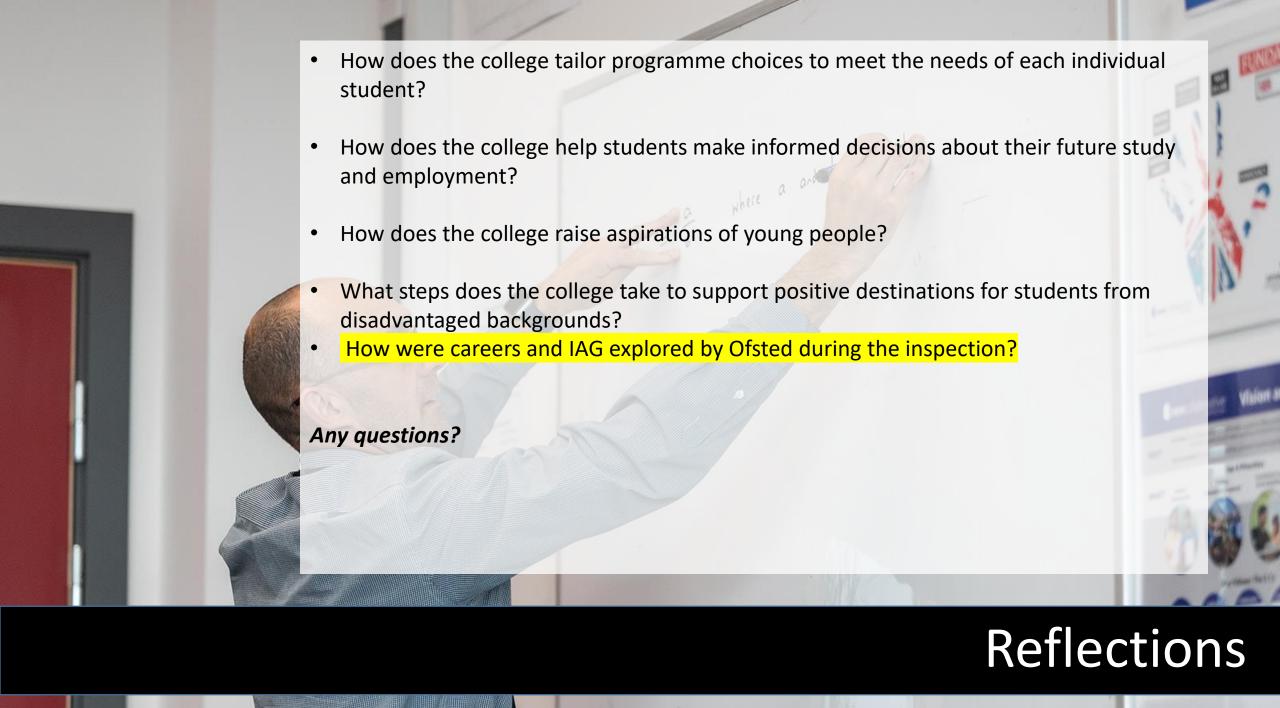
Personal guidance and intervention



Overview of Careers and IAG



Pre-enrolment and post-college



From our SAR / QIP

- 2021 destinations
- Our approach to careers, employability and preparation for next steps
- Proportion of students who had engaged in physical (very small) and virtual work experience
- Proportion of students who had at least 1, 2 or 3+ industry and/or HE encounters

Initial areas of focus

- Quality of careers provision for students not progressing to HE
- Progress made in increasing engagement with work experience
- Referenced in the Lead Inspector's letter to their team Areas that we'd identified on our Quality Improvement Plan

What did Ofsted know already?

Through student voice in the curriculum deep dives

- What are you planning on doing after sixth form?
- Where is this subject taking you?
- How is this subject supporting you with your next steps? What about your other subjects?
- What support have you received with your next steps?
- Have you had any visiting speakers or been on any trips or visits?
- Have you done any work experience?

Examples of what students were able to discuss:

- What they plan to do next
- OPTIC skills and what they've done in lessons to develop these
- Visiting speakers that had been in subject lessons, (or that they were expecting in the next few weeks)
- Trips that they had been on (or were expecting to go on)
- What they'd done in the tutorial programme
- Talks they went to on Careers and HE day
- Virtual work experience
- 1 to 1 careers meetings, where relevant

How did they 'deep dive' for Careers and IAG?

Through questioning of individual teachers in the curriculum deep dives

- How many of your students in this subject go to university?
- How many of your students go on to study your subject at university?
- How many of your students go on to employment or apprenticeships?
- How do you support students with your next steps?

Examples of what teachers were able to discuss

- Subject teachers in Psychology and Games Design could talk about the proportion of students that
 went to HE and employment / apprenticeships, the proportion of the cohort that studied their course
 (or related courses) at university.
- In Psychology, teachers talked about the visiting speakers and trips they'd taken students on (or were planning to), activities they've done around OPTIC skills, support with personal statements.
- In Games Design, teachers talked about the above and how they ask students to record work as if they were an industry professional.

How did they 'deep dive' for Careers and IAG?

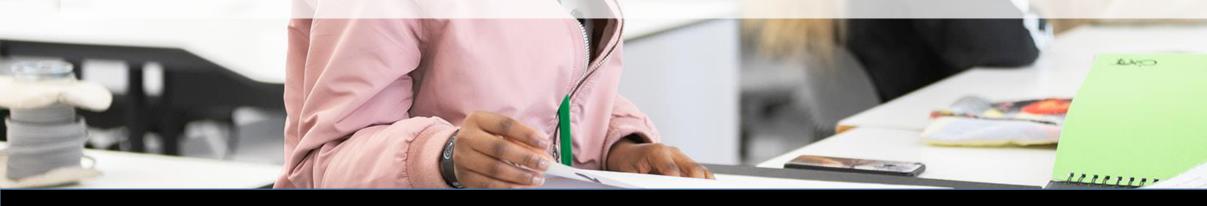
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Through questioning of middle leaders of the subjects involved in the curriculum deep dives

- How many of your students in this subject go to university?
- How many of your students go on to study your subject at university?
- How many of your students go on to employment or apprenticeships?
- How do you support students with your next steps?

Examples of what middle leaders were able to discuss

- proportion of students that went to HE and employment / apprenticeships
- proportion of the cohort that studied their course (or related courses) at university
- typical progression routes from the subjects of interest



How did they 'deep dive' for Careers and IAG?



How did they 'deep dive' for Careers and IAG?

- How does the college tailor programme choices to meet the needs of each individual student?
- How does the college help students make informed decisions about their future study and employment?
- How does the college raise aspirations of young people?
- What steps does the college take to support positive destinations for students from disadvantaged backgrounds?
- How were careers and IAG explored by Ofsted during the inspection?

Can you identify some key priorities / strategies / systems that you could introduce or develop further within your own school or college?

Reflection



Thank you