



## **School Vision and Ethos at The Rofft:**

At The Rofft, we know that a good, effective careers education motivates and inspires children and young people, especially if the relevance and usefulness of what they are learning is related to their everyday lives, both now and in the future. We also know it can excite them about different AoLEs (Areas of Learning Experiences), increase motivation and confidence, plus improve their overall attainment and progression in education. Early intervention can have a positive, lasting impact on children's development and their perceptions of different occupations as well as the subjects enabling access to them.

Career-related learning in primary schools is about helping 'children to understand who they could become and helping them to develop a healthy sense of self that will enable them to reach their full potential'.

This is encapsulated in our CWRE vision:

To support the development of our children's self-growth, confidence and employability skills, while providing authentic, purposeful world of work experiences and environments to widen horizons and create a culture of high aspirations where children make informed decisions to set and realise goals in life plus the world of work.

It is also further strengthened in our work on the 'My Happy Mind' programme that we have embarked on as a school to help develop positive feelings about self and which supports mental health, resilience and self-esteem.

The primary phase is critical for fostering exploration and discovery, strengthening aspiration and ambition, challenging stereotypes, widening horizons, keeping options open and building resilience.

### **Aims:**

Therefore, our CWRE provision aims to provide:

- ✓ an education that nurtures and broadens the children's perception of who they are and what they could be;
- ✓ an impartial and informed CWRE provision that meets the needs of learners;
- ✓ an education that develops knowledge/skills for work and life; specifically developing non-academic skills such as enterprise skills, financial awareness and social-emotional skills and behaviours (to benefit their own well-being and that of others);
- ✓ a wide range of authentic, purposeful experiences and environments related to work and careers to strengthen the relationship between their learning and the world of work;
- ✓ a deeper connection between children's learning and the breadth of opportunities that are available to them throughout their lives;
- ✓ an understanding of the purpose of work in life, both for themselves, their families and for society as a whole;

- ✓ a more in-depth knowledge about work by exploring a number of careers, learning pathways and sectors;
- ✓ an education that promotes equality of opportunity and challenges stereotypes; that widens horizons, opens doors and limitless opportunities - a culture of high aspirations;
- ✓ an education that develops the attitudes and behaviours required in order to be resilient and adaptable in response to the challenges, choices and responsibilities of work and life;
- ✓ inspiration – to increase motivation and confidence to improve attainment and progress in the academic setting.
- ✓ an appreciation of the increasing range of opportunities in the workplace where an ability to speak Welsh/an international language and a knowledge of BSL is important.

## **How our aims will be achieved**

### **CWRE Provision:**

At The Rofft, CWRE will be delivered across the curriculum for learners to:

1. develop a greater sense of self and consider how they can positively impact society;
2. develop career knowledge related to the world of work and careers;
3. explore and understand the world of work in developmentally appropriate contexts by experiencing authentic, purposeful learning and experiences;
4. develop their career management skills and apply their knowledge.

### **1. Develop a greater sense of self and consider how they can positively impact society:**

Pupils are encouraged to be confident in their own voice and identity at The Rofft. Good self-esteem allows for learners to be ambitious – to aim high, be proactive, embrace learning and plan their future goals with a greater self-awareness of their strengths and a clearer vision of their potential pathways.

Growing self-awareness helps learners to recognise their personal qualities, values, skills and needs. At The Rofft, we work together, alongside the child both in lessons and dedicated Teacher/Learner Dialogue time to make sense of who they are and who they could possibly become.

We:

- ✓ explore the meaning of work and what this means for their families, communities and society as a whole;
- ✓ appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh, an international language or the knowledge of BSL is important;

- ✓ plan for and create learning experiences to teach important issues for society such as: wellbeing, the right to work, fairness, inclusion, environmental protection and sustainable economic development
- ✓ provide opportunities for learners to consider these issues, explore potential problems/solutions, express their opinions and decide how they would like to contribute to their own wellbeing and the wellbeing of others through their goals and potential career choices.

## **2. Develop career knowledge:**

CWRE provision at The Rofft will provide learners with the opportunity to:

- ✓ research facts, information and ideas that learners need to understand a broad variety of careers and available sectors of work;
- ✓ develop an age appropriate understanding of education, training pathways, the labour market and the ever-evolving future of careers and work.

## **3. Exploration and understanding of the world of work through work-related experiences**

### **Employer engagement and additional CWRE experiences:**

Employer engagement at The Rofft is the beginning of a career exploration journey that starts from an early age. Learners at The Rofft are offered active, participatory and experiential learning opportunities in order to raise aspirations, broaden their horizons and improve their ability to fulfil their goals.

### **Visits:**

We strengthen aspiration at The Rofft by organising visits where appropriate to:

- Colleges/Universities;
- schools;
- work places;
- workshops;
- roadshows

### **Visitors:**

We invite a variety of employers to our school to introduce learners to possibilities that they have not considered before and to share the skills requirements of the future workforce e.g.

- parents;
- representatives from local businesses;
- representatives from local industries;
- employees linked to projects such as: People who help us;
- parliamentary/local government representatives.

We support local businesses and industries to ensure the skills and knowledge imparted by experts in their field enriches our children's experiences and provides a broad, developmentally appropriate, authentic context to their learning.

Such visits:

- ✓ provide access to extra resources to enthuse, inspire and create practical first-hand, memorable experiences;
- ✓ provide advice/expertise that highlights individual journeys, challenges, pathways, specific subject areas of interest, qualifications needed, or extra-curricular/volunteering work they could participate in to achieve their goals;
- ✓ develop a purposeful, work-related skills set e.g. enterprise or social and emotional skills;
- ✓ raise or broaden aspirations;
- ✓ challenge thinking about the point of education.

### **Resources:**

Within our planning we have incorporated age appropriate resources to complement our careers work-related tasks. Resources from Careers Wales and Barclayslifeskills have benefitted CWRE provision.

We use age and developmentally appropriate materials/videos/transcripts to showcase careers and the world of work as a resource and as a context for CWRE provision; enabling all learners to develop their understanding of the world of work.

## **4. Real-world, purposeful learning to deliver essential CWRE skills**

Primary career-related activities are most effective when they are:

- ✓ planned and delivered through the four purposes, the AoLEs and cross-cutting themes;
- ✓ adapted depending on the age group, knowledge and individual learning needs.

### **Skills integral to the cross-cutting themes**

The Curriculum for Wales recognises that CWRE is a cross-cutting theme that connects with all AoLEs and other cross-cutting themes.

Learners at The Rofft will be provided with age and developmentally appropriate opportunities to explore CWRE in: relationships and sexuality education, human rights education and the United Nations Convention on the Rights of the Child (UNCRC), plus in diversity and local, national and international contexts.

## Skills integral to the four purposes

The Rofft supports learners to appreciate the importance of using skills integral to the four purposes within careers and work-related experiences.

We will encourage them to appreciate how their skill set and contributions can benefit not only themselves, but the future of their communities, Wales and the wider world.

Learners are encouraged to aim high, be proactive, embrace learning while planning their future goals with a greater self-awareness of their strengths and a clearer vision of their potential pathways.

**Ambitious  
and capable**

**Enterprising  
and  
creative**

Stimulating real-life tasks encourage thoughtfulness, inquisitiveness and ingenuity. We are developing enquiring minds that spark innovative ideas and see things differently. Resilience is important when being innovative and unique. Learners create opportunities and develop the skills needed for future careers.

We help learners to recognise and develop their personal qualities, values, interests, skills and needs in readiness for the world of work. Learners explore big issues such as wellbeing, the right to fair provision for all at work, inclusion, environmental protection and sustainable economic development. Learners are able to consider their own wellbeing and how they can positively impact the wellbeing of others through their career choices.

**Ethical and  
informed**

**Healthy and  
confident**

Happy learners are enthusiastic and curious in their learning. We value, care and support our learners to develop their strengths, to foster personal growth, strengthen their wellbeing, resolve and resilience plus overcome challenges and adapt to an ever-evolving world. Such attributes are greatly valued by future employers.

## CWRE in Areas

'Learning by doing' activities help learners to become more enterprising, employable and 'fit for life' by developing skills in these areas:

Skills	On their journey through The Rofft, learners can develop their ability to:	These skills are valued by employers because learners can:
<b>Creativity and innovation</b>	<ul style="list-style-type: none"> <li>✓ be curious and inquisitive;</li> <li>✓ consider, investigate and generate novel solutions to problems;</li> <li>✓ pursue entrepreneurial ideas and projects;</li> </ul>	<ul style="list-style-type: none"> <li>✓ in the future possess the skills to support advancements and the continuous improvement of efficiency and effectiveness in industry.</li> </ul>
<b>Critical thinking and problem-solving</b>	<ul style="list-style-type: none"> <li>✓ question and evaluate their ideas and arguments about careers and working life;</li> <li>✓ implement solutions to the challenges they identify;</li> <li>✓ better understand the correlation between risk and reward;</li> <li>✓ critically analyse a diverse range of information to shape their views and perspectives on the world of work.</li> </ul>	<ul style="list-style-type: none"> <li>✓ understand and consider the impact of their decisions, now and for future generations.</li> </ul>
<b>Personal effectiveness</b>	<ul style="list-style-type: none"> <li>✓ appreciate their self-worth through growing self-awareness in order to see what they can offer to the world of work;</li> <li>✓ contribute positively to a team;</li> <li>✓ become leaders or coaches;</li> <li>✓ reflect, adapt and change in different situations;</li> <li>✓ become a good communicator;</li> <li>✓ show empathy;</li> <li>✓ understand and manage emotions;</li> <li>✓ become increasingly resilient through teachers praising resilience when learners are successful rather than when they are struggling with a task.</li> </ul>	<ul style="list-style-type: none"> <li>✓ become more open to acquiring new skills and becoming adaptable provides further opportunities in the world of work.</li> </ul>
<b>Planning and organising</b>	<ul style="list-style-type: none"> <li>✓ think about how they plan and organise themselves;</li> <li>✓ make decisions and reflect on their success;</li> <li>✓ implement ideas,</li> <li>✓ set goals,</li> <li>✓ manage their time;</li> <li>✓ monitor and reflect on the results.</li> </ul>	<ul style="list-style-type: none"> <li>✓ consolidate their understanding as to why these skills are relevant.</li> </ul>

<b>Literacy</b>	<ul style="list-style-type: none"> <li>✓ locate, organise, evaluate and present information;</li> <li>✓ make carefully considered decisions;</li> <li>✓ question for clarity and further knowledge;</li> <li>✓ discuss problems and solutions clearly and purposely;</li> <li>✓ value different viewpoints to their own and to work effectively together. Such collaboration allows learners to understand the importance of developing positive relationships;</li> <li>✓ appreciate the increasing range of opportunities in the workplace where an ability to communicate in Welsh, an international language or a knowledge of BSL is important.</li> </ul>	<ul style="list-style-type: none"> <li>✓ develop their understanding concerning the importance of developing positive relationships in the workplace</li> </ul>
<b>Numeracy</b>	<ul style="list-style-type: none"> <li>✓ develop confidence and resilience in applying their numeracy skills in a developing a range of age-appropriate contexts; including using and interpreting data;</li> <li>✓ solve money-related problems and work practically on real-life tasks and whole-school/class enterprise projects e.g. budgeting, profit and loss, growing funds as a class or council;</li> <li>✓ understand the importance of managing money in work and life.</li> </ul>	<ul style="list-style-type: none"> <li>✓ develop personal money management skills that can be transferred to the world of work</li> </ul>
<b>Digital competence</b>	<ul style="list-style-type: none"> <li>✓ develop their digital confidence and their capability to communicate in an ever-evolving international world;</li> <li>✓ question the validity and accuracy of the information found on digital platforms;</li> <li>✓ locate and retrieve information and data from trusted sources;</li> <li>✓ access CWRE opportunities and analyse information from beyond their locality;</li> <li>✓ appreciate that their digital footprint can be long lasting and affect their career prospects; both positively and negatively.</li> </ul>	<ul style="list-style-type: none"> <li>✓ develop their communication, research and networking skills;</li> <li>✓ consider their digital imprint and how this could affect their career prospects, both positively and negatively.</li> </ul>

## Enrichment Activities

### Clubs:

The Rofft offers a wide range of before and after school clubs e.g.: Mad Science, Computer Science, Maths Club, Forest School, Baking Club, Pro-Skills Soccer, Netball, Gardening Club

Tae Kwondo etc. Such clubs enable children to develop their skills in these areas plus provides them with essential life skills for their future:

- ✓ problem-solving;
- ✓ investigating and exploring;
- ✓ taking calculated risks;
- ✓ communication and collaboration;
- ✓ numeracy;
- ✓ STEAM

Other life skills activities such as: learning a different language using Duolingo, coding, touch typing, cooking and baking, cycling proficiency, life-saving, first aid, growing and nurturing kitchen gardens, plus projects such as: planning and organising theoretical road trips and staycations, buying cars, houses, enterprise projects which focus on marketing and branding, plus profit and loss in numeracy etc are also carefully incorporated into the curriculum at developmentally, age appropriate stages depending on Pupil Voice and the project studied in class.

### **Statutory Requirements:**

Careers and work-related experiences (CWRE) statutory guidance supports schools and settings to plan and implement CWRE.

CWRE is a cross-cutting theme through the Curriculum for Wales for learners aged 3-16.

### **Roles and Responsibilities:**

#### **SLT will:**

- ✓ take responsibility for developing, implementing, monitoring and reporting on the school's career programme ensuring that provision is:
  - planned with specific reference to Welsh Government curriculum guidance;
  - broad and balanced; providing age and developmentally appropriate learning opportunities and experiences for all learners; offering a range of learning approaches and integrated within the curriculum;
- ✓ manage the budget for the careers programme to ensure sufficient resources for CWRE plus opportunities for training (in-house and otherwise) are effectively deployed;
- ✓ identify staff learning needs in CWRE and meet them appropriately within a reasonable time frame;
- ✓ ensure time is regularly scheduled in staff meetings/on staff training days to focus on career-related research, practice, plus planning of events;
- ✓ measure impact of the CWRE provision – does the provision of CWRE make a discernible difference to learners' understanding of the world of work, enhance their skills set, plus overall learning across the curriculum?

### **The Careers Lead will:**

- ✓ keep up-to-date on current research and thinking to develop their own professional learning;
- ✓ inform parents/carers/stakeholders (including local businesses) of career-related work development throughout the year;
- ✓ ensure the school has a plan for the regular monitoring, review and evaluation of CWRE to support continuous development and the contribution of CWRE to overall school improvement (see SDP);
- ✓ lead a comprehensive audit of current CWRE provision and plan alongside staff a plan of action for future CWRE provision;
- ✓ manage careers plan of action, working alongside the CWRE working party and staff;
- ✓ support teachers to build careers education and guidance across the AoLEs and disseminate appropriate resources, plus current, effective research;
- ✓ establish and develop links with employers, education and training providers to enhance work-related experience opportunities for learners and to enable continuity of CWRE provision;
- ✓ work closely with our ALNCo to ensure the needs of all learners are met and practice is adapted to ensure the inclusion of all.

### **Staff will:**

- ✓ keep up-to-date on current research and thinking to develop their own professional learning;
- ✓ complete a comprehensive audit of current CWRE provision and plan alongside the Careers Lead a plan of action for future CWRE provision;
- ✓ work alongside the CWRE working party and Careers Lead to pilot, implement and amend our plan of action;
- ✓ further develop links with employers, education and training providers to enhance work-related experience opportunities for learners and to enable continuity of CWRE provision;
- ✓ work closely with the ALNCo to ensure the needs of all learners are met and practice is adapted to ensure the inclusion of all;
- ✓ ensure that the aims and benefits outlined above are evident in their planning and every day teaching to enhance CWRE provision.

### **The Governing Body will:**

- ✓ provide clear advice and guidance on which the school can base a strategic careers plan which meets legal and contractual requirements;
- ✓ appoint a member of the governing body who will take a strategic interest in careers education and encourage employer engagement;
- ✓ ensure independent careers guidance is provided to all pupils throughout their primary education and that the information:
  - is presented impartially;
  - includes a range of educational or training options;

- includes the aims, vision and ethos above;
- promotes the best interests of all learners.

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### **Assessing the impact on learners:**

Our CWRE provision is designed so learners can provide feedback on their progress which will be measured as they journey through the Progression Steps. We measure the impact of CWRE provision and initiatives through:

- Learner Voice (in Teacher/Learner dialogues, reflections, etc)
- Surveys completed by learners, parents, teachers etc.
- Evaluations/Reflections

### **Stakeholders and Employers/Business Links:**

At The Rofft, we are committed to working with key stakeholders such as: parents, employers, local businesses and industries, Careers Wales, local schools, Higher Education Institutions etc.

We recognise the important role that parents/carers have in their child's CWRE provision. We will keep parents/carers informed with relevant careers information updates through a range of platforms, including: emails, Google Classroom, Seesaw, newsletters and social media platforms such as X and Facebook.

Employer/business links will be developed, coordinated and maintained through partnership working and established links with Careers Wales.

### **Monitoring and Reviewing:**

This policy, the information included and its implementation will be monitored, evaluated and approved by the Senior Leadership Team, CRWE Lead, CRWE working party, plus approved by the governing body and reviewed annually. The next review date is January 2025.

