

Copley Academy CEAIG Action Plan- Academic Year 2023-24.

Intention: using our previous Gatsby Benchmark scores, which are listed below, Copley Academy is looking to *further develop and improve our CEAIG provision* to ensure that our students receive *platinum-plated work-related opportunities* to ensure that they are *careers ready by the end of their 11-16 provision*. Therefore, our students *will be knowledgeable and confident* about how *their learning links to careers*, have a clear *understanding about the different pathways* that are available to them and what is most suitable for them to pursue and have engaged, enthusiastic, and ambitious students who are *excited about the prospects of work-related learning*. All our students should leave school with the *confidence, skills, and abilities to implement well-thought out and developed clear plans*.

Aims for students-

1. provide good quality independent and impartial careers advice to students which inspires them and motivates them to fulfil their potential
2. provide advice and guidance which is in the best interests of the student
3. contribute to raising achievement; encouraging students to develop high aspirations and consider a broad and ambitious range of careers
4. provide opportunities to work in partnership with employers, training providers, local colleges and others to provide opportunities to inspire students through real-life contact with the world of work
5. develop enterprise and employability skills including skills for self-employment
6. support inclusion, challenge stereotyping and promote equality of opportunity
7. encourage students to see career development as a life-long process
8. support students at key transition points, such as Year 6 to 7, KS3 to KS4 and Post-16ⁱ.

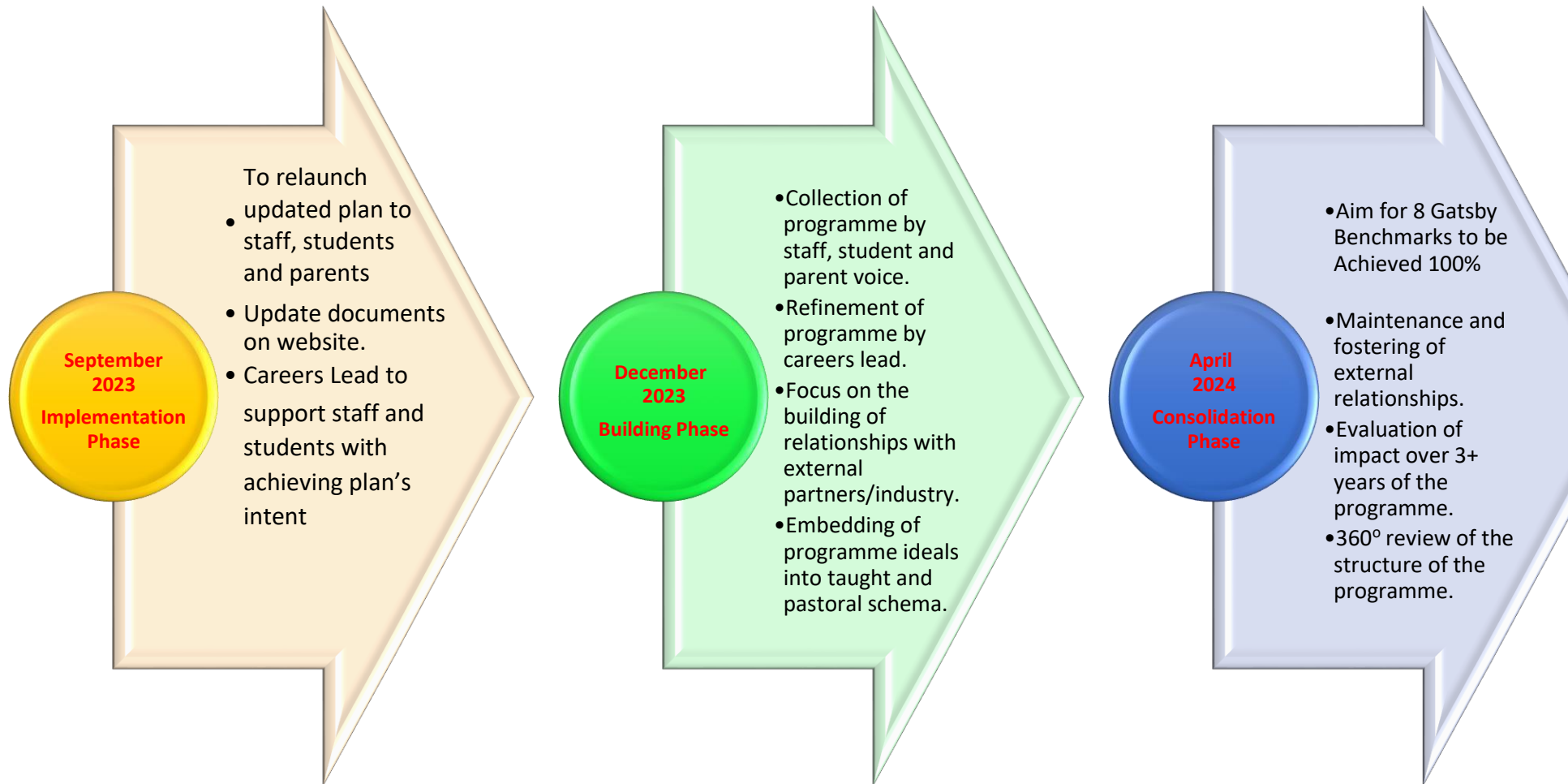
Benchmark	Summer 2022 Gatsby Score (*scores have declined due to impact of Covid-19)	Schools nationally achieving the benchmark	School in Greater Manchester achieving the benchmark	What has already been implemented since September 2018?	What are the next steps?
Benchmark 1 A stable careers programme	100%	66%	27%	A written careers programme that is updated and reviewed on a termly basis with SLT approval. There is both strategic and operational elements to the programme and careers information is published on the school website. There is now a careers-linked governor.	To have systematic evaluation involving staff and employers.
Benchmark 2 Learning from career & labour market information	100%	81%	67%	All students have up to date careers and labour market information and parents/carers are provided with information to support their child.	To continue to provide CPD opportunities to ensure
Benchmark 3 Addressing the needs of each pupil.	100%	45%	10%	All students are encouraged to have post-16 aspirations. The academy keeps systematic records of students' experiences of careers and enterprise experiences and works with the local authority by sharing data and providing support for more vulnerable students.	The academy needs to continue to challenge stereotypical thinking in relation to career pathways. The academy needs to continue to collect and maintain accurate data for each pupil on their destinations for 3 years after they leave school. Plus ensure that compass is used to log students' experience of CEIAG.

Benchmark 4 Linking curriculum learning to careers	93%	76%	47%	Careers and enterprise education has become part of and included in a pupil's standard lessons, linking curriculum to real-world career paths. For example, with EPE objectives.	To continue to provide CPD opportunities to ensure staff embed EPE into the curriculum and that this is quality assured.
Benchmark 5 Encounters with employers & employees	100%	80%	63%	Students have started to have increased number of encounters with employers and employees during their five years at the academy.	The academy needs to increase the number of encounters and make the encounters even more meaningful.
Benchmark 6 Experiences of workplaces	50%	75%	63%	Selected students are having experiences of workplace environments. For example, SEND, LAC or at risk of being NEET. All trips and visits need to have a work-related link and spend time discussing career opportunities during the visit.	To reintroduce work experience for Year 10
Benchmark 7 Encounters with further and higher education	100%	52%	50%	Students have had meaningful encounters with FE Colleges, 6th Forms, and apprenticeship providers.	The academy also needs to build on the Higher Education opportunities that are already embedded and allow HE experiences for all. The Academy needs to continue to build its links with other post-16 providers.

Benchmark 8 Personal guidance	100%	75%	97%	All students have an interview with Positive Steps by the end of Year 11.	To continue to support Positive Steps with their independent and impartial provision.
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Implementation:

Academy Careers Programme – Implementation Plan and Timeline:



Academy CEIAG Action Plan 2023/24

All students will have access to high quality and regular careers EDUCATION.

Link to Gatsby	Strategy	What will success look like?	Lead	How will we get there (Actions)	How will we know we have arrived (Impact)	RAG of actions and Impact	Cost, training & resources
1,3,4	Embedding Careers as part of the curriculum offer.	<p>All lessons will have an EPE objective to link learning to careers and work-related skills.</p> <p>EPE Objectives will be benchmarked against the CDI Framework</p> <p>Students to have the opportunity to complete careers-related activities in lessons (staff to ensure this is considered as part of medium-</p>	<p>SLT careers link</p> <p>T&L Lead</p> <p>HODs</p> <p>HofKS</p> <p>GREAT Lives lead</p> <p>SLT</p>	<p>EPE objectives to feature as part of PD observations for QA purposes (Ongoing as part of QA) and to refer to CDI framework.</p> <p>Updating of schema and schemes to include opportunities for work-related learning in medium term planning (September 2022)</p> <p>Timetabled tutor activities as part of the GREAT Lives curriculum (Ongoing)</p> <p>Staff start to add their own resources and tailor materials to suit their</p>	<p>Regular student voice feedback that shows understanding of work-related learning through classroom learning</p> <p>Completion of staff evaluation about the impact and areas for development in terms of WRL</p> <p>Careers knowledge audit shows a better understanding of careers education (September and June)</p> <p>Compass scores for Gatsby Benchmarks for 3 & 4 to continue to improve</p>		Admin time to collate and analyse data.

		term planning) and through the GREAT Lives tutor programme		own forms/classes (ongoing) Students complete a careers knowledge audit. (End of Academic year)			
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1,2,4	Embedding Careers being discussed as part of the curriculum in lessons.	Students are increasingly engaged in learning activities that have a work-related focus, which can include project-based learning and homework Greater use of visual resources to develop links between subjects and the World of Work, such as the introduction of GMACs/Xello for Years 7,8,9 and 10.	SLT careers link T&L link HoDs	Careers-related learning to be linked to CPD observations and whole school/middle leaders training (Ongoing) Increasing links with employers allow for specific examples to be used in teaching (ie) in History writing a newspaper article using a mainstream paper's layout or online news apps using their logos (ongoing) Careers boards launched for each department and regularly reviewed and refreshed. (September	Via Student Voice: Students are able to make concrete links between the content of their learning and the World of Work and its value in terms of potential career pathways. Students can describe the pathways different subjects open and explain HOW subject content is beneficial.		Cost of careers boards, plastic covering and Maintenance. Plus staff admin to complete tasks Refresh of resources / printing.
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				2022 with half termly reviews)			
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All students will have access to high quality and regular careers INFORMATION.

Link to Gatsby	Strategy	What will success look like?	Lead	How will we get there (Actions)	How will we know we have arrived (Impact)	RAG of actions and Impact	Cost, training & resources
2,4,5,6	Continue to ensure the CEIAG, aspirational learning and Higher Education is seen as being a possible potential pathways for all .	<p>Website and social media is up to date with information for both students as well as their parents/carers</p> <p>Information will include aspirational learning, post-16 pathways, open day events, details about our career partners, our career plans and timetables, provider access statement etc.</p>	<p>Careers Lead</p> <p>ICT Admin</p>	<p>Half-termly reviews and addition/deletion of materials dependent on relevance.</p> <p>Encouragement of external partners to use the website and to monitor its relevance both to them and to the students and parents at the Academy. For example, publicising careers in the local media and highlighting the search for possible future partners</p>	<p>Increased use of the website to support independent research into the World of Work. (Ongoing)</p> <p>The number of external partners that contact the Academy increases because of the offer on the website and other media links. (ongoing)</p> <p>Maintain the increase in number of articles that run in the local media about careers-related events (ongoing).</p>		<p>Cover for careers lead to attend meetings to maintain and foster new external relationships.</p> <p>Deployment of ICT support staff and time to update the website.</p>

1,2,3,7	Careers Assemblies will be bespoke and integrated into a progressive plan to build on student knowledge, which the new Carers Leader taking responsibility.	Specific assemblies will be both targeted for year group and adapted to changing needs.	SLT Careers Link SLT Head of Key Stage	Assemblies are TTed on the Academy calendar and part of the regular diet for students. With Covid-19 virtual/digital resources to be factored into planning. A range of staff, from within and from outside of the Academy will be known to the students (across their CEIAG journey) and will deliver a range of different but important messages that students will have been prepared for and have the opportunity to reflect upon to ensure maximum impact.	Assemblies will complement the curriculum schema and also give a 'Big Picture' view with links to activities from the tutor programme and wider curriculum (Termly) Students will be given the opportunity to hear from providers and outside agencies in a low-stakes, anonymous way, thus increasing the number of students, in all years, that have employer encounters. (Ongoing)		Use of networking/external contacts, reviewing and updating of previous assemblies Sharing of good practise between the Trust.
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All students will have access to high quality and regular careers EXPERIENCES.

Link to Gatsby	Strategy	What will success look like?	Lead	How will we get there (Actions)	How will we know we have arrived (Impact)	RAG	Cost, training & resources
4,5,6,7	Experience of work and careers through the reintroduce of Year 10 Work Experience, as well as maintain new links from the previous academic years.	The learning experience for a student at Copley Academy will have practical (and off-site) work-related learning opportunities	SLT Careers link All staff	Establishment of an experience calendar that runs across the 5 years learning. HoDs and SLT links encourage staff to think about the wider context of their curriculum package and plan in practical learning for all students. Trips and Visits paperwork to include specific links to work-related learning.	All staff involved in input. (ongoing) All students will be able to draw a list of their encounters, trips and experiences so that they have a record of their CEIAG journey at Copley Academy. (end of academic year) Data analysis will show any key groups that are underrepresented in any areas of experience and plans can be made to 'fill the gaps'. (termly review) Number of visits and experiences (including virtual) to increase by 10% (end of academic year)		Admin and staffing time.
2,3, 5, 6, 7,	Ensure all student experiences are recorded and accessible	That Compass tool is used as a means of recording all experiences.	SLT Careers Lead	Training on Compass Plus. CDP support from Enterprise Coordinator	Data can be downloaded from compass		Staff time and training.

4,5,7	Careers encounters in the Academy – open to all, including parents.	Opportunities to hear guest speakers, such as alumni, Speakers for School, local and national professionals. Plus, additional events throughout the year, including assemblies, GREAT Learning Days	HoD. HoKS SLT careers link	Relationships with colleges and employers will be fostered and renewed with volunteers coming in to the Academy to meet with students.	The Academy becomes a hub for contact between the students, the parents, the community and employers and education providers. (ongoing) Stakeholder voice to provide positive engagement and feedback but also constructive comment to further improve events. (ongoing)		Cost of the space (if sports bookings etc.. need to be cancelled). Time to make contacts and foster relationships. Refreshments on the day. Advertising materials.
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Monitoring of Activities

Strategic Objective	Activity to be monitored	Responsibility	When?	Methodology
All students will have access to high quality and regular careers EDUCATION.	Activities introduced and students engaged in careers-based studies, especially through the new GREAT Lives Curriculum	SLT careers link	All Year	Student Voice questionnaire. Curriculum review.
	Students frequently exposed to careers education and related activities both inside and	SLT Careers Leader		
	Students are increasingly engaged in learning activities that have a careers 'slant' in curriculum lessons.	All Staff		
	Students are exposed to visually stimulating environments that		All Year	Walk the building. Review of the learning environment.

	encourage links between subjects and the World of Work via displays inside and outside of classrooms.			
All students will have access to high quality and regular careers INFORMATION.	Website is current, relevant and provides high quality information about careers for a range of users.	SLT Careers link and Careers Leader	Start of every half term	Academy and Trust reviews
	Specific assemblies will be both targeted for year group and adapted to changing needs.	SLT link and Careers Leader	Periodically through the year	Assemblies, Parents/information evenings and form time activities.
	Local LMI is gathered and shared with students at key points in their learning.	SLT Careers Link and Leader All staff		
	Students use LMI to frame the choices they make regarding possible pathways	SLT Careers Link and Careers Leader Year 9 team SLT Year 11 team Careers Advisor	Year 11 term 1 Year 9 term 2	
All students will have access to high quality and regular careers ADVICE and GUIDANCE.	All year 11 students will have a 1:1 session prior to college applications deadline.	Year 11 team Careers Advisor	Year 11 term 1	
	All year 10 students will have access to the careers team (through additionally secured funding). All students at years 7-11 will have access to Careers drop-in sessions on a Wednesday via Careers Connect.	Year 10 team Careers Advisor LPSOs SLT Careers link and Careers Leader	Periodically through the year.	Individual and group sessions with Careers Advice service (Career Connect).
				Individual student booked sessions.
	Academic and Career/Options choices support given.	SLT careers link and Careers Leader	Periodically through the year.	Assemblies, individual meetings and form time activities.

		HoKS		
	All year 9 students will receive a personalised interview with a senior member of staff to discuss their options choices. Parents evening for year 9 will have a significant focus on the options choice process, plus a later Options Evening, with Post-16 providers present.	SLT Year 9 team	Year 8 term 2	Individual meetings.
	The learning journey for a student at Copley Academy will have experiential (and specifically off-site) learning interleaved for Academic subjects, pastoral curricula and for careers (especially where the careers experiences support the advancement of a subject curriculum).	SLT careers link and Careers Leader All staff	Across the 5 years a student is at Copley Academy.	Monitored termly.
All students will have access to high quality and regular careers EXPERIENCES.	GREAT Learning events and other corporate events gives every student the possibility of a face to-face meeting with a large number of colleges, careers professionals, apprenticeships providers and employers.	SLT Careers Link and Careers Leader HofKS	All year, including Year 10 Work Experience.	Large scale event in the Hall / Theatre / Bistro with attendees from colleges and business.

Evaluation of Activities

Strategic Objective	Activity to be evaluated	Responsibility	When?	Methodology
All students will have	Careers as part of the progress time curriculum offer.	SLT Careers Leader	July 2024	Form time / pastoral curricula review of new Great Lives. Student questionnaires

access to high quality and regular careers EDUCATION.	How does the teaching / sharing of information about career pathways and post-16 options support students to make positive choices about their futures?	SLT lead for T&L		(especially focussed on key groups)
	Careers being discussed as part of the curriculum in lessons. To what extent are students able to use information about CEIAG to identify the impact of specific subject learning on potential outcomes and pathways?	SLT careers and T&L Lead HoDs	During whole Academy curriculum reviews.	
All students will have access to high quality and regular careers INFORMATION.	The CEIAG section of the school website is a useful resource to support students and the wider community. Has there been a statistically significant increase in the number of individual 'accesses' of the careers section of the Academy website from September to July?	IT Support SLT career lead	Termly.	'Click counter' – has the number of visits to this source of information increased?
	Careers Assemblies will be bespoke and integrated into the Academy plan. Are students able to better articulate why they are learning certain content and/or skills in terms of the potential career options these would open?	SLT Careers link All staff	Periodically across the 5 years a student attends Copley Academy.	Careers is interwoven into the delivered and wider curriculum At Copley Academy with staff understanding WHY it is important to support students to understand its impact.
	Local Labour Market Information is available to all students and used by students to inform choices. This is circulated via assemblies, the GL tutor programme etc with the support of organisations such as	All Staff	Periodically across the 5 years a student attends Copley Academy.	Form time activities (GREAT Lives) and curriculum lessons.

	The Apprenticeship Hub to provide relevant, local and up to date information.			
All students will have access to high quality and regular careers ADVICE and GUIDANCE.	Careers advisor regularly in the Academy to increase student's awareness of career services that are available in school. Updated display boards, information on website and TEAMS.	Careers Advisor SLT Careers Link	Periodically across the 5 years a student attends Copley Academy.	Well-advertised and high profile booking and communications.
	Mentoring programmes offer students a non-Academy staff contact for support and guidance. Students who are from disadvantaged or vulnerable backgrounds will be targets. These students will also be provided with follow on support.	SLT Careers Lead Year Teams	Ongoing	Registers taken and encounters inputted on to Academy wide tracker via Compass Plus
	Year 9 GCSE Options Choice Interviews for ALL to ensure that they are selecting appropriate choices for their potential FE and HE pathways.	SLT Year 9 team	Year 9 term 2	Year 9 options tracker and submission forms to be monitored
All students will have access to high quality and regular careers EXPERIENCES.	Experiential Learning through Trips and Visits. These include participation on taster days at colleges and university, such as the Gateway Programme and Aim Higher events. Students to have career talks as part of any extra-curricular visit to link learning to the world of work	SLT Careers Link SLT trips & Visits link Year teams Class teachers	Periodically across the 5 years a student attends Copley Academy.	Registers taken and encounters inputted on to Academy wide tracker on Compass Plus along with student feedback. All visits to have a work-related link that is reflected in trips and visits proposal forms

	<p>Careers encounters and education in the Academy – open to all, including parents. This is frequently communicated through our website and social media.</p>	<p>SLT Careers Lead</p>	<p>July 2024</p>	<p>Registers taken of attendance or engagement at different career events.</p> <p>Evaluation completed for key stakeholders, including students, parents, colleges/FE/apprenticeships/HE providers and employers.</p>
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- ⁱ At post 16 in 20 95% of students continue in a learning environment. However, the NEET figure has been increasing since 2013 and therefore the Academy needs to address this trend as well as ensuring students select a destination that best suits their learning needs and aspirations. This figure has started to decline since 2020, but in a post-Covid context, it is still vitally important that the Academy continues this work with NEET students.