

Future Planning Offer

Future planning aim : Learners are prepared for the next stage in their lives and continue to be interested in learning new things (Reynalds Cross curriculum intent aim 6)

Key Stage	Early Years	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4	Key Stage 5
Aim for each Key Stage and responsibility	Preparing pupils for their move to Key Stage 1	Preparing pupils for their move to Key Stage 2	Preparing pupils for their move to Key Stage 3	Preparing pupils for their move to the 14-19 Stage.	Offering a wealth of <u>appropriate*</u> experiences so pupils can make informed choices about their own futures	Offering <u>relevant*</u> specialist experiences and transition tailored to meeting the individual needs of pupils
Benchmark 1 A stable careers programme (CaL)	Embedded programme of careers education and guidance. Careers information published on website in different formats so everyone can access and understand it. Careers programme regularly evaluated (e.g. through curriculum feedback, destinations data and qualifications data).					
Benchmark 2 Learning from career and labour market information (CDG) <small>This section outlines the support given to prepare students for their move through school and possible future destinations</small>	Pupils cued in to move in an appropriate way (e.g. photo board with ages/Key Stages). Transition sessions provided for pupils and staff during the summer term where appropriate. Staff share information about pupils before any moves take place (including Transition Passports). Curriculum designed to support transition - each year all pupils will focus on settling into new routines in the Spring term and transition in the Summer term. Parents informed of class moves and expectations/information about new classes. Working with other agencies to gather information about the career and labour market appropriate (e.g. independent careers advisor).					
Benchmark 3 Addressing the needs of each pupil (CDG)	Transition Passports produced by pupils (with staff support) shared with parents/Local Authority via annual review meetings. These are updated regularly, presented by pupils where relevant and includes a log of experiences for the older pupils. Complete pages 1-8 only of the Transition Passport focusing on 'my life now'. Transition Passports used to inform activities during 'my future' themed activities/days e.g. 'world of work' day. Complete the entire Transition Passport including 'my life in the future' section. Transition Passports used to inform college link course choices, work experience options, enrichment activities etc.					
Benchmark 4 Link curriculum learning to employers (CuL) <small>This section outlines the curriculum focus for each Key Stage.</small>	<u>School readiness</u> EYFS focuses on Early Learning Goals to ensure children's 'school readiness'.	<u>Daily routines</u> Pupils will show awareness of familiar routines and events through use of timetables, now and next etc. They begin to understand the concept of 'future' (time) and can make choices about future events.	<u>Expressing preferences and making choices (Years 3 and 4)</u> Pupils will express preferences and making decisions both when involved in everyday activities and when considering their future at school and beyond. <u>The world of work (Years 5 and 6)</u> Pupils will explore different professions through activities such as role play, 'people who help us' activities, doing school based work experience and work tasters. Pupils will also develop early employability skills.	<u>Employability</u> Pupils will be able to develop their employability skills which will include following instructions to complete tasks, finding out how to stay safe within the workplace and exploring how to present themselves for work.	<u>Qualifications</u> Pupils will work towards a range of employability or positive alternative to work themed qualifications dependent on their ability.	
Benchmark 5 Encounters with employers and employees (CDG)	Encounters with teaching and nursing staff within EYFS.	"People who help us" day (Autumn term yearly).	"People who work in my school" day (Spring term - years 2, 4 and 6 of cycle).	"Positive alternatives to work day (Spring term - years 2 and 5 of cycle). "World of work day" including volunteering (Spring term - years 3 and 6 of cycle).	Appropriate employer and employee visits to school in preparation for the experiences they have in KS5. Appropriate past student visits to help inform future decisions about destinations.	Relevant employer and employee visits to school in preparation for leaving school. Relevant past student visits to support pupil's moves to next destinations.
Benchmark 6 Experiences of Work Places (CDG)	Educational visits to include visits to work places (e.g. pointing out job roles when visiting shops).				A range of appropriate work tasters/positive alternative to work tasters.	Regular relevant work experience/positive alternative to work experiences linked to possible post school placements.
Benchmark 7 Encounters with further and higher education (CDG)	Parents and pupils invited to attend appropriate events where they can meet with future placement providers including in-house events (e.g. transition events, Skills Show Live). Information about open days shared with parents regularly. "The world of education day" (Spring term - years 1 and 4 of cycle).				Pupils/parents informed that they can leave school and go to an alternative provider at the end of year 11 and can leave education at the end of year 13. A range of college/day provision tasters provided as appropriate.	Link college course or regular day provision visits relevant to possible post school placements.
Benchmark 8 Personal guidance (FS)	Support given in annual reviews meetings. Access to family support. Access to Transition Family Support Worker, advocacy support and independent careers adviser. Careers Adviser in Year 9 Annual Review. Careers interview with pupil and parents (where applicable) to create a career action plan.					Careers Adviser in Year 12 Annual Review. Careers interview with pupil and parents (where applicable) to create a career action plan. Tailored transition support to post school destinations.

* Decisions on whether visits are appropriate/relevant for individual pupils should be made with: 1) an understanding of the pupil's skills, abilities and difficulties 2) knowledge of realistic possible post school destinations.

Responsibilities: **CaL**=Careers lead **CuL**=Curriculum lead **CDG**=Curriculum development group (including future planning assistant to support with organisation) **FS**=Family support (including future planning assistant to support with organisation)