

CURRICULUM STATEMENT

Policy Date: January 2011

Last updated: March 2024

Review due: September 2025

Reviewed by the Local Governing Body

Where it came from: Deputy Headteacher (Curriculum & Student Outcomes)

The Curriculum at the Ilfracombe Academy

The curriculum statement which follows sets out the guiding principles and operational substance of the curriculum at The Ilfracombe Academy.

This curriculum statement is updated at the beginning of each academic year and approved by governors.

All changes to the curriculum which will be implemented throughout the course of this academic year are identified within the attached appendix (see appendix 1).

We define curriculum as all the learning experiences of students at The Ilfracombe Academy. These experiences include (but are not limited to):

- Tutorials and Assemblies
- Lessons
- Home learning / independent study
- Extra-curricular activities / educational visits

CURRICULUM REVIEW AND DEVELOPMENT

The Ilfracombe Academy has a well-established annual process of curriculum review, which facilitates dialogue between a range of stakeholders, including; leaders, teachers, support staff, students and parents. Regular review (informed by research, best practice and the national picture) ensures that our curriculum provision is adaptable and responsive to the needs of all students.

1. INTEGRITY

Our values and vision statement underpin the ongoing process of curriculum review and development at The Ilfracombe Academy:

Ilfracombe Academy vision statement:

‘Learning together for Life in all its fullness’.

We serve and support our community providing a child-centred education that reflects Christian values. Respecting the dignity and potential of each individual person and sensitive to the needs of a diverse society we strive to enhance and strengthen our core values; Dream big, Take responsibility and Be kind. These values are central to our school. We are committed to the highest standards of academic excellence; we are dedicated to providing the best possible education for all our students by developing the knowledge, understanding and skills essential for learning and leading a fulfilled life.

The Ilfracombe Academy is a Church of England school, and as such is expected to follow the recommendations within the SIAMS framework (Statutory Inspection of Anglican and Methodist Schools).

2. INTENT

All staff at the Ilfracombe Academy are encouraged to evaluate current provision to ensure that the following key principles are fostered across the range of curriculum experiences available to students:

- The sustained acquisition of knowledge and skill amongst students which promotes academic excellence.
- The provision of broad and balanced educational experiences.
- Spiritual, cultural and moral development.
- The enrichment of educational experience through extracurricular provision.
- The provision of outstanding guidance to students regarding education and careers.

We believe that every child has an entitlement to a curriculum offer which is developed, implemented and reviewed with these key principles in mind.

3. IMPLEMENTATION

The academy promotes the effective implementation of its curriculum offer by;

- Promoting the ongoing development of schemes of learning which promote the acquisition of knowledge and skills.
- Encouraging staff to continually develop excellent subject/curriculum knowledge and an awareness of metacognition within their subject areas.
- Promoting the use of assessment and feedback to identify gaps in student understanding and inform future teaching.
- Identifying and removing barriers to student progress in the classroom.
- Ensuring that a range of suitable extracurricular/enrichment activities are available to students and monitoring/promoting participation amongst all groups of students.
- Utilising TLR3 positions to support specific areas of our curriculum offer.

4. IMPACT

Promoting academic excellence is at the heart of curriculum review and planning at the Ilfracombe Academy, subsequently examination results will remain a key indicator of the impact of our curriculum offer. A range of additional evidence is utilised to monitor the impact of our curriculum offer on students at the academy:

- Student progress evidenced through quality assurance processes, including; lesson visits and student voice activities.
- Analysis of the destinations of school leavers.
- Analysis of participation in extracurricular opportunities.

ACADEMIC CURRICULUM CONTENT

The following table outlines the subjects on offer at the Ilfracombe Academy and the number of teaching hours allocated per week

RED - Mandatory Subjects

(s) – Setted Subject (students are set by ability within these subjects)

(r) – Rotation Subject (delivered as part of the curriculum within a larger subject area)

(o) – Optional Subject (selected by students for their KS4 and KS5 studies)

(v) – Vocational Subject (Pearson BTEC or OCR Cambridge qualifications)

	7	8	9	10	11	12	13
Art	2	2	1	2.5 (o)	2.5 (o)	4 (o)	4.75 (o)
Biology						4 (o)	4.75 (o)
Business Studies						4 (o)(v)	4.75 (o)(v)
Chemistry						4 (o)	4.75 (o)
Design Technology	2	2	2	2.5 (o)	2.5 (o)	4 (o)(v)	4.75 (o)(v)
Drama	1	1	1	2.5 (o)(v)	2.5 (o)(v)	4 (o)(v)	4.75 (o)(v)
English	3 (s)	3 (s)	3 (s)	5 (s)	5.75 (s)	4 (o)	4.75 (o)
French*				2.5 (o)	2.5 (o)		
Food Technology	(r – DT)	(r - DT)	(r - DT)	2.5 (o)	2.5 (o)		
Geography	2	1	2	2.5 (o)	2.5 (o)	4 (o)	4.75 (o)
Health & Social Care				2.5 (o)(v)	2.5 (o)(v)	4 (o)(v)	4.75 (o)(v)
History	1	2	2	2.5 (o)	2.5 (o)	4 (o)	4.75 (o)
Information Technology		(r - DT)	(r - DT)	2.5 (o)(v)	2.5 (o)(v)		
Learn to Learn	1						
Maths	3 (s)	3 (s)	3 (s)	5 (s)	5.75 (s)	4 (o)	4.75 (o)
Media Studies				2.5 (o)(v)	2.5 (o)(v)	4 (o)(v)	4.75 (o)(v)
Music	1	1	1	2.5 (o)	2.5 (o)(v)	4 (o)	4.75 (o)
PCRE (inc Religious Education)	2	2	2	1 (s) +2.5 (o)	1 (s) +0.75 (o)		
PE (Physical Education)	2	2	2	1.5 (s) +2.5 (o)(v)	1.5 (s) +2.5 (o)(v)	4 (o)(v)	4.75 (o)(v)
Philosophy & Ethics						4 (o)	4.75 (o)
Photography				2.5 (o)	2.5 (o)	4 (o)	4.75 (o)
Physics						4 (o)	4.75 (o)
Politics						4 (o)	4.75 (o)
Psychology						4 (o)	4.75 (o)
Science**	3 (s)	3 (s)	3 (s)	5 (s)	5.75 (s)		
Sociology						4 (o)	4.75 (o)
Spanish*	2 (s)	3 (s)	3 (s)	2.5 (o)	2.5 (o)		

0.75hrs within the table is the result of our period 6 timetable in years 1 and 13

* The school is moving towards the delivery of a single modern foreign language (Spanish), French is being phased out of the curriculum – the last GCSE French cohort will complete their studies in 2025.

** All students study combined science at GCSE (leading to the awards of x2 GCSE qualifications)

Note - In years 10 and 11 students select 3 options from the optional subjects on offer

Note - In years 12 and 13 level 3 students select 3 options from the optional subjects on offer

LONG TERM CHANGES TO OUR ACADEMIC CURRICULUM OFFER:

Appendix 1 outlines the changes to our academic curriculum which have been actioned during the course of this academic year.

From September 2023 the school changed the allocation of curriculum time in KS4 (years 10 and 11) and KS5 (years 12 and 13), these changes have been made to support our students to ensure they achieve the very best academic outcomes.

Some of these changes include;

- Increasing the available curriculum time for our year 11 and year 13 students through the introduction of the period 6 timetable (Monday-Thursday).
- Increasing the allocation of curriculum time in GCSE English and GCSE maths.
- Increasing the allocation of curriculum time in all three of the students GCSE option subjects.
- Increasing the allocation of curriculum time in all level 3 (A level and equivalent) qualifications in our sixth form.

KS3 (years 7-9) provides students with the academic grounding required to succeed academically in both KS4 and KS5. The school has reviewed the allocation of curriculum time across KS3 and is committed to strategic changes which will:

- Maintain a broad range of curriculum experiences
- Ensure an appropriate balance to the allocation of curriculum time
- Maximise each students chances of academic succes

From September 2024 we will begin a phased transition from our current KS3 curriculum allocations (see table below) to our planned KS3 curriculum allocations (see table below).

All changes to our curriculum allocation will be communicated through annual updates to the table on page 6 of this curriculum statement (Academic Curriculum Content).

The school is committed to the continual review of our curriculum offer. For this reason these (and other proposals) may be subject to change which would be communicated via this annual curriculum statement.

	Curriculum Allocations			Curriculum Allocations		
	Yr7	Yr8	Yr9	Yr7	Yr8	Yr9
English	3	3	3	4	4	4
Maths	3	3	3	4	4	4
Science	3	3	3	3	3	3
History	1	2	2	2	2	2
Geography	2	1	2	2	2	2
MFL (Sp)	2	3	3	3	3	3
PE	2	2	2	2	2	2
PCRE(PSHE+RE)	2	2	2	1.5	1.5	1.5
Design	2	2	2	1	1	1
Art	2	2	1	1	1	1
Drama	1	1	1	0.5	0.5	0.5
Music	1	1	1	1	1	1
Learn 2 Learn	1	0	0	0	0	0

OTHER FEATURES OF CURRICULUM PROVISION:

LITERACY AND NUMERACY:

There is explicit teaching of literacy and numeracy skills within maths and English lessons. In addition the Ilfracombe Academy encourages all staff to plan activities which support the development on literacy and numeracy.

Further to this;

- Students complete the NGRT reading test annually to assess their reading levels. Any student with a standardised score (SAS) of below 85 will be targeted for reading intervention. At KS3, these students will generally access Lexia – an online reading programme designed to ensure rapid reading progress. At KS4, these students undertake the Lexonik Leap programme. This is an intensive, small group reading intervention delivered by learning support assistants trained in the programme.
- There are some students at KS3 who have both Lexia and Lexonik Leap interventions due to their literacy needs being considerable.
- A significant number of students with a SAS score between 85-100 will also be identified to follow the Lexonik Advance programme. This programme is a small group intervention that students will follow for one hour a week for six weeks.

The academy has introduced leadership positions;

Senior Leader (Read):

- *The post holder is responsible for identifying (and monitoring) students in need of intervention; leading the various intervention programmes and developing the Tutor Reading programme to encourage all students to become competent life long readers.*

PCRE:

The PCRE programme extends over Key Stage 3 and Key Stage 4. It covers the statutory requirements associated with Citizenship, Health, Social, Moral, Spiritual and Cultural Education in addition to Religious Education and aspects of careers guidance. As well as covering knowledge and understanding, the programme is designed to develop personal attributes, such as self-esteem, emotional intelligence, good citizenship and British Values.

The academy has introduced a leadership position:

Distinctive Christian vision and ethos;

- *The post holder will act on the recommendations of the SIAMS inspection (Feb 2017) this will include; ongoing self-evaluation and strategic planning for the development of the schools distinctive Christian vision and ethos. Staff training, and developing a whole-school approach to collective worship and tutor reflection.*

INFORMATION TECHNOLOGY:

Students in years 8 and 9 complete an Information Technology (IT) unit of study designed to develop an understanding of software which will support their progress throughout the academy and beyond. This unit is delivered as part of the design technology programme.

All subjects are encouraged to incorporate opportunities for students to develop IT skills into KS3 schemes of learning.

EXTRA-CURRICULAR ACTIVITIES (and STEM)

There is a wide and growing range of activities both to support and enrich the learning experience of all our students. A balanced programme including academic, physical and creative elements runs throughout the school year. Major emphasis is placed upon widening horizons and raising aspirations through educational visits, both home and abroad.

An audit of students participating in extra-curricular activities is maintained throughout each academic year.

The real world applications of STEM are incorporated into schemes of learning and teaching episodes within Science, Maths and Design Technology.

WORK RELATED LEARNING

The Ilfracombe Academy holds the *Quality in Careers* standard (through the Investor in Careers model), most recently re-accredited in summer 2022. This external assessment confirms that the academy offers the highest quality CEIAG (careers, education, information, advice and guidance) to students.

- Students receive this CEIAG through timetabled PCRE lessons, tutorial periods and a planned programme of visits and collapsed timetable days.
- We work closely with regional and community based employers, businesses and enterprise groups to provide a range of employability and employer engagement programmes e.g. 'Your Hired!', 'Next Steps' and 'year 10 work experience week'. We draw on the expertise of Careers South West (CSW), Next Steps South West and other such organisations to support these events.

The academy has introduced TLR3 leadership positions in Careers and Developing Learners, Developing Leaders.

A comprehensive list of events relating to CEIAG planned for this academic year can be found within the attached appendix (see appendix 2).

OPTIONS PROCESSES

The options processes are designed to help students make well-informed choices about the courses that they follow during KS4 and KS5. We aim to encourage students to pursue a broad and balanced curriculum. The guidance provided to students is annually reviewed with students receiving support and guidance through;

tutorial programmes, options evenings, school prospectus materials and options interviews.

Summary of KS4 options guidance:

To ensure breadth and balance students are currently required to include history, geography, or Spanish as one of their 3 option subjects. Students are encouraged to choose a practical/expressive/creative/vocational subject as another (the options process allows for flexibility for individual students).

Full details of the KS4 options process can be found within the year 9 options booklet.

Summary of KS5 options guidance:

Students meeting the entry requirements for level 3 courses select 3 option subjects from a list of ~20 subjects. Students are guided towards subjects with further education, training and employment in mind.

Full details of the KS5 options process can be found within the post-16 options booklet.

SPECIAL EDUCATIONAL NEEDS / ABLE STUDENTS

In consultation with primary colleagues and parents, we identify students we feel may need additional support as well as students that are particularly able.

- The school has a dedicated team of learning support staff. The team support students both in and out of lesson. For example, students are welcomed during morning meet and greet, students regularly meet with their key worker, reviewing their passport and SMART targets. Targeted students will have support from a Learning Support Assistant (LSA) within the classroom. Further support is provided through tracked intervention for highlighted students who may be extracted from lesson for a period of time. Parents and carers are invited in across the year for a 1:1 meeting to review their child's progress and plan moving forward. In addition, the SEND team hold sessions throughout the year in which parents and cares can meet their child's key worker and discuss ways in which they can support their child's learning and progression at home. Further detail relating to the schools SEND provision can be found within The Ilfracombe Academy SEND policy and SEND Information Report.
- Able students are supported through high expectations and a focus on the inclusion of stretch and challenge opportunities within lessons. University visits and careers/enrichment events are also used to raise aspirations amongst students.

The school is committed to offering an inclusive curriculum. This curriculum statement should be read in conjunction with the whole school equality policy (informed by the Equality Act 2010) and the whole school SEND Information report and SEND policy (informed by the SEND and disability regulations 2014).

MONITORING & REVIEW

The Governors will seek to provide a curriculum which enables the college to fulfil its key purposes. This Curriculum Statement will be reviewed annually. Ongoing monitoring will also take place through processes that include an analysis of public examination results, discussions with the Headteacher, consultations with staff, students and parents, and presentations by Middle Leaders to SLT and Governors.

POLICY HISTORY

Policy / Version Date	Summary of change	Contact	Implementation Date	Review Date
Jan 2011	Pat Glover proof read and made amendments	L Nias	Jan 2011	
Sep 2011	Tony Tucker updated in light of changes in some curriculum content. Section on Literacy/Numeracy amended by P. Roberts	T Tucker	September 2011	July 2012
June 2011	Tony Tucker updated regarding changes for next academic year.	T Tucker	September 2012	July 2013
July 2013-Sept 2013	Full update and subsequent minor adjustments	T Tucker	November 2013	November 2014
Sept 2014	Full update- Summary of changes 2013-14 replaced with 2014-15 at beginning of document And subsequent minor adjustments	T Tucker	September 2014	September 2015
Sept 2015	Full update- Summary of changes 2014-15 replaced with 2015-16 at beginning of document And subsequent minor adjustments	T Tucker	September 2015	September 2016
October 2017	Full update- Summary of changes to curriculum 2017-18 at beginning of document and subsequent minor adjustments	J Twomey	October 2017	September 2018
September 2018	Full update- Summary of changes to curriculum 2018-19 at beginning of document and subsequent minor adjustments – option subjects, lesson allocation, careers, STEM etc TLR3 positions added	J Twomey	September 2018	September 2019
September 2019	Curriculum statement re-written to focus on the guiding principles of curriculum review and development at The Ilfracombe Academy. Information updated to reflect changes for 19-20	J Twomey	September 2019	September 2020
September 2020	Preface written to outline how the ongoing Covid-19 pandemic impacts on the curriculum. Information updated to reflect changes for 20-21	J Twomey	September 2020	September 2021
September 2021	Preface written to outline how the Covid-19 pandemic and restructured day/week impacts on the curriculum. Information updated to reflect changes for 20-21	J Twomey	September 2021	September 2022
September 2022	Information updated to reflect changes for 22-23.	J Twomey	September 2022	September 2023
March 2024	Information updated to reflect changes for 23-24 Focus – KS4 and KS5 curriculum changes from Sep23 and KS3 from Sep24	J Twomey	September 2023	September 2025

APPENDIX 1 – changes to curriculum for 2022-2023:

- The school has moved to a two-week timetable since September 2023. This has been done to provide increased flexibility in the allocation of curriculum time/lessons to subjects.
 - There has been a reallocation of curriculum time in KS4. This has been done to ensure that our curriculum allocations reflect the practice of the best school nationally and to support the academic progress of students.
 - We have introduced period 6 for all year 11 and year 13 students. Period 6 provides an additional 45min of curriculum time Monday-Thursday.
 - The introduction of period 6 has enabled:
 - Curriculum time in GCSE maths, English and the option subjects to be increased
 - Reduction in curriculum time in GCSE science to be minimised
 - Curriculum time in KS5 (Y13) subjects to be increased

		Sep22	Sep23	Sep23 + period 6
11	English	5	5	$5 + 0.75 = 5.75$
11	Maths	4	5	$5 + 0.75 = 5.75$
11	Science	6	5	$5 + 0.75 = 5.75$
11	PCRE	2	1	1
11	PE	2	1.5	1.5
11	Option 1	2	2.5	2.5
11	Option 2	2	2.5	2.5
11	Option 3	2	2.5	2.5
				Year 11 students have 0.75hr of SPARX maths per week via period 6
		Sep22	Sep23	
13	Option 1	4	4	$4 + 0.75 = 4.75$
13	Option 2	4	4	$4 + 0.75 = 4.75$
13	Option 3	4	4	$4 + 0.75 = 4.75$
13	Option 4 (some)	4	4	$4 + 0.75 = 4.75$

- **KS5:** A level French/Spanish are not a feature of curriculum offer in year 12 and 13 (this relates to viability – student numbers).
- **KS5:** A level politics has been introduced in year 12 from September 2023
- **KS4:** The school is transitioning to offer GCSE combined science only. There is a small group of Y11 students that are completing the separate science qualification having started the qualification in year 10
- **KS4:** The school is transitioning to having GCSE religious studies as an option subjects within the KS4 options process (having previously been a qualification taken by all). In Y10 there is a single GCSE option class. In year 11 there are two classes of students completing the qualification.
- **KS3:** The school is planning a range of long-term changes to the curriculum allocations in KS3. This process will begin in September 2024. These are discussed on page 4 of this curriculum statement.

APPENDIX 2 – CEIAG events:

Event	Year Group(s)	Date	Time	Room	Notes
Unifrog Drop Down	Year 12	September 28 th (Thursday)	Periods 1-3	Computer room needed	RVA (& unifrog staff) to deliver P1 – 1/3 year group P2 = 1/3 year group P3 = 1/3 year group
CSW one to ones (UCAS FOCUS)	Year 13	October 3 rd (Tuesday)	All Day	Seminar Room E	RVA to organise list of names with NBE & CSH
CSW one to ones	Year 11	October 4 th (Wednesday)	All Day	Seminar Room E	RVA to organise list of names with PMC & JFI.
CSW one to ones	Year 11	October 5 th (Thursday)	All Day	Seminar Room E	RVA to organise list of names with PMC & JFI.
NSSW Student Finance	Year 12	October 13 th (Friday)	Periods 1-2	TBC	Year group in 2 halves
Bicton Assembly	Sixth Form	October	Assembly Slot	St Christopher's Hall	To take place in 6 th form assembly slot.
Falmouth University Trip	Sixth Form	November 1 st (Friday)	All Day	Falmouth	RVA & CHS

Unifrog Drop Down	Year 9	November	All Day	COM4	RVA to deliver
Unifrog Drop Down	Year 8	November	All Day	COM4	RVA to deliver
Unifrog Drop Down	Year 7	November	All Day	COM4	RVA to deliver
Unifrog Assembly	Year 10 & 11	November	Period 1 & 2	St Christopher's Hall	RVA to deliver
Unifrog Assembly	Sixth Form	November 21 st (Tuesday)	Period 2	St Christopher's Hall	RVA to deliver
SKERN Lodge Assembly	Year 10, 11, 12 & 13	November	Periods 1-2	St Christopher's Hall	P1a – Year 10 P1b – Year 11 P2 – 6 th Form
Falmouth University talk (Student life/finance/creative subjects)	Year 12	November (Friday)	Periods 1-2	Sixth Form Common Room (P1-2) Study Room (P3)	P1 – half year group P2 – half year group P3 – Creative subjects
NEXT STEPS DAY	All years	November 30 th (Thursday)	All Day	Ilfracombe Holiday Park	P1 – Sixth Form & Parents P2 – Year 11 & Parents P3 – Year 10 P4 – Year 9 P5 – Year 8 (& select Year 7)

"Jobs 4 the boys" event	Year 9-10 boys	December 7 th (Thursday)	Periods 1-3	St Christopher's Hall	Period 1 – Year 9 Period 2 – Year 10 In groups, carousel around stands Period 3 – Specific drop in (booked in advance)
NSSW Student Life, Finance and Budgeting	Year 11	December 1 st (Friday)	All Day	Classroom (x2) needed	Organised in tutor groups
NSSW Level 3 Options	Year 11	December 8 th (Friday)	All Day	Classroom needed	Organised in tutor groups
Petroc T-Levels & Apprenticeships	Year 11	December 13 th (Wednesday)	P1-2	Classroom needed	RVA to supervise
Parents Careers Information Evening	Parents	January 11 th (Thursday)	6pm – 7pm	St Christopher's Hall	RVA/NSSW/Unifrog/Petroc/Mark Turnbull to deliver
Exeter Uni Talk on Student Finance	Year 12	January 16 th (Tuesday)	P1	St Christopher's Hall	NBE & CSH organised
SEND PETROC visit	Year 11	January 17 th (Wednesday)	P3-4	PETROC	JFI to drive students
CSW – Year 9 Options	Year 9	January 17 th (Wednesday)	P1-5	Classroom needed	Organised in tutor groups
SEND Petroc Visit	Year 11 (6-8 students)	January 17 th (Wednesday)	P1-2	Petroc	JFI to take students
CSW – Year 9 Options	Year 9	January 26 th (Friday)	P1-2	Classroom needed	Organised in tutor groups

CSW one to ones	Year 10	January 31 st (Wednesday)	All Day	Seminar Room E	RVA to organise list of names with DLA & CRO.
Apprenticeship Show @ Sandy Park Exeter	Year 10-12	February 6 th (Tuesday)	All Day	Sandy Park Exeter	RVA/NBE to organise & run
TDK STEM project	Year 9	February 8 th (Thursday B)	P1-3	St Christopher's Hall	RVA to supervise
NSSW 'Next Steps Support'	Year 11	February 8 th (Thursday)	P1-2	COM3 and COM4	ABI to supervise
NSSW Higher & Degree Apprenticeships	Year 11	February	P1-2	St Christopher's Hall	P1 – half year group P2 – half year group
CSW one to ones	Year 11	February 21 st (Wednesday)	All Day	Seminar Room E	RVA to organise list of names with PMC & JFI.
CSW one to ones	Year 11	February 28 th (Wednesday)	All Day	Seminar Room E	RVA to organise list of names with PMC & JFI.
TDK STEM project	Year 9	February 29 th (Thursday B)	P1-3	St Christopher's Hall	RVA to supervise
"Women in Industry" event	Year 9 (girls)	March (Date TBC)	P1-3	St Christopher's Hall	All girls (carousel around stands)

"Jobs 4 the boys" event	Year 9-10 boys	March (Date TBC)	Periods 1-3	St Christopher's Hall	Period 1 – Year 9 Period 2 – Year 10 In groups, carousel around stands Period 3 – Specific drop in (booked in advance)
National Careers Week	All Years	w/b 4 th March	Extended tutor (Friday 8 th)	Tutor rooms	Tutor groups
CSW one to ones	Year 11	12 th March (Tuesday)	All Day	Seminar Room E	RVA to organise list of names with DLA & CRO.
UCAS Fair	Year 12 (and selected Year 13)	13 th March (Wednesday)	All Day	Exeter Westpoint	NBE & CSH organised
Oxbridge (aspirational) talk	Year 10 (x10) Year 11 (x12) Year 12 (x18)	14 th March (Thursday)	P3 – Y10 P4 – Y11 P5 – Y12	Sixth Form Centre	Organised by NBE
CSW one to ones	Year 10	20 th March (Wednesday)	All Day	Seminar Room E	RVA to organise list of names with DLA & CRO.
CSW one to ones	Year 10	26 th March (Tuesday)	All Day	Seminar Room E	RVA to organise list of names with PMC & JFI

Young Enterprise "Employability Masterclass"	Year 12	10 th May (Friday)	P1-3	TBC	RVA to supervise
CSW one to ones	Year 11	May 15 th (Wednesday)	All Day	Seminar Room E	RVA to organise list of names with PMC & JFI.
You're Hired	Year 10	June 5 th (Wednesday)	All Day	Maths 1-6 English 1-6 St Christopher's Hall	P1-3 - English and maths carousel P5 – St Christopher's Hall
Exeter Uni visit	Year 12 (20 students)	June 2 nd (Monday)	All Day	Exeter	NBE & CSH to organise
PETROC Taster Day	Year 10	July 8 th (Monday)	All Day	Petroc	DLA/RVA to organise
Work Experience	Year 10	July	All week	On placement	