



CURRICULUM STATEMENT

Policy Date: January 2011

Last updated: September 2018

Review due: September 2019

Portfolio Group responsible: Curriculum & Christian Distinctiveness

Where it came from: Assistant Headteacher (James Twomey)



St. Christopher's

MULTI ACADEMY TRUST

The Curriculum at the Ilfracombe Academy 2018-19

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.

CURRICULUM STATEMENT

CONTEXT

Curriculum development at the Ilfracombe Academy centres around providing students with a broad, balanced and rounded education. We have adopted a whole-school strategic approach to the spiritual, cultural and moral development of pupils, promoting the school values and vision statement has been at the heart of this.

Ilfracombe Academy values and vision statement

*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 values of **Hope, Kindness, Courage, Integrity, Trust, Respect and Responsibility**. 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.*

Ilfracombe Academy – church school status

Educating for Wisdom

Educating for Hope

Educating for Dignity

Educating for Community

The Ilfracombe Academy is a Church of England school, and as such is expected to follow the recommendations in the SIAMS framework (Statutory Inspection of Anglican and Methodist Schools), which will be regularly inspected on and reported back to parents.

In short these recommendations include that:

- Understanding Christianity as a living religion is the foundation of students' Religious Education in all schools, and as a Church School, Ilfracombe Academy adheres to this principle. This draws on the richness and diversity of Christian experience in Anglican and other denominational Churches, and in

the variety of worldwide Churches. It stems from and instils respect for different views and interpretations, and dialogue and debate are at its centre. Via the curriculum in our school, students are enabled to deepen their understanding of God as encountered and taught by Christians.

- Teaching and learning about other faiths and world views: As a Church School, The Ilfracombe Academy has a duty to foster an accurate understanding of world religions and world views. As a result, students gain greater insight into the world in which they are growing up. They are also able to appreciate the faith of others and develop a deeper understanding of their own beliefs and practices. These outcomes contribute to harmonious relationships within and between communities, promoting social inclusion and combating prejudice.
- Spiritual awareness and education are key to our Church school curriculum, and this includes teaching children about their relationships to other people and, for believers, with God. We talk to children about their responses to challenging experiences, such as death, suffering, beauty and encounters with good and evil. Spiritual Education at Ilfracombe includes the search for meaning and purpose in life and for values by which to live.

GENERAL PRINCIPLES

We define curriculum as all the learning experiences of students at The Ilfracombe Academy, whether they happen in lessons, in extra-curricular activities, through homework, within the community or on educational visits. We regard our involvement in the community, and particularly with parents, as an important element of the curricular experience open to students.

By following the principles below, our curriculum combined with an Arts ethos that encourages creativity, discernment, spirituality and self-expression will help all students develop as independent learners who enjoy and value learning throughout their lives. In order to prepare students for personal fulfilment and active social responsibility in a rapidly changing world our curriculum will:

1. Ensuring a broad and balanced curriculum:

- a. Provide students with varied learning experiences
- b. Ensure that students develop a range of learning strategies both inside and outside of the classroom
- c. Enable students to make well-informed decisions about their futures

2. Develop learners' personal qualities and attitudes by:

- a. Challenging them to use positive personal qualities and attitudes
- b. Allowing them to reflect on their personal development
- c. Staff modelling positive qualities and attitudes and the school's Christian values in their work with students
- d. Valuing personal qualities and attitudes as highly as knowledge and content acquisition

3. Develop learners' skills through activities that:

- a. Challenge students to use the full range of skills necessary for effective

learning.

- b. Provide opportunities and a framework for students to reflect on the skills they have used and how they might be further developed
- c. Value skills as much as knowledge and content acquisition

4. Enable students to develop knowledge and understanding through activities that:

- a. Encourage curiosity for knowledge and understanding
- b. Promote the acquisition of knowledge and understanding as part of learning
- c. Ensure students learn the knowledge and conceptual understanding relevant to different disciplines
- d. Integrate knowledge and understanding with the development of personal qualities, attitudes and skills

5. Encourage all students to achieve their full potential in terms of qualifications. To enable this we will:

- a. Offer a range of qualifications which allow all students to achieve success
- b. Use qualifications that have progression routes and 'currency'
- c. Promote equality of esteem between different kinds of qualifications
- d. Involve students in choosing appropriate qualification routes for their own futures

6. Aim to be inclusive, accessible and challenging to all students by:

- a. Allowing all students to use their strengths, while also challenging them to address areas for development and so become more successful learners
- b. Recognising the value of students working together to engage with learning activities
- c. Recognising the value of different curriculum activities to meet the learning needs of individuals
- d. Enabling students to value the different contributions made by others
- e. Supporting learners with individual educational needs

7. Enable students to learn effectively by:

- a. Making learning enjoyable and celebrating success
- b. Helping students to understand and reflect on how they learn
- c. Developing a positive climate for learning and maintaining consistently high Levels of student behaviour
- d. Employing the best staff possible
- e. Enabling Staff development that enhances learning and teaching
- f. Providing a safe, attractive and well-resourced learning environment

8. Developing students' spirituality by:

- a. Providing opportunities for collective worship daily either in tutorial or in Year group assemblies
- b. Providing opportunities for spiritual reflection and development during mainstream lessons focussing on our school values. Providing opportunities for spiritual development through enrichment activities, trips, visitors and visits.

CURRICULUM CONTENT

Key Stage 3

- Across Years 7, 8 and 9 all students follow the same core curriculum with offers breadth.
- Students have timetabled lessons in **English, Mathematics, Science, Geography, History, Design Technology, Information Technology (years 8 and 9), Drama, Music, Art, PE and either French or Spanish**. In addition, they study **Personal Careers** and **Religious Education** or **PCRE**.
- The PCRE programme extends over Key Stage 3 and Key Stage 4 and 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 through the exploration of a diverse range of religious, spiritual, cultural, moral, social and health related issues.
Learning in this field is also delivered through a daily tutorial programme.
- 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 their time at the academy and beyond.
All subjects are encouraged to incorporate opportunities for students to develop IT skills into KS3 schemes of learning.
- Throughout Key Stage 3, Mathematics, English, Modern Languages and Science are each taught in classes in which the students are set by academic ability. This setting is responsive.
- In Design Technology (including Information Technology) and PE students are set by aptitude.
- Academic ability and aptitude is identified from information and data provided to us by primary schools, this is supported by our own ongoing assessment of students.
- In all other subjects students are taught in mixed ability tutor groups throughout Key Stage 3.
- The transition from primary to secondary education can for some students be very daunting, particularly vulnerable students and those with a range of SEND. In consultation with our primary colleagues and parents, we identify Year 7 students we feel may need additional support or who have a significant weakness in literacy and numeracy, similarly students who are able.
- On hand to support these more vulnerable and needy students, along with those for whom there is a special educational need, is a dedicated team of learning support staff based in high quality, purpose built accommodation.
- 'Support' takes the form of classroom/subject based teaching assistants, targeted extraction from lessons and alternative curriculum provision in both key stages. With few exceptions, extraction is from modern foreign language lessons (3 hours per week) and is an arrangement which once started usually continues until the end of Key Stage 3.

Curriculum time in Key Stage 3 in hours per week (hpw)

- English 3 hpw
- Maths 3 hpw
- Science 3 hpw
- MFL 3 hpw
- Technology 2 hpw
- PE 2 hpw
- PCRE 2 hpw
- Art 2 hpw in Yrs 7 and 8, 1 hpw in Yr 9
- History 1 hpw in Yr 7, 2 hpw in Yr 8, 2 hpw in Yr 9
- Geography 2 hpw in Yr 7, 1 hpw in Yr 8, 2 hpw in Yr 9
- Music 1 hpw
- Drama 1 hpw
- TOTAL 25 hpw

Key Stage 4

- In Key Stage 4 students follow a core programme of compulsory subjects comprising Mathematics, English Language, English Literature, Science, PE and Religious Studies (PCRE) along with a programme of three optional subjects of a traditionally academic, creative/expressive and vocational nature (option subjects listed below).
- For the majority of students their Key Stage 4 programme will lead to at least 9 and in many cases 10 GCSE (or GCSE equivalent) qualifications.
- There is a strong emphasis placed on the importance of breadth, balance and academic excellence, students are advised and guided with further education, training and employment in mind. All students receive extensive careers, education, information, advice and guidance (CEIAG) from subject staff and tutors and the academy holds an annual Options Evening. Many students have a personal interview with a senior member of staff to which parents/carers are invited.
- To ensure breadth and balance able students are currently **required** to include History or Geography or French or Spanish as one of their 3 option subjects and are encouraged to choose an expressive/creative subject as another.
- For some a more bespoke programme of study including support sessions, extended work experience or day release vocational programmes in collaboration with other providers such as Petroc and Bickton College are available.
- Courses of both 1 and 2 Years' duration lead to GCSE, BTEC, Cambridge National, ASDAN and other vocational qualifications.

Option Subjects at Key Stage 4

- History
- Geography
- French
- Spanish
- Art
- Photography
- Performing Arts (BTEC L2)
- Creative Digital Media (BTEC L2)
- Music (BTEC L2)
- Sport (BTEC L2)
- Food & Nutrition
- Design Technology
- Edexcel L2 CIDA (Certificate in Digital Applications) (replacing IT in year 11)
- Information Technology (BTEC L2) (replacing CIDA in year 10)
- Health & Social care (Cambridge National L2 National Award)
- Life Skill ASDAN L1 and L2 Certificate of Personal Effectiveness or AQA Preparation for working life AQA L1 and Level 2
- AQA unit Award scheme

All qualifications are new GCSE specifications (grade 9-1) with the exception of stated BTEC, Cambridge National, AQA unit award and ASDAN courses.

Curriculum time in Key Stage 4

	Year 10 (2018-19)	Year 11(2018-19)
• English	5 hpw	5 hpw
• Maths	4 hpw	4 hpw
• Science	6 hpw	6 hpw
• PE	2 hpw	2 hpw
• PCRE	2 hpw	2 hpw
• Option A	2 hpw	2 hpw
• Option B	2 hpw	2 hpw
• Option C	2 hpw	2 hpw
• TOTAL	25 hpw	25 hpw

Post-16

- Under legislation introduced in 2010, students are required by law to remain in education or training until the age of 17.
- Currently, the majority of our students choose to join our Sixth Form when they have completed their Key Stage 4 studies at age 16.
- Good standards of literacy and numeracy are a prerequisite to progress and success in higher education, the jobs market and quality of life generally. All students in the Sixth Form who do not have a GCSE grade 4 or better in English and/or mathematics are required to attend dedicated lessons for Post 16 learners in these subjects with opportunities for re-examination.

- In the Sixth Form we offer courses for some 150 students in 20+ A Level subjects along with vocational courses at Levels 2 and/or 3 in Performing Arts, Business, Art and Design Health and Social Care, Sport, Applied Science, Information Technology, Creative Digital Media and Workskills.
- A Level and Level 3 vocational courses are the stepping stone to University and other forms of higher education.
- The vast majority of our upper Sixth Form students leave us each year to begin University courses in subjects as diverse as Medicine, Law, English Literature, History, Engineering, Accountancy, Architecture, Sports Science and Media with others taking up apprenticeships.

Level 3 courses (all linear 2 year A Levels except where stated) are:

- Fine Art
- Photography
- Design Technology
- Art and Design BTEC L3 Certificate/Extended Certificate
(replacing Design Technology in year 12)
- Theatre Studies BTEC L3 Certificate/Extended Certificate
- English Literature & Language
- Geography
- History
- Information Technology BTEC L3 Certificate/Extended Certificate
- Business BTEC L3 Certificate/Extended Certificate
- Mathematics and Further Mathematics
- Creative Digital Media BTEC L3 Certificate/Extended Certificate
- Biology
- Chemistry
- Physics
- Applied Science BTEC L3 Certificate/Extended Certificate
- French
- Spanish
- Music
- Sport BTEC L3 Certificate/Extended Certificate
- Religious Education (Philosophy & Ethics)
- Sociology
- Psychology
- Health & Social care Cambridge 'Tech' L3 National Certificate/Diploma

Level 2 courses (all 1 year) are:

- Sport and Activity Leaders BTEC L2 Technical Diploma
- Work Skills BTEC L2 Certificate

Further information will be found in the Sixth Form prospectus (updated annually in October for courses starting in September)

Other Features of Curriculum Provision

Literacy and Numeracy

- There is explicit teaching of literacy skills in Years 7 to 9 to support students' reading and writing, and one-to-one and small group reading intervention for those students in Years 7 to 11 who require extra support.
- In Year 7 and 8 every student has access to the Accelerated Reader scheme and our library has been updated with relevant reading material to support this. This forms part of the tutorial programme alongside the work of the English department.
- The Marking and Student Presentation policies both reinforce the importance of literacy skills.

The academy has introduced TLR3 leadership positions in literacy and numeracy;

- *TLR3 literacy:
The post holder coordinates whole staff training and school wide initiatives to promote a cross-curricular focus on the development of literacy skills amongst students, including an emphasis on literacy for examinations.*
- *TLR3 numeracy:
The post holder coordinates whole staff training and the development of a school calculations policy to ensure consistent teaching methods relating to numeracy. The post holder is also responsible for the development of a KS3 numeracy tutorial programme.*

Special Needs/Able Students

- Currently there is specialist provision for students with moderate and severe learning difficulties, specific learning difficulties, emotional and behavioural difficulties and language and communication difficulties based in a purpose built Learning Support Unit (LSU) and onsite local area base ('The Hub').
- The LSU caters for students who require 1:1 or small group support for curriculum support.
- The HUB offers a more varied and bespoke curriculum to deal with the social and emotional aspects of learning and the development of self-esteem, building positive relationships, social skills and assisting some students to reengage with curriculum learning through outdoor programmes.
- The THRIVE programme is also part of the HUB and LSU provision and is run by trained teaching assistants. We have a literacy resource area which is run by a specialist HLTA who provides additional support and strategies to students with dyslexic tendencies. Teaching assistants act as mentors and key workers to students with additional needs as well as providing a range of tutorial interventions and in class support.
- Additional staff and other resources meet the needs of these students, while specific strategies support the learning of able students.
- For September 2018 'Study Support' has been included as a key stage 4 option (2hpw). This provision will support a small number of select students with their examination preparation and coursework development across their timetabled lessons.

- Teaching staff continually develop their subject knowledge, curriculum knowledge and understanding of metacognition to improve the quality of teaching and learning. 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.

Cross Curricular Themes

- Environmental Education is included in elements of the Science, Geography and PCRE programmes.
- Education for Citizenship and SMSC is embedded in the ethos and values of the college and feature as part of the tutorial programme for each year group. More specifically, they are covered in the PCRE programme in Key Stage 4 and the PCRE, Geography and History programmes in Key Stage 3.
- A comprehensive careers, education, information, advice and guidance (CEIAG) programme is embedded within the tutorial programme and the PCRE programme.
- The explicit teaching of Information Technology was re-introduced into years 8 and 9 for September 2018. Students follow an internally developed support and development package. This programme is accompanied by a cross-curricular emphasis on developing IT skills amongst students.

The academy has introduced a TLR3 leadership position in SIAMS;

- *TLR3 SIAMS:
The post holder will plan to act on the outcomes of the SIAMS inspection (February 2017) this will include; developing a whole-school approach to collective worship and reflection, training new staff on the COE vision for education and ongoing self-evaluation and strategic planning in this context.*

Work-related and Employability Learning

- The Ilfracombe Academy holds the *Quality in Careers* standard (through the Investor in Careers model), most recently re-accredited in summer 2018. This external assessment confirms that the academy offers the highest quality CEIAG to students. The extensive programme covers the statutory entitlement to Careers Education and in particular to impartial advice and guidance in Years 8-13 takes place in both timetabled PCRE lessons, tutorial periods and via special events including group seminars and one to one interviews.
- A planned programme of visits and collapsed timetable days in Key Stage 3 and Key Stage 4 exists to support enterprise education, careers guidance, raised aspirations and employability education.
- We work closely with regional and community based employer, business and enterprise groups to provide a range of employability and employer engagement programmes e.g. 'Your Hired!' and 'Next Steps'.
- Dedicated careers sessions take place in PCRE lessons, in assemblies and via the tutor programme at the time of Year 9 Options and Year 11 Sixth Form/FE applications.
- We draw on the expertise of Careers South West (CSW), Next Steps South West and other such organisations to support these events and activities.

- All Year 10 students are offered a one-week work experience placement in and to a programme of work-related learning.
- The 'Sports Leaders UK Award' (formerly known as the Community Sports Leadership Award) designed to develop and recognise leadership qualities, is offered to students through a dedicated lunchtime and after-school programme.

The academy has introduced TLR3 leadership positions in Creating Opportunities, Widening Horizons and Developing Learners, Developing Leaders;

- *TLR3 Creating Opportunities, Widening Horizons;
The post holder will develop existing work related learning provision facilitating greater engagement with local and regional employers/enterprise initiatives and ensuring that initiatives benefit a greater number of students (including those in the sixth form). The post-holder will also take the lead on promoting science, technology, engineering and maths (STEM).*
- *TLR3 Developing Learners, Developing Leaders:
The post holder will develop students as resilient learners and monitor the impact of initiatives through student voice and targeted rewards trips. In addition the post holder will coordinate the student leadership programme.*

A comprehensive list of events relating to CEIAG planned for 2018-2019 can be found within the attached appendix.

'STEM' (Science, Technology, Engineering, Maths)

- The real world applications of STEM are incorporated into teaching episodes within Science, Maths and Design Technology.
- The academy regularly participates in regional and national STEM activities including (but not limited to); maths challenges, the 'Big Bang' science and Engineering Education Scheme (EES)

Extra-Curricular Activities:

- Governors recognise the importance of extra-curricular activities in enhancing the learning opportunities available to students and encourage such activities wherever possible.
- 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 also placed upon widening horizons and raising aspirations though educational visits, both home and abroad, and the now well established Activities Days Programme in the summer term.
- An audit of students participating in extra-curricular activities is maintained throughout the year.

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 by curriculum and Christian distinctiveness portfolio group. 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	Laura 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

APPENDIX 1 – changes to curriculum for 2018-2019:

- **KS5:** Reformed A level courses in Mathematics, Further Mathematics, and Product Design introduced by the academy in September 2017 to year 12 are carried forward into year 13 (first assessment in 2019).
- **KS5:** Reformed BTEC Level 3 courses in Business and Creative Digital Media introduced by the academy in September 2017 to year 12 are carried forward into year 13 (first assessment in 2019).
- **KS5:** New BTEC Level 3 Performing Arts introduced by the academy in September 2017 to year 12 is carried forward into year 13 (first assessment in 2019).
Replacing A level Drama.
- **KS5:** New BTEC Level 3 Art and Design course introduced for first teaching September 2018 with year 12 (first assessment in 2020)
Replacing A level Product Design.
- **KS5:** A level French removed from the curriculum offer in year 12.
A level French continues to be delivered in year 13.
[Note – the academy annually reviews its post-16 curriculum offer and the inclusion/exclusion of French for September 2019 will be discussed at this time].
- **KS5:** A level Philosophy and Ethics removed from the curriculum offer in year 12.
A level Philosophy and Ethics continues to be delivered in year 13.
[Note – the academy annually reviews its post-16 curriculum offer and the inclusion/exclusion of French for September 2019 will be discussed at this time].
- **KS4:** Reformed GCSE specifications with the associated new grade range of 1-9 replacing grades G to A* in Design Technology (replacing Resistant Materials and Product Design) introduced by the academy in September 2017 with year 10 are carried forward into year 11 (first assessment in 2019).
- **KS4:** L2 BTEC Performing Arts, L2 BTEC Sport and L2 BTEC Creative Digital Media, L2 BTEC Music along with Edexcel L2 CIDA (Certificate in Digital Applications) courses introduced by the academy in September 2017 with year 10 are carried forward into year 11 (first assessment in 2019).
Replacing GCSE provision within the same subject areas.
KS4: Edexcel L2 CIDA (Certificate in Digital Applications) course is replaced by BTEC L2 Information Technology, first teaching September 2018, first assessment 2020.
- **KS4:** Redistribution of curriculum time in years 10 and 11.
An hour of curriculum time per week is transferred from Science (previously 7hpw now 6hpw) to English (previously 4hpw now 5hpw).
- **KS4:** Students in years 10 and 11 will now study either GCSE 'short-course' RE or GCSE 'full-course' RE (previously all full-course).
- **KS4:** Study support is introduced as a year 10 option subject (2hpw) for identified students.
- **KS3:** Redistribution of curriculum time in years 8 and 9.
Information Technology reintroduced into years 8 and 9 with students following an internally developed support and development package. This programme of study is included in the Design Technology subject rotation and subsequently takes place across 18 lessons (9 week block of 2hpw).

APPENDIX 2 – CEIAG events 2018-2019:

Day	Date	Event	Provider	Year Group	Location	Timings
Wednesday	26-Sep-18	Career Pilot Delivery - All of year 9	Next Steps SW	Year 9	COM3 and COM4	8 Groups Periods 1-4 (Photos are also this morning)
Wednesday	03-Oct-18	Student Finance Workshop - Year 13	Next Steps SW	Sixth Form	COM4	Periods 1 + 2 (25 per session)
Monday	08-Oct-18	Picking the right level 3 options	Next Steps SW	Year 11	COM3 and COM4	Period 1 only - Two sessions at once (47 pupils)
Friday	12-Oct-18	STEM - K.NEX Racers - Able Pupils	British Army	Year 8	St Christophers Hall	Periods 1-4 (two groups of 30)
Monday	15-Oct-18	MADE for Education - Exam study skills	MADE	Year 11	St Christophers Hall	Periods 1-4
Wednesday	17-Oct-18	STEM - Hinkley Point Trip - Tour of site	EDF Energy	Sixth Form	Hinkley	Day - Minibus of pupils
Tuesday	06-Nov-18	MADE for Education - Studying MADE Simple workshop	MADE	Year 10	St Christophers Hall	Periods 1-4
Wednesday	07-Nov-18	Careers Guidance for SEND pupils - 121 Sessions	Careers Southwest	Mixed	D22	One hour sessions throughout day
Thursday	15-Nov-18	Next Steps Day	The Academy	Mixed	Ilfracombe Holiday Park	Periods 2 + 3
Wednesday	21-Nov-18	Work Experience Guidance - Group Sessions	Careers Southwest	Year 10	D22	TBC - One hour sessions in groups
Thursday	22-Nov-18	Work Experience Guidance - Group Sessions	Careers Southwest	Year 10	D22	TBC - One hour sessions in groups
Monday	28-Jan-19	Year 9 Options Week - Careers/Options focus lesson	The Academy	Year 9	Usual lessons	n/a
Wednesday	06-Feb-19	Group Guidance - Next Steps	Careers Southwest	Year 11	D22	TBC - One hour sessions in groups
Thursday	07-Feb-19	Group Guidance - Next Steps	Careers Southwest	Year 11	D22	TBC - One hour sessions in groups
Tuesday	12-Feb-19	Why Would You? - Thought provoking production based on post 18 options	Barbican Theatre	Year 10	St Christophers Hall	Periods 2-3 - Whole year group
Wednesday	06-Mar-19	121 Guidance Interviews	Careers Southwest	Sixth Form	D22	TBC - One hour sessions
Thursday	07-Mar-19	122 Guidance Interviews	Careers Southwest	Sixth Form	D22	TBC - One hour sessions
Friday	08-Mar-19	123 Guidance Interviews	Careers Southwest	Sixth Form	D22	TBC - One hour sessions
Wednesday	24-Apr-19	121 Guidance Interviews for Targeted Pupils - Selection TBC	Careers Southwest	Mixed - TBC	D22	One hour sessions throughout day

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Thursday	25-Apr-19	122 Guidance Interviews for Targeted Pupils - Selection TBC	Careers Southwest	Mixed - TBC	D22	One hour sessions throughout day
Thursday	09-May-19	Careers Guidance during PRCE Lessons - Pathways	Careers Southwest	Year 8	PCRE Teaching Rooms	Period 3 and 4 (Year 8 usual PCRE lessons)
Thursday	16-May-19	Careers Guidance during PRCE Lessons - Pathways	Careers Southwest	Year 8	PCRE Teaching Rooms	Period 3 and 4 (Year 8 usual PCRE lessons)
Thursday	23-May-19	Careers Guidance during PRCE Lessons - Pathways	Careers Southwest	Year 8	PCRE Teaching Rooms	Period 3 and 4 (Year 8 usual PCRE lessons)
Friday	24-May-19	Year 12 Personal Statement Day	The Academy	Sixth Form	TBC	All day
Friday	07-Jun-19	Personal Statement Writing Session - Year 12	Next Steps SW	Sixth Form	COM5	Periods 1 + 2 (25 per session)
Tuesday	11-Jun-19	You're Hired!	The Academy	Year 10	English + PCRE Rooms	Periods 1-3
Monday	24-Jun-19	Work Experience week for Year 10	The Academy	Year 10	N/A	All week off site
		PUSH - Inspirational Careers Presentation (TBC)	PUSH	Year 9	ENG2	One hour sessions all day, selected pupils.
Wednesday	26-Jun-19	Careers Guidance during the Year 9 Enrichment Week	Careers Southwest	Year 9	D22	TBC - subject specific sessions
Thursday	27-Jun-19	Careers Guidance during the Year 9 Enrichment Week	Careers Southwest	Year 9	D22	TBC - subject specific sessions
Friday	28-Jun-19	Labour Market Information Session during Year 9 Enrichment Week	Careers Southwest	Year 9	D22	Group Sessions
Monday	08-Jul-19	Articulacy Careers Course for Year 9 - This runs all week.	Articulacy	Year 9	TBC	Full time course for 13 students
TBC	TBC	Petroc Vocational Taster Day	Petroc	Year 10	Petroc	All day - one coach
TBC	TBC	STEM - Big Bang	Big Bang	Year 8	TBC - Bristol	All day - one large coach (48)
TBC	TBC	STEM - Hackfest	Plymouth University	Year 9	Plymouth University	All day - one small coach
TBC	TBC	Apprenticeships - Higher Level Apprenticeships	Petroc	Sixth Form	The Academy	One hour session