

Alpha Futures Programme

How we intend to implement our Futures Policy

EYFS – Y3	EXPOSURE TO FUTURES/JOB ROLES	IMPACT OUTCOMES/CORE SKILLS
<ul style="list-style-type: none"> Establish core & employability skills (Maths, English, Oracy, Science, Digital) Set the Foundations in Careers in the curriculum Character programme linked to employability skills. Understanding links to futures Work with charitable partners and businesses Parents engaged as key partners 		<ul style="list-style-type: none"> Children meet expected outcomes at end of key stages (M/E/S/D) Children have an awareness of a wide range of future careers. Children develop understanding of employability skills Impact measured through pupil voice and floor books.
Y4 – Y6	EXPOSURE TO FUTURES/JOB ROLES	IMPACT OUTCOMES/CORE SKILLS
<ul style="list-style-type: none"> Establish core & employability skills (Maths, English, Oracy, Science, Digital) Character programme linked to employability skills. Enhanced careers in the curriculum experience (Maths, English, Science, Digital) Careers education starts to introduce the employment gateways. Transition work – experiencing specialist subjects at Secondary. Careers/Job roles Assemblies Parents engaged as key partners – (Newsletters/employment gateways/futures events) 		<ul style="list-style-type: none"> Children meet expected outcomes at end of key stages (M/E/S/D) Children demonstrate awareness of employability skills. Children start to have an awareness and understanding of future gateways linking to future careers. Impact measured through pupil voice and floor books.
Y7 – Y8	SETTING THE AMBITION	IMPACT OUTCOMES/CORE SKILLS
<ul style="list-style-type: none"> University/Vocational ambition day. All children develop their 'aspirational statement' linked to the employment gateways (Reviewed Annually) Students have access to Unifrog Careers platform & Futures gateway platform. All subjects profile employability skills in their subjects & show links to employment gateways. Enhanced futures experience connected to the employment gateways. Character programme linked to employment gateways inc Work Experience Employer/College events/Assemblies linked to employment gateways Parents engaged as key partners. (Newsletters/Careers events/Social media posts/futures toolkit/Questionnaires) Careers CPD – In all subjects linked to employment gateways 		<ul style="list-style-type: none"> Establish core skills (M/E/S/D) and students catch up if falling behind. Students' awareness of the employability skills for life and work – (evaluated through Compass+) Students have an awareness of future job roles within the employment gateways (Compass+) All children can articulate a particular ambition for the future – Ambition statement Futures feature in all subjects -QA/Internal reviews Annual Parent Questionnaires
Y9	FUTURE THINKING – SELECTING EMPLOYMENT GATEWAYS TO SUCCESS	IMPACT OUTCOMES/CORE SKILLS
<ul style="list-style-type: none"> Students select employment gateways which inform future work experience/ CEIAG. Employment gateways support guidance in making option choices. Students review aspirational statements focusing on chosen employment gateway. Core subjects develop key skills required (M/E/S/D) Students emersed in employment gateways thorough: <ul style="list-style-type: none"> My future website College events Assemblies/PHSE Options evening Work Experience Employer events Employability skills shown in all subjects and links made to employment gateways Parents engaged as key partners (Newsletters/academic gateways) 		<ul style="list-style-type: none"> Students demonstrate the necessary core and employability skills. Students are engaged in at least one employment gateway. (Compass+) All staff understand the employment gateways & post 16 pathways and attainment requirements linked to their subject – QA Visit/Staff knowledge questionnaire Students' awareness of the employability skills for life and work – Compass+ All children and staff understand the attainment required for Level 3

Y10 – Y11	SECURING THE BEST NEXT STEP	IMPACT OUTCOMES/CORE SKILLS
	<ul style="list-style-type: none"> ▪ All Employment gateways are linked 14-19 supporting knowledge of transition from pre16 to post 16 ▪ Enhanced Employer/College events/Assemblies linked to employment gateways ▪ Futures PSHE ▪ CEIAG Futures advisor meetings linked to employment gateways ▪ Futures Days (University/College /Next steps day) linked to chosen employment gateways ▪ Workplace experience -employer-led activities or work placement linked to the employment gateways ▪ Mock results day ▪ CEIAG support from pastoral staff ▪ Parents engaged as key partners (my futures website/post 16 providers/employment/academic targets) ▪ Employability skills shown in all subjects and links made to employment gateways 	<ul style="list-style-type: none"> ▪ Students demonstrate the necessary core and employability skills. ▪ Staff understand the skills and knowledge for pathways 14-19 – QA Visits termly ▪ Staff understand the employment gateways and how they link to post 16 pathways ▪ Students understand each of the post 16 pathways. Questions 15 compass+ ▪ Students have a plan for their employment gateway into post 16 Q13 compass+ ▪ Students’ deepened awareness of the employability skills for life and work – Compass+ ▪ Students have had a work experience that informs their post 16 pathway/employment gateway.
	POST 16 PROGRESSION	IMPACT MEASURES
	<p>Depending upon the grades that students achieve. In some cases, Attendance and Behaviour records are also considered at some individual Colleges</p>	<ul style="list-style-type: none"> ▪ % of children moving onto level 3 or equivalent qualifications ▪ NEETS ▪ Sustained destination data