

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