

Careers Education, Information Advice and Guidance (CEIAG) Progression Model

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8 Gatsby Benchmarks <ul style="list-style-type: none"> ◆ Stable careers and Personal Development Programme ◆ Learning from career and labour market information ◆ Addressing the needs of each pupil ◆ Linking curriculum learning to careers ◆ Encounters with employers and employees ◆ Experiences of workplaces ◆ Encounters with Further and Higher Education ◆ Personal guidance 	Cognitive Progressive stages Depth of learning –Independence, Fluency, Maintenance and Generalisation assessed across stages					
	Encountering Effective engagement in the learning process	Foundation (Shallow) Underpinning learning	Core (Emerging) Fundamental learning elements	Development (Developing) Increasing understanding of learning	Enrichment (Deepening) Deepening of application of learning	Enhancement (Functional) Applying learning in different contexts
C h r o n o l o g i c a l	Phase 6	Pupil needs will correspond to their stage of learning in many aspects of CEIAG. CEIAG is mostly taught as a discrete subject, with formal opportunities to gain qualifications in this area such as BTEC Work Skills. Work related learning is offered in numerous contexts which supports depth of learning. Further Education taster days and visits to careers fairs and post-school placements. Independent careers advice and guidance given from Northumberland Careers Service. Transition reviews as part of the EHCP process. Pupil progress and attainment is tracked through their PLIM.				
	Phase 5	Pupil needs will correspond to their stage of learning in many aspects of CEIAG. CEIAG is taught as a discrete subject for some students and is included in PSHEE Education and Pathways Week activities for others. Independent careers advice and guidance given from Northumberland Careers Service. Pupil progress and attainment is tracked through their PLIM. Transition reviews take place as part of the EHCP process. Some access to work related learning where appropriate.				
	Phase 4	Pupil needs will correspond to their stage of learning in many aspects of CEIAG. CEIAG is included in PSHE Education and taught through this and Pathways Week activities. Vocational curriculum options are given to promote independence. Pupil progress and attainment is tracked through their PLIM. Transition review starts at Y9 in EHCP process.				
	Phase 3	CEIAG is taught through enabling character traits (DfE Character Education Nov 2019) such as self-belief, tenacity, self-regulation and coping skills are encouraged through teacher modelling and pupil exploration and pupils participate in pathways week activities. Pupil progress and attainment is tracked through their PLIM and transition review starts at Y9 in EHCP process.				
	Phase 2	CEIAG is taught as part of the Preparation for Adulthood section of the PSHEE curriculum. Topic based learning is used to develop personal skills. Recognition of careers within topics to show cross curricular learning and participation in pathways week activities. Pupil progress and attainment is tracked through their PLIM with a specific section identifying self help and independence targets.				
	Phase 1	Learners access CEIAG through play-based opportunities building on EY framework and through enabling character traits (DfE Character Education Nov 2019) such as self-belief, tenacity, self-regulation and coping skills are encouraged through teacher modelling and pupil exploration. Pupils also take part in whole pathways week activities. Pupil progress and attainment is tracked through their PLIM.				

Cleaswell Hill Early Years (Cherry Garden)

CEIAG is not a discrete curriculum subject within the [statutory EYFS framework](#). However, pupils in Early Years start exploring the foundations of enabling character traits. The EYFS statutory framework areas of Personal, Social and Emotional development, and Understanding the World, have close links to CEIAG, the DOTS Model and the values which we use throughout school. Learning and development opportunities for these areas, as well as Communication and language, are interwoven within the pupils' experience through daily EYFS play-based activities, role-play areas, quality children's fiction to begin to build pupils' knowledge and understanding, skills, attitudes and attributes related to PSHEE Education elements and CEIAG.

CPD: Links with Northumberland Careers Service; Attendance at Network meetings; Annual Careers Conference; Primary Pilot Gatsby Benchmarks; NE Careers Hub Pilot; Compass Audit: Careers Convention arranged in school; Business Breakfasts; NELEP; NE Careers & Enterprise; Teacher Working Party

Pupil Premium: Our approach, reinforced by research from the EEF, prioritises improvements in the quality of education and teaching, including supporting pupils' access to learning. Utilisation of the PPG will benefit wider pupil groupings in school, specifically raising the quality of interventions in supporting best outcomes.

CEIAG Progression Model

Content (Intent): Teachers have agreed on a coherent sequence of learning from EYFS to Key Stage 5. Our Careers learning is split into three stages. This is to enable a more personalised style of learning in keeping with the ethos of the school operating a 'stage not age' policy. We have adapted the programme using the CDI framework in line with the Gatsby Benchmarks. It grants teachers the flexibility to decide and adapt learning to meet the needs of the cohort they are working with. Careers education forms part of the PSHEE curriculum until students reach the 14-19 programme in which the lessons are taught discretely. Teachers reflect on what content is necessary for pupils dependent on their; cognitive, behavioral, physical, communication and sensory needs. The method of teaching is based upon ensuring acquisition of skills and discovering character traits as well as empowering and inspiring pupils through progress linked to their EHCP/PLIM targets. Teachers plan systematic repetition of content to make sure it is used functionally across different contexts (depth of learning). Our CEIAG Programme prepares all pupils for the opportunities, responsibilities and experiences of life and future success, through focusing learning within a wide, rich set of inclusive and aspirational experiences. We value and mark the **cultural capital** that every child brings to school and support them to develop a positive sense of their own identity and culture.

Activities, Expectation and Challenge (Implementation): Lesson activities are appropriate yet challenging for pupils and related to their EHCP/PLIM targets. Pace and depth of learning is personalized, supporting pupil motivation and engagement; CEIAG is linked to PSHEE curriculum, SCERTS and PLIMs targets throughout the school and planning reflects this. Individual pupil aspirations and destination data are used to inform practice. CEIAG Programme is differentiated in each Phase as appropriate with the use of external agencies to enhance delivery and experience.

Assessment and Progression (Impact): Pupils make good progress and achieve highly by accessing appropriate content (stage not age) taught well. The CEIAG curriculum follows a progression model that identifies the most useful knowledge, concepts and skills for cumulative sufficiency. Assessment ensures content is retained, identifying those pupils that need further support and triangulated with PLIM targets and intervention as needed. Teachers are aware of previous learning, current learning and future learning due to a shared CEIAG framework for learning. There is a solid understanding of the sequence of learning and an individual pupils pathway, allowing challenging, relevant targets to be set. Termly Compass Audit shows school Benchmark compliance compared to National Average. Pupils make successful transitions to appropriate and supportive destinations.

English, Communication and Reading: Range of resources sourced to support pupils and staff. Pupils use appropriate texts and visual support. Pupils develop understanding through real life and practical situations and with support from outside agencies and partners. Pupils have a plethora of opportunities for interactions and asking questions. Human Library concept supports diversity and equality.

CEIAG Action Plan

Area	Deep Dive	Action	Time (aim)	Who	Impact
Whole School	Evidence of CEIAG being delivered across school in a range of appropriate ways Links between weekly behaviour objective and termly school value	<ul style="list-style-type: none"> Share strengths from Compass Audit Update and share the adapted CDI Framework for learning Teachers to plan and track CEIAG learning and progress Consider target revision of PLIMs targets within Pathways to Adulthood section of EHCPs across whole school. Plan activities for Careers Week in 2021 (pending COVID update) 	Ready for Sept 2021	JM/HA/ES All teachers	Stronger, more impactful CEIAG across school leading pupils making informed choices and reaching successful transition to appropriate destinations through and out of school.
Phase 6	Vocational options and accreditations Student-directed learning 1-1 careers guidance EHCP/PLIM targets Work Skills/Careers lessons observed Work Experience PSHEE Curriculum framework	<ul style="list-style-type: none"> Form tutors to amend Pathways to Adulthood targets in PLIMs in accordance with EHCP review information. Progress tracked within vocational options subjects Continuation of progress tracking using the Preparation for Adulthood section of the PSHEE Curriculum Audit of access to FE visits, careers fairs and 1-1 careers interviews carried out and saved in pupil reports on portal 	Ready for Sept 2021	Phase Leader to monitor with phase tutors to ensure accurate recording	Stronger, more impactful CEIAG across phase and successful transition to appropriate places out of school.
Phase 5	Vocational Options and accreditations Careers lesson observed 1-1 careers guidance EHCP/PLIM targets PSHEE Curriculum framework	<ul style="list-style-type: none"> Check for quality teaching and learning in line with stages of pathways learning adapted from CDI framework Continuation of progress using the Preparation for Adulthood section of the PSHEE Curriculum from phase 3 and 4 Audit of access to FE visits, careers fairs and 1-1 careers interviews carried out and saved in pupil reports on portal 	Ready for Sept 2021	Phase Leader to monitor with phase tutors to ensure accurate recording	Stronger and more personalized CEIAG in line with pupil destinations and pathways.
Phase 4	Vocational Options PSHEE Curriculum framework EHCP/PLIM targets	<ul style="list-style-type: none"> Continuation of progress using the Preparation for Adulthood section of the PSHEE Curriculum from phase 2 Track and amend targets as appropriate in PLIMs to ensure 'pathways' targets are recorded 	Ready for Sept 2021	Phase Leader to monitor with phase tutors to ensure accurate recording	Better understanding of pathways for the future and quality CEIAG teaching and learning building on personalized targets
Phase 3	Role play and scenario learning Therapeutic interventions Cherry Garden PSD framework	<ul style="list-style-type: none"> Baseline pupils using the Cherry Garden PSED framework Promote independence as much as possible through real life experiences and opportunities to develop their self-help and life skills. Track on PLIMs. Ensure high-quality input from Occupational Therapists who support children to access all of these self-help activities. 	Ready for Sept 2021	Phase Leader to monitor with phase tutors to ensure accurate recording	An increased access to new scenarios and relationships supporting transition and development of independence
Phase 2	Learning objectives linked to social communication and emotional regulation Supportive routines PSHEE Curriculum framework	<ul style="list-style-type: none"> Baseline and track progress using the Preparation for Adulthood section of the PSHEE Curriculum Track and amend targets as appropriate in PLIMs to ensure 'pathways' targets are recorded through self-help and independence 	Ready for Sept 2021	Phase Leader to monitor with phase tutors to ensure accurate recording	A strong curriculum that supports pupils to be more informed about their pathways for the future.
Phase 1	Role play and scenario learning Therapeutic interventions Cherry Garden PSD framework	<ul style="list-style-type: none"> Baseline pupils using the Cherry Garden PSED framework Promote independence as much as possible through real life experiences and opportunities to develop their self-help and life skills. Track on PLIMs. Ensure high-quality input from Occupational Therapists who support 	Ready for Sept 2021	Phase Leader to monitor with phase tutors to ensure accurate recording	An increased access to experiences that support development of life skills and self help that is accurately tracked.