



CHANNING SCHOOL

Curriculum Policy

This policy applies to the whole school including the Early Years Foundation Stage (EYFS)

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Signed by: Board of Governors (Education Committee)

THE CURRICULUM

This policy should be read in conjunction with the School's PSHE Policy, Teaching and Learning Policy and Safeguarding and Child Protection Policy and Procedures

This policy states our aims, principles and strategy for teaching and learning for all classes including the EYFS (Reception classes) to provide full time supervised education of pupils of compulsory school age. The curriculum gives pupils/students experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic areas.

Our policy is:

- To provide a broad, balanced, relevant curriculum which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education to stimulate the imagination and the intellect, to foster creativity, independence and a love of learning.
- To ensure that pupils acquire speaking, listening, literacy and numeracy skills.
- To offer the highest standards of teaching, that is thought-provoking and enjoyable, and challenges each girl to reach her full academic potential.
- To complement the academic curriculum with an inclusive and varied programme of extra and co-curricular activities.

We do this in the following ways:

- Providing a broad and balanced programme of study.
- Providing appropriate and relevant courses to stimulate intellectual development and to foster creativity, independence and a love of learning.
- Providing courses and activities that develop and feed the imagination.
- Challenging each pupil to reach their full potential by providing opportunities to learn and make progress.
- Maintaining awareness of pupil and parental expectation.
- Complementing the academic curriculum with an inclusive and varied programme of extra and co-curricular activities.
- Preparing pupils for the opportunities, responsibilities and experiences of adult life in British society.

- Making use of the cultural opportunities that London has to offer.
- Encouraging curriculum development by being open to new ideas.
- Ensuring each department/teacher provides subject matter that is appropriate for the ages, aptitudes and needs of the pupils including those with an EHC plan.
- From Reception, our Personal, Social, Health and Economic Education (PSHE) reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act(a).
- Schemes of work and plans do not undermine the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Curriculum

Our aim is for our curriculum to be as broad and balanced as possible, to suit our traditionally mixed-ability intake. Pupils should leave Channing, whether at 16 or 18, informed as well as qualified, having had plenty of opportunity to develop individual strengths. These may be academic, artistic, sporting or social skills; all should be identified and encouraged. Where a pupil has an EHC plan, her educational needs are fulfilled according to her requirements.

All staff draw up schemes of work, which are reviewed annually by Heads of Department in the Senior School and Subject Leads overseen by the Deputy Head Academic at the Junior School, detailing teaching methods and learning activities, achieving a co-ordinated approach to teaching throughout the school, ensuring breadth, balance, continuity and progression. All pupils acquire speaking, listening, (otherwise called oracy), literacy and numeracy skills. Pupils across the school receive appropriate careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential.

The Junior School (Reception-Year 6)

EYFS

The Early Years Foundation Stage, which underpins the learning and development undertaken by every child in this year, is planned in accordance with the framework 'The Early Years Foundation Stage Statutory Framework 2025'.

Under the guiding theme of Learning and Development, there are three prime and four specific interconnected areas of learning:

- Prime:
 - Personal, Social and Emotional Development
 - Physical Development
 - Communication and Language
- Specific:
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design

All areas of learning are of equal importance and depend on each other to provide a rounded approach to child development. The prime areas are particularly crucial for helping children to thrive and develop good relationships with others, for building their aptitude and ability for learning and for igniting their curiosity and enthusiasm for learning. Reference is also made to the non-statutory document, Development Matters.

This development is recorded through the use of both formative and summative assessment, which provide accurate and detailed insight into the progress made by each individual. Each child's attainment is assessed in the final term of Reception against the Early Learning Goals and is recorded in their EYFS profile and shared with parents/guardians and Year 1 teachers. Observations made of each child in a variety of environments and learning situations ensure that an accurate recording of individual attainment is made.

The support children receive as they learn is personalised to meet their individual needs and to extend their talents. Careful and flexible planning between all the staff in contact with the children, based on the children's interests, ensures that a wide, varied and effective curriculum is delivered. Subject specialist teachers work closely with Form Teachers to give an accurate picture of children's attainment in the prime and specific areas of the EYFS curriculum relevant to their subjects. In the Autumn

Term, Specialist Teachers in Music, PE, Spanish and Drama teach in Reception classrooms. PE and Outdoor Learning/Forest School are taught outside as appropriate. Reception children visit the library weekly from the second week of the Autumn Term.

Key Stage 1 (Years 1 and 2)

Key Stage 1 of the National Curriculum begins formally in Year 1. Form Teachers are generally responsible for teaching English, Mathematics, Science, Computing, History, Geography, RE, Philosophy, Friendology and PSHE. Subject Specialist Teachers teach Music, PE, Spanish, Art/DT, Drama, Reading for Pleasure and Forest School.

Key Stage 2 (Years 3 to 6)

The skills and content for each academic subject is planned in accordance with the National Curriculum and are updated to reflect changes in this document when appropriate. In addition to English, Mathematics, Science, Computing, History, Geography, RE, Philosophy, Friendology and PSHE, there is specialist teaching in Music, Art, DT, Spanish, French, Drama, Reading for Pleasure and PE throughout the Junior School. Forest School is introduced in Reception and facilitated by Level 3 qualified Forest Leaders up to Year 4. Spanish is introduced in Reception and taught to Year 6; additionally, French is introduced at Year 3. Art/DT is taught by a specialist teacher from Year 1 to Year 6. Some subjects may be taught by other members of staff other than the Form Teacher which is good preparation for the transition to Senior School.

Teaching at the Junior School is largely form-based, in classes of approximately 24 or 25. Form and Specialist Teachers are supported by Teaching Assistants in some lessons as appropriate.

Throughout Key Stages 1 and 2, subjects are often cross-curricular with, for example, work in Art and DT supporting topics studied in Science, Geography, History and RE. This helps to embed core aspects of the curriculum and ensure important skills are transferred across disciplines.

A full programme of termly visits is organised for each year group, which is overseen by the Assistant Head CoCurricular, to support the curriculum. In addition to this, there are residential visits for pupils in Year 3-6.

Key Stage 3 (Years 7-9)

There are four or five parallel forms of approximately 24 in each year groups 7, 8 and 9. The curriculum offers a very broad and balanced curriculum and an emphasis on taking part in a wide range of activities and on learning how to be part of a community. In Year 7, all pupils study English, Mathematics, Science, one MFL subject (choice of French, German or Spanish), Latin, Art, Geography, History, Computing, Music, Drama, PE, Philosophy, RE, PSHE (Personal, Social, Health and Economic Education) and Independent Investigation where pupils produce projects over the year on several broad themes. In Year 7 and 8 pupils are taught the Sciences by subject specialists and they choose a second MFL subject in Year 8 (from French, German or Spanish). In Year 9, they continue with a similar curriculum and pupils select four subjects from the following: Art, Drama, Music, Computer Science, Latin, Classical Civilisation, Latin with Ancient Greek, and a second MFL.

Science is taught in well-equipped laboratories: the approach is largely practical. Year 7 and 8 pupils follow an integrated science course; specialists teach Biology, Chemistry and Physics separately from Year 9.

Pupils study one MFL in Year 7 and two in Year 8 before making a choice in Year 9. Both the Modern Languages and the Classics department arrange a full programme of visits.

Computing is taught to every pupil in Years 7 and 8 and is an option in Year 9, GCSE option in Year 10 and an A level option in Year 12. All pupils use iPads in addition to desktop iMacs to support their learning. As pupils go up the school there is an increasing programme of cross-curricular ICT delivery, encouraging pupils to see their skills as tools to a further end.

Key Stage 4 (Years 10-11)

Years 10 and 11 are the GCSE years. All pupils study a common core of English, English Literature, Mathematics, Biology, Chemistry and Physics. Pupils have the choice of taking Triple Award Science or Double Award Science. All take, in addition, up to five optional subjects, chosen from Art, Classical Civilisation, Drama, French, German, Geography, History, Computing, Latin, Music, PE, RE and Spanish. All pupils have (non-examined) PE and PSHE, which includes a comprehensive study skills programme. Pupils may also choose a twilight subject of a two year certificate

qualification in Ancient Greek, while top set Mathematicians can also opt to complete the Level 2 Certificate in Further Mathematics. In addition pupils can opt to take the Level 2 Higher Project Qualification (HPQ) off timetable.

At both GCSE and A Level, our aim is to give pupils a free choice of subjects, rather than requiring them to choose from groups of subjects as dictated by the timetable.

The Sixth Form

The small Sixth Form teaching groups foster friendly and supportive relationships between staff and pupils. Subject choices include Art, Biology, Chemistry, Classical Civilisation, Computer Science, Drama and Theatre Studies, Economics, English Literature, French, Geography, German, Greek, History, History of Art, Latin, Mathematics, Further Mathematics, Music, Philosophy, Physics, Politics, Psychology, and Spanish. Pupils have the opportunity to follow additional courses to supplement their A Level studies. We currently offer a one-year course in The Extended Project Qualification (AQA) for all students in Year 12, and a variety of short Enrichment courses which range from songwriting masterclass to watercolor workshop to book club. All pupils in the Sixth Form follow the Enrichment programme. In addition, all pupils take PE in a sport or physical activity of their choosing. A wide range of activities is on offer from aerobics to zumba.

Careers and Higher Education

Virtually all our sixth formers go on to university (both in the UK and abroad), or to Art / Drama College. Our careers provision begins from Reception by discussing gender stereotypes. In the senior school from Key Stage 3 students engage with careers on drop-down days and through talks and activities in PSHE and assembly. External platforms including Morrisby and Unifrog are used to help deliver careers education to year 9 pupils and upwards, and are complemented by a well-stocked in-house online careers library. Ongoing help and advice on GCSE and A level subject choices is provided, with the Head of Careers and Higher Education present at options events. There are regular careers talks for Year 5 upwards, becoming more focussed in the senior school, and work insight visits and a careers convention happen towards the end of the summer term for Year 10 and Year 12. The 'Springboard to the Future' programme for Year 12 students and parents introduces the process of applying to university at home and abroad and includes an information evening, specialist subject and situation talks, a Higher Education fair, a

targeted applications day and support in making university visits. Students are also supported by an Overseas Applications Coordinator and an Oxbridge Coordinator, who work alongside Heads of subjects to mentor students making these applications. The Head of Careers and Higher Education works with Heads of subjects to promote careers across the curriculum, and with the STEM coordinator to promote STEM careers. All Year 12 pupils are encouraged to complete work experience at Easter or in the Summer, and Year 11s are encouraged to do so in the holidays after their GCSEs. For further information on the Channing School's Careers Education programme, please see Appendix G in the PSHE Policy.

The Creative Arts

We see the creative arts as an integral part of personal development. Art, Drama and Music all reach impressively high standards and are central to the life of the school.

In the Junior School, pupils have weekly, one-hour Drama lessons with a specialist Drama Teacher. The girls enjoy many opportunities to participate in a range of drama activities from year group assemblies, theatre visits and workshops to the very popular school productions in Reception, Year 2 and Year 6 that are staged in our purpose-built theatre on the Senior School site across the road.

Pupils in Reception - Year 2 have two half-hour Music lessons a week, while pupils in KS2 have one half-hour and an hour Music lesson each week. Music is taught by our specialist Music Teacher. As well as this, pupils have the opportunity to sign up for extracurricular clubs including, but not limited to, Spears Choir, Mariachi Band and String Quartet. Parents can sign their daughter up for group/individual Music lessons with our VMS depending on their age.

In the Senior School, Art and Design studios have facilities for work in a wide variety of media, including ceramics, computer design work, etching, photography, screen printing, textiles, and fine art. A very high proportion of pupils take Art as an option at GCSE and A Level.

Roughly two thirds of the pupils learn an instrument, and many, two. The Senior School has two orchestras, three choirs, wind and jazz bands and various string groups. Each term there are several concerts, some of them for solo performances and others for orchestra, choirs, etc. The School performs a major choral work every Spring and gives an orchestral concert each May.

Drama is on the timetabled curriculum for Years 7-8 and optional in Year 9, offered as a GCSE course for Years 10 and 11 and offered as Drama and Theatre at A Level. Plays and musicals are rehearsed after school. There is a whole school production each year, drawing its cast from year groups right through the school. Further plays will be organised and directed by the pupils themselves, usually in the KS4 or in the Sixth Form.

Personal, Social, Health and Economic Education (PSHE) , Wellbeing and Citizenship

The Junior School follows the Jigsaw curriculum (a progressive and spiral scheme of learning that promotes mindfulness) for PSHE, which is taught weekly by Form Teachers (half an hour for pupils until Year 4 and one hour for pupils in Year 5 and 6).

PSHE and Citizenship is a compulsory element of the curriculum for all pupils in Key Stages 3, 4 and 5. It is taught by form tutors in one dedicated lesson per week. Sometimes the year group meets as a whole for discussion, and teaching is complemented occasionally by presentations from outside speakers. Additionally, in Years 8 to 11, pupils follow a course of lessons in Sexual Health Education taught by specialist staff as part of a carousel.

Sports

The girls in the Junior School enjoy PE lessons twice a week, utilising the extensive sports facilities. From Reception, girls learn to play a variety of sports, including: football, netball, cricket, unihoc and hockey, athletics and basketball. In Year 3 and 4, the girls have two separate weeks of intensive swimming lessons at a local pool. Throughout the Summer Term of Year 5 and 6, the girls learn to sail and kayak at a local watersports centre. The girls also have many opportunities to take part in inter-school fixtures and competitions.

The Senior School offers a diverse and comprehensive Physical Education programme with a wide range of sports options. As students progress through the school, they have access to an increasing variety of activities and benefit from high-quality coaching. Available activities include Athletics, Badminton, Basketball, Cheerleading, Dance, Fitness, Football, Gymnastics, Netball, Tennis, Trampolining, Volleyball, and Yoga. Competitive matches are available in sports such as Athletics, Football, Netball and Tennis. Additionally, students have the option to take GCSE PE, providing a deeper understanding of sports science and practical performance.

Appendix A - School Curriculum 2024-2025

EYFS & Key Stage One Curriculum

Subject	Reception (EYFS)	Year 1	Year 2
English including Reading for Pleasure	RWI Phonics - 4 x 30 mins English - 3 x 30 mins Story - 4 x 15 mins Show & Tell - 1 x 15 mins Guided Reading and letter formation - 3 x 30 mins Reading for Pleasure - 1 x 30 mins <i>6 hours 45 mins</i>	RWI Phonics - 4 x 30 mins English with Grammar embedded - 3 x 1hr Guided Reading & Handwriting - 4 x 30 mins RfP - 1 x 30 mins <i>7.5 hours with RfP</i>	RWI Phonics/ Spelling - 4 x 30 mins English - 4 x 1hr Comprehension - 30 mins RfP - 1 x 30 mins <i>7 hours with RfP</i>
Mathematics	4 x 30 mins	4 x 1 hr 1 x 30 mins	4 x 1 hr 1 x 45 mins
Science	1 x 15 mins (UoW)	1 x 1hr 1 x 30 mins	1 x 1hr 1 x 30 mins
Computing	1 x 15 mins	1 x 1hr	1 x 1hr

Art & Design Technology	Covered during Independent Learning	1 x 1hr	1 x 1hr
History / Geography	Covered during Independent Learning/ Understanding the World	1 x 1hr	1 x 1hr
Music	2 x 30 mins (one as a whole year group)	2 x 30 mins	2 x 30 mins (one as a whole year group)
PE	2 x 45 mins	2 x 1 hr	2 x 1 hr
RE & Philosophy	1 x 30 mins	1 x 30 mins 1 x 30 mins	1 x 30 mins 1 x 30 mins
PSHE & Friendology	2 x 30 mins	2 x 30 mins	2 x 30 mins
Spanish	1 x 30 mins	1 x 30 mins	1 x 45 mins
Drama	1 x 30 mins	2 x 30 mins	1 x 1hr
Forest School	1 x 1hr 30 mins	1 x 1hr	1 x 1hr
Assembly	1 x 30 mins	1 x 30 mins	1 x 30 mins

Conabor Time	1 x 30 mins	1 x 30 mins	1 x 30 mins
Independent Learning	8 hours 15 mins		

Key Stage Two Curriculum

Subject	Year 3	Year 4	Year 5	Year 6
English	4 x 1 hour 1 x 30 mins (including 4 10-minute RWI Spelling sessions, 1 comprehension lesson, 1 grammar lesson and 3 creative writing lessons) 1 x 30 mins handwriting	4 x 1 hour 1 x 30 mins (including 4 10-minute RWI Spelling sessions, 1 comprehension lesson, 1 grammar lesson and 3 creative writing lessons)	4 x 1 hour 1 x 30 mins (including 4 10-minute RWI Spelling sessions, 1 comprehension lesson, 1 grammar lesson and 3 creative writing lessons)	4 x 1 hour 1 x 30 mins (including 4 10-minute RWI Spelling sessions, 1 comprehension lesson, 1 grammar lesson and 3 creative writing lessons)
Reading For Pleasure	1 x 30 mins	1 x 30 mins	1 x 30 mins	1 x 30 mins
Mathematics	5 x 1 hour 1 x 30 minutes	5 x 1 hour	5 x 1 hour	5 x 1 hour
Science	2 x 1 hour	2 x 1 hour	2 x 1 hour	2 x 1 hour
Computing	1 x 1 hour	1 x 1 hour	1 x 1 hour	1 x 1 hour
Art	1 x 1 hour	1 x 1 hour	1 x 1 hour	1 x 1 hour

Design Technology	1 x 1 hour	1 x 1 hour	1 x 1 hour	1 x 1 hour
History	1 x 1 hour	1 x 1 hour	1 x 1 hour	1 x 1 hour
Geography	1 x 1 hour	1 x 1 hour	1 x 1 hour	1 x 1 hour
Music	1 x hour 1 x 30 mins	1 x hour 1 x 30 mins	1 x hour 1 x 30 mins	1 x hour 1 x 30 mins
PE	2 x 1 hour	2 x 1 hour	1 x 2 hour 1 x 1 hour	1 x 2 hour 1 x 1 hour
RE	1 x 30 mins	1 x 30 mins	1 x 30 mins	1 x 30 mins
Philosophy	1 x 30 mins	1 x 30 mins	1 x 30 mins	1 x 30 mins
Friendology / Form Time	1 x 30 mins	1 x 30 mins	1 x 30 mins	1 x 30 mins
PSHE	1 x 30 mins	1 x 30 mins	1 x 1 hour	1 x 1 hour
Spanish	1 x 1 hour	1 x 1 hour	1 x 1 hour	1 x 1 hour
French	1 x 30 mins	1 x 30 mins	1 x 30 mins	1 x 30 mins
Drama	1 x 1 hour	1 x 1 hour	1 x 1 hour	1 x 1 hour
Forest School	1 x 1 hour	1 x 1 hour		

Assembly	I x 30 mins			
Conabor Time	I x 30 mins			

Key Stage Three Curriculum (each period is 45 minutes)

Year	Subject	Number of periods(s) per week	Year	Subject	Number of period(s) per week	Year	Subject	Number of period(s) per week
7	English	4	8	English	4	9	English	4

	Mathematics	4		Mathematics	4		Mathematics	4
	Science	4		Science	4		Science – taught as separate subjects	6
	MFL	3		1st MFL	3		1st MFL	2
				2 nd MFL	2		4 x options	4 x 2
	Computing	1		Computing	1		Art Classical Civilisation	

	Music	I		Music	I		Computing
	Latin	2		Latin	2		Drama
	PE	3		PE	3		Latin
	Geography	2		Geography	2		Latin with Greek
	History	2		History	2		Music
	RPE	2		RPE	I		A second MFL
							PE 3
							Geography 2
							History 2
							RPE I

	Drama	I		Drama	I			
	Art	2		Art	2			
	PSHE	I		PSHE	I		PSHE	I
	Independent Investigation	I						

Year 7:

- Ellery Programme: an academically stretching (after school) course covering material beyond the Year 7 Curriculum (in recent years subjects have included Archaeology, Investigating Sports Performance, Global Climate Justice, Language, Countries and Culture, Modular Arithmetic, History of Feminism, Art History, Religious Experience, Linguistics, Problem Solving, The Art of Storytelling and Rewilding and biodiversity)

Key Stage Four Curriculum

Year	Subject	Number of period(s) per week	Year	Subject	Number of period(s) per week
10	English	4	11	English	5

.	Mathematics	4		Mathematics	4
	Science – taught as separate subjects	6 or 9 (Double or Triple Award)		Science – taught as separate subjects	6 or 9 (Double or Triple Award)
	Pupils select 4 or 5 subjects from the following list: Art, Drama, Music, French, German, Spanish, Latin, Computer Science, Geography, History, Classical Civilisation, RS and PE.	3		Pupils select 4 or 5 subjects from the following list: Art, Drama, Music, French, German, Spanish, Latin, Computer Science, Geography, History, Classical Civilisation, RS and PE.	3
	PE	2		PE	2

	Enrichment Carousel	1		PSHE	1
	PSHE	1 single		Ancient Greek	After School

	Ancient Greek	After School		Further Mathematics	Top set only
	Further Mathematics	Top set only			

Year 10:

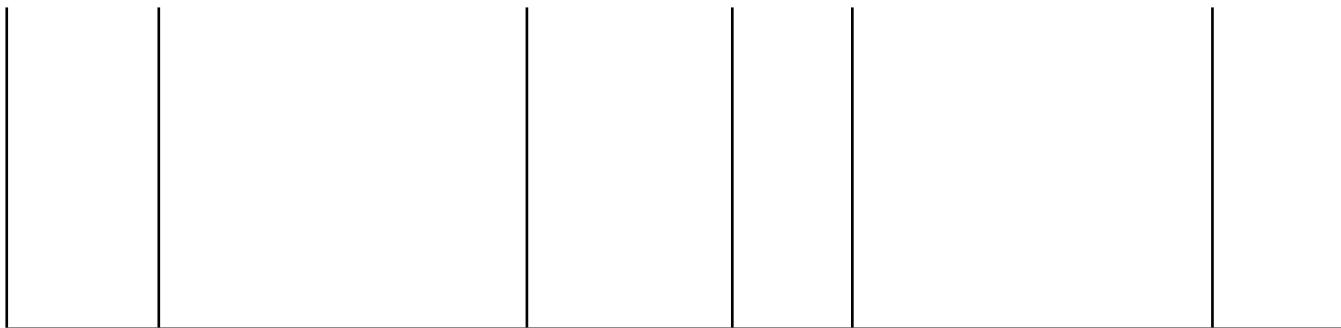
- Introduction of double or triple award Science
- History continues to be the most popular GCSE option, followed by Art
- Students selected to have private study on their timetables (in lieu of an optional subject) when making their GCSE Option choices (in January of Year 9)
- The Year 10 enrichment course covers a range of subjects including study skills and Politics & the Media.

Year 11:

- To facilitate an additional English Literature / Language lesson the enrichment lesson was removed from the timetable
- Due to ill health, personal well being and or finding it too challenging and overwhelming to continue with a full timetable, students are on a case by case basis able to drop a subject.

Key Stage Five Curriculum

Year	Subject	Number of period(s) per week	Year	Subject	Number of period(s) per week
12	Pupils select 3 or 4 subjects from Biology, Chemistry, Physics, English Literature, History, Geography, Economics, Psychology, Maths, Further Maths, French, German, Spanish, Latin, Ancient Greek, Philosophy, Computer Science, History of Art, Art, Music, Theatre Studies & Drama and Politics.	7	13	Pupils select 3 or 4 subjects from Biology, Chemistry, Physics, English Literature, History, Geography, Economics, Psychology, Maths, Further Maths, French, German, Spanish, Latin, Ancient Greek, Philosophy, Computer Science, History of Art, Art, Music, Theatre Studies & Drama and Politics.	7



	PE	2		PE	2
	Enrichment Carousel	2		Enrichment Carousel	2
	PSHE	1		PSHE	1

Appendix B - Careers Education

We aim to prepare students for the challenges they may meet in life and work as adults and to promote positive and challenging career aspirations. We aim to foster, develop and maintain links with the world of work (including in the local community) and to enable pupils to experience the world outside School and to understand the relevance in the workplace of knowledge and skills learned in school.

Careers Education and Guidance is an essential and integral part of the whole school curriculum at Channing. As detailed in Course Choices and Careers below, it is presented in an impartial manner provided in PSHE and enrichment sessions, in standalone events, and also forms part of the academic curriculum. Working in collaboration with pupils, parents, teachers, alumnae and employers, and having regard to the Gatsby Benchmarks, the school is committed to:

- providing students with high quality careers, future study and labour market information, guidance and advice in an appropriate form and tailored to their individual needs which enables them to fulfil their potential;
- enabling students and their parents to make informed, ambitious yet realistic decisions about the increasing number of opportunities available;
- helping prepare students for choices, changes and transitions affecting their future education, including through advice when significant choices are being made;
- enabling students to be equipped with the skills needed to look for and obtain places in further and higher education, training and employment and to manage independent living;
- helping students become aware of their own strengths, weaknesses and personal qualities, and to have a balanced view of their self-worth and potential;
- encouraging students to take responsibility for their own decisions and career planning, and to continue doing so in adult life;
- helping students prepare for adulthood and working life, contributing to the development of the whole person and preparing them

for responsible citizenship;

- providing information on the productive use of a gap year;
- providing the opportunity to apply for leadership roles (such as Student Careers Leader) which develop workplace skills;
- providing each student with multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace;
- ensuring that each student has first-hand experiences of the workplace, including through networking with employers/visits to workplaces and by offering pupils the opportunity to apply for work shadowing with hosts from the Channing community;
- ensuring that our Careers Education and Guidance is available to students online where it is not possible in person.

To achieve these aims, the Careers Department organises lessons, activities and events in line with the Careers Programme and as detailed in the Appendices on links with the world of work and careers guidance on course choices below.

Links with the World of Work

Within the school there are a number of specific initiatives through which these aims are pursued so that the school's careers provision meets the eight Gatsby Benchmarks, one of which requires curriculum learning to be linked to careers. These are designed and delivered in accordance with the Careers Education and Guidance Policy above, the PSHE Policy and the Community Service Policy.

- Young Enterprise

This is a scheme open to Year 12 students. It is aimed at developing economic awareness and enterprise skills through direct participation in the world of business. A team of pupils forms their own company, markets and sells a product or service via school, contacts, trade fairs and online. The scheme operates between September and June with the company holding weekly/regular meetings (online or in person). Where possible, one member of staff and external advisors support the pupils. The pupils submit a company report in the Spring Term and have the opportunity to enter local, regional and national competitions with other Young

Enterprise companies. They wind up their company in June.

- Programme of Workplace Insight Events, Career Talks and Careers Convention

Students in year 8 and above (as appropriate) are invited to attend events such as Insight Events organised by employers at their offices or online. Students in Year 7 and above are invited to career talks given at school by a variety of speakers from different career fields. These are coordinated by the Careers Department and the programme intensifies as students move up through the school and have to make subject/university choices. A Careers Convention takes place annually in June for Years 10 and 12 where speakers give interactive presentations about their careers and take questions (in person or online), with a special event in the afternoon (which varies year on year). The Careers Programme has been extended to the Junior School as of 2021.

- Work Experience

Students in Year 11 and 12 are encouraged to gain experience of the working world for one or two weeks during the holidays or after public examinations. The opportunity to apply to work shadowing hosts from the Channing Community is offered through the Careers Department which liaises with the Channing Community to identify opportunities for pupils who are unable to explore their chosen field via their family's/friends' network. In the event that in-person work experience is not available, students are encouraged to sign up for and complete at least one virtual work experience offered by platforms such as www.theforge.com and/or to volunteer, as they can develop skills for the workplace by doing both.

Course choices & Careers Guidance (for students making course choices on their journey through the School's Careers Programme)

In Year 7-9, you will:

- Be invited to attend Careers talks, activities and work insight events (for some year groups, during Enrichment Week) and receive guidance during PSHE to raise your awareness of career options;
- Receive a GCSE booklet outlining different courses – Spring Term Year 9; Take part in a programme of activities to help you with

your future GCSE courses;

- Use the Morrisby program to undertake questionnaires and research to assist with individual careers guidance (Year 9);
- Have the opportunity to participate in various competitions e.g. Teentech Competitions (Year 9);
- Organise and attend a Community Service placement as part of the Duke of Edinburgh Award Scheme (Bronze level - Year 9).

In Year 10 & 11, you will:

- Organise and attend a Community Service placement as part of the Duke of Edinburgh Award Scheme (Silver level);
- Take part in a work-shadowing event and/or a workplace insight morning online or in person – Summer Term Year 10;
- Take part in Morrisby Aptitudes Testing and review your Morrisby profile and its course suggestions and careers database to widen your knowledge of your options – Autumn Term Year 11;
- Participate in talks on a variety of occupations – Year 10;
- Participate in a Careers Convention at Channing to listen to, network with and ask questions of chosen careers speakers – Summer Term Year 10;
- Be invited to the Sixth Form Presentation Evening – Autumn Term Year 11;
- Receive a Sixth Form Handbook outlining the A level courses and other activities available in the Sixth Form – Autumn Term Year 11;
- Take part in a planned programme of activities to help you with your future A level choices – Autumn Term Year 11;
- Participate in 1-2-1 interviews with the Head of Careers and a member of the Sixth Form Team or Senior Leadership Team to guide you on your course/options selection - Autumn Term Y11;
- Attend PSHE lessons on CV writing and workplace skills - Autumn/Spring Term Y11;
- Receive advice about how to find a work placement and develop skills by applying for suitable opportunities advertised internally;
- Be encouraged to arrange work experience during the Summer Holiday of Year 11.

In the Sixth Form, you will:

- Take part in induction training to develop team building and time management skills;
- Hear from former pupils about their experiences after school;
- Participate in lectures or Q&A sessions where experienced professionals talk about their work;
- Have the opportunity to visit colleges and universities;
- Have help to plan your progression to university, college or employment, including by accessing information on Unifrog;
- Take part in the Morrisby Study Interests Update with follow up career interviews with an independent and certified careers advisor – Spring term Year 12;
- Your parents will be invited to attend a Higher Education Evening Information Evening - Spring Term;
- Be informed of holiday or other courses open to Year 12 students such as Medlink, taster courses, Debate Chamber etc.;
- Participate in a Careers Event (Panel of Speakers) and Careers Convention (individual talks) in Year 12 to hear from and network with various careers speakers;
- Be encouraged to organise a work placement during the holidays, receive guidance about the procedure and develop skills by applying for suitable opportunities advertised internally;
- Attend workshops on CV/100-word statement/cover letter writing;
- Have the opportunity to apply to become a Student Careers Leader;
- Have the option to attend the Medical Discussion group to assist with preparation for Medicine, Dentistry and Veterinary Science courses;
- Have the opportunity to attend an interview skills event when you will receive a mock job interview including 1:1, group task and in-tray exercise.

The Careers Department regularly advises Year 11 and Sixth Form students of Opportunities relating to courses, open days, careers events and internship opportunities. These also appear on the Careers notice boards and in the Careers Opportunities bulletin.