

GOFFS-CHURCHGATE ACADEMY

CIAG DEVELOPMENT PLAN

2021-22

The objectives identified below arose as part of the annual review process of the schools careers strategy, this included staff feedback evaluations, student online questionnaires, parent and student forums, the use of the Gatsby benchmarks to self evaluate

OBJECTIVE	ACTION	TIMELINE	SUCCESS CRITERIA	End of term Review
To sustain the excellent practice which already exists within the schools careers provisions, including a wide range of activities for all students in all year groups	<ul style="list-style-type: none"> To continue to follow the Careers Activity plan (available on the website) and to update with further opportunities To continue to review the schools careers provision through both the use of student, staff and parent forums as well as online survey tools (survey monkey) 	Ongoing as various activities happen throughout the year	<p>Students will continue to experience a range of activities which raise aspirations and expose them to a wide range of opportunities.</p> <p>This will be evidenced through the various activities which happen throughout the year, an overview of which is regularly updated on the school website. Further evidence will be through student voice</p>	
To continue to develop staff knowledge of Careers information and how it can be embedded within the curriculum	<ul style="list-style-type: none"> To deliver high quality CPD on careers opportunities to be delivered within the curriculum To hold staff inset on the use of START as a resource both within lesson and form time 	<p>September inset session</p> <p>October staff meeting</p> <p>Ongoing bespoke CPD as needs occur</p>	<p>Staff can successfully and consistently deliver CIAG within their subject areas.</p> <p>This will be evidenced through lesson observations, learning walks, and staff and student feedback</p>	
To embed the updated START online programme within all year groups	<ul style="list-style-type: none"> To hold staff inset on the use of START as a resource both within lesson and form time 	Launched in September 2021	All students have access to the START programme with their own unique logins and are regularly using the programme to	

	<ul style="list-style-type: none"> To monitor the effective use of START as a tool to effectively record students careers based activities 	Ongoing use throughout the year	<p>evidence their Careers activities. (Link to achieving benchmark 3)</p> <p>This will be evidenced through the analytics section of the website as well as through form time observations</p>	
To embed the April 2021 revised CDI framework into the whole school careers programme	<ul style="list-style-type: none"> To ensure all areas of the 6 key areas of the framework are covered in detail <i>Grow through life</i> <i>Explore possibilities</i> <i>Manage careers</i> <i>Create opportunities</i> <i>Balance work and life</i> <i>See the big picture</i> To ensure the four types of provision are audited robustly: <ul style="list-style-type: none"> <i>Separate provision</i> <i>Integrated provision</i> <i>Personalised provision</i> <i>Opt in provision</i> 	<p>Ongoing throughout the year, see school calendar for dates of UH Widening access talks</p> <p>March 2022 (Careers Carousel)</p>	<p>Students will, through events such as the Careers Carousel, and projects in conjunction with UH come into contact with Independent Training Providers</p> <p>This will be evidenced through the START portfolio and student voice</p>	
To continue to ensure that the school is achieving all 8 Gatsby Benchmarks	<ul style="list-style-type: none"> To continue to uphold the standards set by the Gatsby benchmarks To use Compass + to track the extent to which the benchmarks are being met 	Termly	All Gatsby benchmarks continue to be met which will ensure the school is compliant with DFE guidelines and is providing and exemplary careers programme	