



**Twyford**  
**CofE**  
Academies Trust

<b>Document Title</b>	<b>Wider Learning Policy</b>
<b>Committee Responsible for Policy</b>	<b>Board of Directors (in consultation with Curriculum Committees)</b>
<b>Review Frequency</b>	<b>Every 3 years</b>
<b>Last Reviewed</b>	<b>November 2018</b>
<b>Next Review Due</b>	<b>November 2021</b>
<b>Policy Author</b>	<b>Executive Headteacher</b>

## Assessment of the Impact of a Policy on Equality & Diversity

<b>Policy:</b> Wider Learning Policy	
<b>Impact assessed by:</b> Richard Lane	<b>Date:</b> 19/11/2018
<p><b>1. What is the potential for this policy impacting a person or group with a protected characteristic differently (favourably or unfavourably) from everyone else?</b></p> <p><i>Pupils from protected groups may not have the same opportunities to engage in wider learning activities as their peers.</i></p>	
<p><b>2. How would this be evidenced?</b></p> <p><i>Achievement points for engagement in wider learning activities</i></p>	
<p><b>3. Is there evidence that the operation of the current policy might impact a person or group with a protected characteristic differently from everyone else?</b></p> <p>Yes, some evidence.</p>	
<p><b>4. If the answer to 3 is 'Yes', please provide details and evidence.</b></p> <p><i>SEN pupils received fewer participation points than their peers at William Perkin in 2016/17 but more than their peers at Twyford.</i></p>	
<p><b>5. How might the new policy change this?</b></p> <p><i>The policy states the objective to engage all pupils in wider learning and makes a clearer distinction between free engagement activities and other chargeable activities.</i></p>	
<p><b>6. Are there any other changes to the policy which might impact a group with a protected characteristic differently from everyone else?</b></p> <p>No</p>	
<p><b>7. If the answer to 6 is 'Yes', please provide details and evidence.</b></p>	
<p><b>8. Policies are required to reduce or eliminate inequality and disadvantage and promote diversity. Does this assessment indicate that the Policy passes or fails this test?</b></p> <p>PASS</p>	

## Wider Learning Policy

### **1. Principles, Aims and Objectives**

Wider learning is a key feature of the Twyford Trust. The Trust's motto, John 10:10, which talks about 'having life in all its fullness' suggests the importance of breadth of provision at school, extending well beyond the main curriculum. Consequently the Trust aims to provide or facilitate access to a wide range of opportunities and experiences and encourage all students to get involved. Activities are designed wherever possible to be accessible to all students irrespective of protected characteristics such as race, gender, faith or disability.

The benefits of wider learning are that they can:

- Develop and encourage experience and expertise in areas not provided for within the formal curriculum.
- Engage in residential activities (organised with minimal disruption to the formal taught curriculum)
- Help students discover new interests and strengths.
- Allow students to engage with subjects / specialised activities which might not otherwise fit within the constraints of the timetable
- Help students develop employability skills and become more aware of the application of these to different career paths
- Expose students to life outside the school environment including the world of work (see Annex A: Careers Education, Information, Advice and Guidance Guidelines).
- Enhance students' self-image, confidence and social development by taking on responsibilities and achieving.
- Encourage the positive use of leisure time.
- Encourage students to stretch beyond the challenge presented by the main curriculum.
- Enhance the ethos and image of the school in the community.
- Improve relationships between students of the same and different ages and staff.

It is the Trust's objective to enable all students to engage in an extra-curricular activity on a regular basis and many to experience a significant personal achievement through a wider learning activity. We also aim to provide all new year 7 students with a low cost offsite induction activity during their first term, aimed at building relationships between staff and students. All students are also provided with a range of wider learning opportunities during the annual Activities Week which takes place at the end of the summer term. The Trust's charging policy provides for concessions for qualifying disadvantaged students to enable maximum participation. Participation of different protected groups is monitored annually through the Equalities Action Plan.

## **2. Links to Other Aspects of School Life**

Wider learning interacts with and supports most other areas of school life:

- **Ethos:** Activities such as communion services, worship groups, clubs, trips, volunteering, community service and choirs should be provided to help support and reinforce the Trust's Christian ethos, described as the 10:10 ethic.
- **Curriculum:** Appropriate extension tasks should be set by teachers in addition to lesson prep and students should be expected to engage with wider learning in order to aspire to achieve the next level of attainment and progress beyond school.
- **Assessment:** Underachieving students needing stretch activities beyond the main curriculum should be identified.
- **Pastoral:** Students should be given leadership opportunities, responsibilities and experiences through the House system. The pastoral system should help and encourage and motivate involvement through the award of engagement points.
- **Staffing:** All staff are involved in providing or supporting the provision of wider learning opportunities and staffing systems and policies reflect this.  
For detail of particular roles see section 3 below.
- **Resources:** Funding/subsidy for core extra-curricular activities, external funding – PTFA, community engagement, Copia, buildings (lettings) – selling services to make them more viable

## **3. Roles and Responsibilities**

Directors, Executive and Governors publish this policy and budget for the cost of mainstream and core activities. School Governing Bodies receive a report annually on wider learning.

SLT oversee the planning/coordinating of the programme of activities. One member of SLT has particular responsibility for leading and promoting wider learning. They are responsible for producing a timetable of events for the year (normally in the preceding summer term), ensuring all major events are included in the school calendar at the start of the year and producing the annual report to Governors.

Middle leaders should plan appropriate subject-related activities providing stretch and helping to sustain a positive community ethos at the school.

Teaching staff are expected to support wider learning opportunities – which may range from curriculum interventions to regular clubs, trips, residential etc. Activity leaders (teachers, coaches etc.) keep participants and parents fully informed about the practical arrangements for activities including what the activity will involve, timings etc.

Form tutors should encourage participation through form time and notice boards and make full use of pastoral systems to encourage and motivate and also model commitment and engagement themselves – particularly for inter-form and interhouse events.

Administration Team: to publicise and promote optional wider learning opportunities through communications to parents, Copia (the school calendar) and the website and report on events that have taken place. To provide practical support with bookings and collection of parental contributions etc. Provide a specialist Information, Advice and Guidance (IAG) service.

Students: to get involved and take full advantage of the wide range of opportunities available – regularly participating in at least one extra-curricular activity.

Parents: Encourage their sons/daughters to get involved and help administrative systems run smoothly by submitting forms etc. and paying contributions on time.

#### **4. Activities involving Visitors and Guests**

Some wider learning activities involve visitors/guests coming into school. This can be very valuable, but difficulties can arise with visitors who are not accustomed to the school. To ensure problems don't arise:

- Visitors should be given advance notice of the composition of the audience/target group and a clear idea of how their contribution fits into the scheme of work.
- In order to inform the visitor of the precise requirements of a group it may be helpful for the group to draw up questions in advance and these should be forwarded to the visitor. This will make the experience more relevant and facilitate planning.
- Reception/Office must be informed when to expect the visitor to arrive and who to call to escort the visitor to the appropriate venue.
- A written acknowledgement of their contribution should be sent to the visitor.

#### **5. Types of Wider Learning Activity**

##### **5.1. *Mainstream Wider Learning***

These are activities mostly taking place in the main timetable, largely onsite and all free of charge (except some Activities Week events – but free alternatives are provided). They include mandatory extension tasks, electives, community service, IAG workshops (see Annex A), student leadership, House system, fundraising events (sponsored walk and Enterprise Days), TAP workshops, external agencies (Police), Communion and new student induction activities.

The menu of Options offered within 'Activities Week' will be selected and packaged in order to ensure that the uptake has the maximum educational benefit – meeting the principles outlined above. Costs of Activities week are kept at as low a level as possible to support inclusion.

##### **5.2 *Core Extra-Curricular Activities***

These are activities taking place mostly outside the main timetable. Though not mandatory, most are strongly encouraged and all are free of charge since they are mostly aimed at mass participation and are low cost per participant. They include clubs such as core sports teams and core music groups (choirs). They also include trips which are required as part of the course.

##### **5.3 *Extended Extra-Curricular Activities***

These are activities which are optional, higher cost and chargeable. They include more specialised, lower participation sport, music and languages.

## 5.4 Partner Activities

These are activities for which the school provides a venue and (possibly) advertising space in a publication to students/parents but nothing else. Provision of the venue and the advertising is on normal commercial terms.

The following table summarises the characteristics of the different types of wider learning:

	<b>Mainstream Wider Learning</b>	<b>Core Activities</b>	<b>Extended Activities</b>	<b>Partner Activities</b>
Curriculum linkage	Nearly all mandatory, timetabled activities which are part of the main curriculum	Includes low cost stretch, creative, chaplaincy and sporting activities (some mandatory)	Includes high cost stretch, creative and sporting activities (all optional)	High cost/specialist stretch, creative and sporting activities which the school cannot easily provide itself.
Basis of charging/funding	Free	Free	Charging Policy	Partner's policy, commercial rent
Staffing	Mainly teachers	Teachers, coaches, chaplaincy staff.	Teachers (trips), Coaches and peripatetic staff (small group/individual tuition)	Partner's staff
Examples	Activities week, IAG workshops, fundraising events.	Football teams	Individual/small group instrumental tuition, skiing holidays,	EJMS

## 6. Related Policies

SMSC Policy, Curriculum Policy, School Trips Policy, Charging Policy, Equality Policy, Provider Access Policy

## **Annex A: Twyford Trust Careers Education, Information, Advice and Guidance Guidelines**

### **1. Introduction**

The Trust is committed to providing Careers Education, Advice and Guidance to all students who access the curriculum and through organised activities.

Careers Guidance will focus on the specific needs of the individual student to promote self-awareness and personal development. It will aim to provide current and relevant information to enable each student to make informed decisions about their future. It will be presented in an impartial manner, be confidential and personalised to suit the requirements of each individual student.

### **2. Aims**

Careers Education, Information, Advice and Guidance (CEIAG) should promote the following to all students:

- Self-development – assessing their strengths and weaknesses to inform future learning and work choices and develop positive self-esteem. They will have an understanding of themselves and the influences on them
- Career exploration through a variety of resources: computer software programmes, books, posters, access to impartial careers guidance and online content
- Work Experience programme in Years 10 and support to find employment opportunities in Years 11 and 12
- Progression planning through the provision of Information and Guidance (IAG) from external careers advisors, support across the curriculum, organised profession activities and events with local colleges
- Developing understanding of the changing nature of work, learning and career choices, including the full range of Post 16 education/training options including apprenticeships

### **3. Commitment**

The Trust is committed to providing a planned programme of Careers Education, Information, Advice and Guidance (CEIAG) for all students in all years in partnership with Connexions. All students will leave a Trust school with the skills and knowledge required to support their entry to further education, apprenticeships, higher education and employment with Government recognised training. The Trust actively promotes parent/carer involvement through events, forums and ensuring access to information throughout the year.

### **4. Equal Opportunities**

Students are entitled to Careers Education, Information, Advice and Guidance (CEIAG) that is impartial and confidential. It will be integrated into their experience of the whole curriculum, based on partnership with students and their parents or career. The Trust will always promote equality of opportunity, diversity and inclusion, whilst promoting the best interests of the students to whom it is given and is keen to use every available option to challenge stereotypes and raise aspirations.

A variety of guest speakers are invited in to meet with students with a wide range of backgrounds. The destinations of our students is closely monitored and younger students are informed and kept up to date of trends and opportunities.

## **5. Provision**

Careers Education, Information, Advice and Guidance (CEIAG) is managed by the SLT link for CEIAG and Wider Learning. It is delivered by staff and coordinated by the Information Advice and Guidance Coordinator.

Careers resources are available in the Learning Resources Centre for all students, they are kept up to date. Access to careers software and the internet is easily available. Students are encouraged to follow the IAG profile on Twitter and have access to resources used in Careers Education, Information, Advice and Guidance (CEIAG) sessions on the intranet – Copia.

Participation in activities, both in school and off-site, provide employer contact and further information. We have an external IAG Provider (Connexions), which provides individual careers interviews for Year 11 students. Students are invited to meetings and have access to a drop in service.

Careers focused activities are delivered through tutor time and PSHE/Citizenship lessons. Activities aim to develop student's individual knowledge and skills. The activities are developed by the Careers Information Advice and Guidance Coordinator and the Curriculum Leader responsible for PSHE/Citizenship.

Training needs are identified and offered to all relevant staff as opportunities arise. Information is then fed back to all staff. The Careers Information Advice and Guidance Coordinator is an active member of the Ealing Information Advice and Guidance Network for updates as necessary.

The SLT link and Curriculum Leader will be responsible for the monitoring, review and evaluation of the programme. Students will be consulted on the impact of the CEIAG programme and changes may be made as a result. Auditing of the whole school approach will also take place and support offered where required.

### **Key Stage 3 Provision**

- Curriculum support in all subjects promoting related job advice
- Allocated time through tutor time sessions for self-development focusing on progression
- Access to careers software via tutor time
- Year 9 are invited to attend a Pre-options Evening
- An introduction to the careers resources in the Learning Resource Centre
- Access to the Careers Education, Information, Advice and Guidance (CEIAG) page on Copia
- Assemblies and other information on KS4 options including vocational courses
- Impartial careers guidance interviews with Connexions

### **By the end of Key Stage 3 all students will have:**

- A better understanding of their strengths, achievements, weaknesses and support to evaluate how these might inform future decisions in learning and in work
- Access to support and help when making important decisions about their future
- A better understanding of 14-19 opportunities for progression
- An understanding of some of the qualities, attitudes and skills needed for successful employment
- Used online careers resources to research information about opportunities and apply their findings to help make informed choices for Key Stage 4 Options
- Received appropriate and individualised advice and guidance on Key Stage 4 Options

### **Key Stage 4 Provision**

- All students will be encouraged to make the most out of their two week Work Experience programme
- Careers Fair in school – local colleges and sixth forms, employers and training providers
- University presentations
- Careers interviews for Year 11 students
- Regular information on College open days
- Support with completing College application forms and access to computers for online registration
- Mock interviews for those where it deemed advantageous
- Supported CV and Personal Statement sessions
- Assemblies delivered with input from Connexions
- Close monitoring of vulnerable students including those who are risk of becoming NEET

### **By the end of Key Stage 4 all students will have:**

- Enhanced their self-knowledge, career management and employability skills
- Used ICT software and other sources of advice to investigate and explore future choices and progression routes
- Experienced the world of work through Work Experience in Year 10 and support given to find them a placement in Year 11 after their last exam
- Been given help and advice to identify appropriate Post 16 options
- Produced a challenging but realistic plan for their future learning and work, by relating their abilities, skills and achievements to the goals they have set for themselves

## **Key Stage 5 Provision**

- All students are given time to register with UCAS and are encouraged to attend University open days
- Trust schools actively promote alternatives to Higher Education through Assemblies, Tutor Time presentations and visits to employers
- Students are supported in Year 12 to find further Work Experience related to their future career aspirations and goals
- The school has regular visits from Universities presenting to students
- Students are updated regularly with information via Assemblies and Twitter
- Support with completing College/job application forms and access to computers for online registration
- Mock interviews for those where it deemed advantageous
- Supported CV and Personal Statement sessions
- Assemblies delivered with input from Connexions and the Information Advice & Guidance Coordinator
- Close monitoring of vulnerable students including those who are risk of becoming NEET

## **By the end of Key Stage 5 all students will have:**

- Successfully identified their own pathway and be confident with their decision
- Created a realistic plan for their future learning and work, by relating their abilities, skills and achievements to the goals they have set for themselves
- Further enhanced their self-knowledge, career management and employability skills
- Used ICT software and other sources of advice to investigate and explore future choices and progression routes
- Gained further experienced in the world of work through Work Experience in Year 12