



Careers Education Information and Guidance Policy/Plan

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Contents

Vision.....	3
Strategic Objectives.	3
Current state.....	4
Action Plan.....	5-7
Review of targets set in 2021-2022.....	8-10
Monitoring and Evaluation.....	11

Appendices

Appendix 1 – SWOT Analysis.....	12
Appendix 2 – Current State.....	13
Appendix 3 – Gatsby Benchmark progress.....	14
Appendix 4 - Progression Framework.....	15
Appendix 5 – Careers Programme.....	16
Appendix 6 - Appendix 6 - Overview of careers calendar and main activities (subject to change).....	17-19
Appendix 7 – Roles and Responsibilities.....	20
Appendix 8 – Monitoring and Evaluation Plan.....	21

Vision

To provide inspiration and aspirations for our young people, through real-life contact with the world of work. Equipping our students with knowledge and skills that will allow them to make informed choices at LPS

The intent of our Careers Curriculum at Langdon Park School is to provide a stable careers programme where all students are provided with the opportunity to prepare for their transition into the world of work. As a school we intend to raise their aspirations, improve social mobility, develop key employability skills and enhance knowledge of labour market information so our students could make better informed choices at Langdon Park School.

Our students will experience a range of encounters tailored to their individual needs and circumstances which will include encounter of workplaces, and employers, an insight into further and higher education establishments and opportunities for personal guidance.

Langdon Park School has a statutory duty to adhere to the Careers Strategy and the Statutory Guidance published in January 2018 and is working towards fully achieving the eight Gatsby Benchmarks by 2022.

Strategic Objectives

Objective 1 – All students transition to variety of positive destinations.

Benchmarks: 2, 3, 4, 7

- Develop a program where students are informed of all options available to them and chose pathways which are suited to their strengths and ability, e.g. degree, apprenticeships or employment routes.
- Embed our online START careers program in our curriculum where students can make better informed careers choices based on local and national demands.

Objective 2 - All students, parents, careers and teachers have access to careers information, advice and guidance through the START and our tutor program.

Benchmarks: 2, 3, 6

- Post 14, 16 and post 18 pathways through events and meetings e.g., information sessions via careers drop-in sessions.
- Introduce our online START online platform to allow students to build up a portfolio of achievements and successes to be used during and on leaving LPS.

Objective 3 - Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning.

Benchmarks: 1,2, 3, 4, 5, 6

- Develop an ALUMNI of support.
- Continue to develop links with organisations and build on existing relationships.

Current State

Staffing includes one full time member of staff who has overall responsibility of the strategic direction of the of careers program. We also have a full-time member of staff who is the Enrichment and Careers Co-ordinator who has the responsibility to embed it within LPS curriculum. Two of our school's governors are now overseeing are careers program and will have an input to help us shape our careers program. SLT

fully support the development of CEIAG at LPS which aims to raise the aspirations of ALL students.

SWOT analysis of LPS position see Appendix 1. LPS is working hard towards fully embedding Careers throughout the school and developing long-term sustainable partnerships with new external providers. Working with our THEB has provided our students with variety opportunities from career fairs and works experience. However, we are now looking to contact providers from the private sector to tailor workshops to our students need.

We are now looking to promote STEM within the next academic year.

Destination Data

Destination	2019	2020	2021*
Education	167	163	159
Employment		1	
NEET			
Training	3	2	2
Unknown		2	10

*2021 - LPS introduced Level 2 in BTEC Business at KS5 which had an impact on destination.

**2021 Destination report will be finalised by Feb 2022. Unknown destinations will be emended.

Areas for development:

- Create an ALUMNI of support – to help support Benchmarks 3, 6 & 7.
- Create and publicise careers on a school Twitter feed – to help support parental engagement and LMI Benchmark 2.
- Offer greater support for those applying for traineeships and apprenticeship focussing on the ‘at risk’ groups to avoid students becoming NEET (Benchmarks 3 & 8).

Action Plan

Strategic Objective 1 All students transition to variety of positive destinations. Benchmarks: 2, 3, 4, 7		
	Targets	Actions
Year one 2021 - 2022	<p>Students to develop a better understanding no non-traditional post 16 and post 19 routes such as apprenticeships.</p> <p>Encourage uptake of STEM subjects.</p>	<p>Use drop down days (9th March 2022) for external providers to deliver workshops to promote STEM.</p> <p>Deliver START through google classroom for our students understand the local job market.</p>
Year Two 2022 - 2023	<p>LPS to embed CEIAG initiatives in the tutor program.</p> <p>START implemented by the whole school.</p>	<p>Staff are talking about careers in lessons.</p> <p>Resources from START used to introduce topics and career related learning across all faculties and tutor time.</p>
Year Three 2023 - 2024	<p>Faculties take ownership of and lead CEIAG initiatives in their subject areas.</p> <p>START widely used in school.</p>	<p>Links with business employers embedded and projects ongoing.</p> <p>Appoint careers champions for STEM faculties to lead on subject projects relevant and create links with businesses.</p>

Strategic Objective 2

All students, parents, carers and teachers have access to careers information, advice and guidance through the START and our tutor program.

Benchmarks: 2, 3, 6

	Targets	Actions
Year One 2021 - 2022	Introduce START to allow students to build a portfolio of achievements and successes. Raise profile of Careers Education at LPS.	START introduced to all students and students produce a basic profile. Promote CEIAG in the newsletter. Careers promoted at Parents Evenings. School website to be updated with LMI. THEB to provide unbiased career service to Y11 students. Career Leader to provide post 16 and 18 options routes.
Year Two 2022 - 2023	Raise awareness of post 16 and post 18 pathways. Careers lessons in the tutor program. Increased number of parents attending info sessions.	Students to take ownership of START profile. Bespoke employability workshops for year 11 and post 16 students. Careers fairs to be arranged.
Year Three 2022 - 2023	Students confidence with START increases. Increased awareness of pathways for all students. Engagement/attendance with 1:1 guidance meetings. Increased number of parents at options and parent's evenings/events.	Student confidence using START. Faculties display and use LMI in classrooms. Whole year group visit to University or FE College (Year 7). Employer encounters to be incorporated into lessons through employer links. Possible Celebration Evening for students to showcase talent and achievement.

Objective 3

Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning.

Benchmarks: 1,2, 3, 4, 5, 6

	Targets	Actions
Year One	Develop links with organisations and build on existing relationships.	Meet with targeted organisations and get service level agreements in place.
2021 - 2022	Increase variety of businesses / organisations we work with - Sector - Size. Track careers interactions to ensure coverage across all students in all year groups as appropriate.	Review tracking system, Identify and fill gaps. Highlight students that need specific or additional support and put this into practice
Year Two	Develop an ALUMNI of support.	Start collecting data from leavers to keep in touch with them.
2022 - 2023	Continue to increase variety of businesses / organisations we work with. Work more effectively across the borough to share resources and contacts for the benefit of all pupils.	Set up data capture process and system for storing information Set up social media account to attract/contact former students. Maintain current external relationships.
Year Three	Increase employer and education links within curriculum areas.	Careers champions to work on implementing and embedding this.
2023 - 2024		Match up ALUMNI with facilities relating to experiences and interests.

Strategic Objective 1
All students transition to variety of positive destinations.
Benchmarks: 2, 3, 4, 7

	Targets	Actions	Update
Year one 2021 - 2022	<p>Students to develop a better understanding no non-traditional post 16 and post 19 routes such as apprenticeships.</p> <p>Encourage uptake of STEM subjects.</p>	<p>Use drop down days (9th March 2022) for external providers to deliver workshops to promote STEM.</p> <p>Deliver START through google classroom for our students understand the local job market.</p>	<p>During the National Apprenticeship week resources and information was shared to highlight alternative routes to employment.</p> <p>During National Careers Week (NCW) we had volunteers from the Dorchester Collection and Mitie to promote Apprenticeships and STEM subjects.</p> <p>Careers Fair – over 40 exhibitors, ranging from private/public sector organisations, universities, training providers and colleges highlighting different routes to employment.</p> <p>START – Introduces to Y7's during the (NCW). And will for part of their tutor program in 2022/2023 academic year.</p>

Strategic Objective 2

All students, parents, carers and teachers have access to careers information, advice and guidance through the START and our tutor program.

Benchmarks: 2, 3, 6

	Targets	Actions	Update
Year One 2021 - 2022	<p>Introduce START to allow students to build a portfolio of achievements and successes.</p> <p>Raise profile of Careers Education at LPS.</p>	<p>START introduced to all students and students produce a basic profile.</p> <p>Promote CEIAG in the newsletter.</p> <p>Careers promoted at Parents Evenings.</p> <p>School website to be updated with LMI.</p> <p>THEB to provide unbiased career service to Y11 students.</p> <p>Career Leader to provide post 16 and 18 options routes.</p>	<p>Majority of students have accessed START and have started to create their profile. However, from the 2022/2023 academic year START will be a key focus on the Y7 tutor programs. With all other year groups tasks will be set from START through their google classroom pages for students to complete – once a term.</p> <p>Newsletters are published once a term to highlight strengths and raise profile of our careers program.</p> <p>All students receive careers advice from an independent advisor and in addition to this, careers is also marketed during parent's evenings where parents have an opportunity to provide feedback on our careers program.</p>

Strategic Objective 3

Develop a programme of encounters to meet the individual needs of all students by creating a network of employers and educational providers to support learning. **Benchmarks: 1,2, 3, 4, 5, 6**

	Targets	Actions	Update
Year One 2021 - 2022	<p>Develop links with organisations and build on existing relationships.</p> <p>Increase variety of businesses / organisations we work with</p> <ul style="list-style-type: none">- Sector- Size. <p>Track careers interactions to ensure coverage across all students in all year groups as appropriate.</p>	<p>Meet with targeted organisations and get service level agreements in place.</p> <p>Review tracking system, Identify and fill gaps.</p> <p>Highlight students that need specific or additional support and put this into practice</p>	<p>New partnerships has been developed with organisations in different industries. Some of these companies are The Canary Wharf Group (Developer) The Hill (Property development) and the Phillip66 (Energy) are keen to work with us by contributing to the careers curriculum and support and sponsor student events hosted by the school.</p> <p>All events are tracked to ensure that all groups are targeted.</p>

Monitoring & Evaluation Plan

The careers programme at Langdon Park is delivered through a variety of external providers, businesses and employers. Often these providers offer bespoke opportunities, activities and events to ensure that our students have meaningful encounters with individuals from the world of work.

By having a structured programme of events, monitoring and evaluation allows us to ensure the quality of our provision and this inform our future decision making.

Monitoring activities adopted by Langdon Park School are:

- Questionnaires - students, staff, parents & carers, external agencies
- Student voice
- Whole school careers tracking
- Data from START

Evaluation activities are used to measure the impact of our careers programme and inform planning of future events.

Evaluation activities adopted by Langdon Park School are:

- Analysis of whole college careers tracking
- Feedback from personal guidance interviews
- Questionnaires - students, staff, parents & carers, external agencies
- Student voice
- Destination data

Each academic year our Enrichment and Careers Co-ordinator will review our careers provision using the Compass tool.

Appendix 1 - SWOT Analysis

Strengths	Weaknesses
<p>Careers provision has been extended to cater for years 7-13.</p> <p>Growing provision for students to enrol on vocational courses and academic courses.</p> <p>SLT support.</p> <p>Links with employers.</p> <p>Strong understanding of START.</p> <p>Time given to allow CL to provide the best possible CEIAG.</p>	<p>Staff buy in – need to do some whole staff training.</p> <p>Careers versus exams.</p> <p>Benchmark 6 – Experiences of workplaces in year 7-11.</p> <p>Benchmark 4 – Linking Careers in the Curriculum.</p> <p>Benchmark 8 – Personal guidance. Currently outsourced at a large cost.</p> <p>Some historical data on provisions provided.</p>

Opportunities	Threats
<p>Being able to work with other schools to share good practice.</p> <p>Developing partnerships with ALL stakeholders.</p> <p>Working with local agencies to promote links.</p> <p>More apprenticeship opportunities available to help support and reduce NEET figures.</p> <p>Teachers to celebrate CEIAG in their classrooms.</p>	<p>Government changing the boundaries/focus on CEIAG.</p> <p>Ofsted – how consistently are they grading CEIAG.</p>

**Appendix 2 - Current State
(June 2022)**

Benchmark	%	Areas to be addressed
1 A stable career programme	100	Continue to update and review programme. Have are careers programs evaluated with all relevant stakeholders.
2 Learning from career and labour market information	100	Encourage parents and carers to use careers path and LMI to help inform study/career decisions. Gather evidence from parents to use and understand LMI on website Develop displays around school.
3 Addressing the needs of each pupil	100	Introduce START to encourage students to record their careers and enterprise experiences. New wider curriculum offered at KS5.
4 Linking curriculum learning to careers	50	Introduce START and roll out to the whole school. Staff CPD on routes, destination. Promotion of STEM clubs.
5 Encounters with employers and employees	100	Increase meaningful encounters with employers from year 7-11. Working with Miete and Leaders in Community to increase meaningful encounters.
6 Experience of workplaces	50	In-house works experience is currently being explored.
7 Encounters with further and higher education	100	Introduce student to HE in year 8 via partnership with Durham University Introduce year 11, 12 and 13 to apprenticeships and training providers. Visit universities.
8 Personal guidance	62	Evaluate student's feedback and put strategies in place to ensure that quality still remains. Careers advice to our KS5 students.

Appendix 3 - Gatsby Benchmark Progress

Benchmark	March 2021 2021 LPS %	*June 2022 LPS %	National (2022) %
1 A stable careers programme	58	100	27
2 Learning from career and labour market information	60	100	45
3 Addressing the needs of each pupil	90	100	25
4 Linking curriculum learning to careers	37	50	45
5 Encounters with employers and employees	100	100	58
6 Experience of workplaces	100	50	52
7 Encounters with further and higher education	70	100	30
8 Personal guidance	50	62	61

*March 2021- career provision hampered by the impact of covid-19.

Appendix 4 - Progression Framework

This table shows the careers theme/focus for each year, the content, the outcomes and how student their experiences will develop as they progress through school. This is also

Key stage	Area of focus	Student's will	Measurable Outcomes
3	Empowering young people to plan and manage their own futures	<p>Develop the skills they need to locate information about their options in learning and work and use these skills with support and independently.</p> <p>Feedback that they have the skills to plan and manage their KS4 choices with their career goals in mind.</p> <p>Interpret information and to identify partiality and bias.</p>	<p>Students will be completing tasks on their START profile and other tutor time activities.</p> <p>Feedback from their tutor how confident they feel about their KS4 choices.</p> <p>Seeking unbiased careers advice from Enrichment and Progress Co-ordinator.</p>
4	Respond to the needs of each learner	<p>Understand what motivates them, their strengths and their learning/work preferences.</p> <p>Understand the skills and qualifications that they need to pursue their ambitions.</p> <p>Have an individual learning plan (ILP) that they keep under review and update as they approach each transition.</p>	<p>Use reports written about them by work experience supervisors, teachers/tutors of new subjects/courses to update their personal portfolios on START.</p> <p>Student feedback from workshops delivered by external providers.</p> <p>Use and review regularly their portfolios to log achievements and experiences in order to monitor and evaluate their progress. Recorded on START.</p>
5	Providing comprehensive information and advice	<p>Access and use the full range of information sources on opportunities in learning and work post 18.</p> <p>Evaluate the opportunities for progression post-18, including to higher and advanced further education, Apprenticeships, self-employment and employment with professional training.</p> <p>Be made aware of opportunities within European and international labour markets in the economic sectors that interest them.</p>	<p>Using enrichment periods and lunchtime 'drop-in' session organised by the Enrichment and Progress Co-ordinator</p> <p>Reflect on what they have learnt during careers and apprenticeships day.</p> <p>Carrying out research START with the Progress and Enrichment Co-ordinator.</p>

Rationale

CEIAG has an important contribution to make to the education of all students in order to make an effective transition from school to adulthood and employment. At LPS we will provide a range of opportunities for students to learn about work, the world of work, the skills required for work and the qualifications pathways available to them. Well thought-through decisions about learning and work informed by effective CEIAG can increase participation in learning and, in turn, raise attainment and support further progression.

Purpose and Aims

The main purpose of CEIAG is to provide students with the opportunity to engage in a range of activities that will contribute to their knowledge and understanding of the world of work and the qualification pathways suitable for students' individual needs. LPS is committed to not just fulfilling its statutory requirements in this area but providing for student exceptional support and guidance throughout their time at LPS.

The aim of CEIAG is to enhance the provision made to prepare students for the transition to the next stage of education or employment through:

- Contexts that help raise motivation and attainment.
- Helping students to follow courses that are appropriate to their needs.
- Improving understanding of the world of work.
- Ensuring appropriate provision and guidance.
- Successful transition to the next stage of education and employment.
- Empowering students to plan and manage their own futures through START.
- Offering a responsive service that allows time for face-to-face guidance.
- Providing comprehensive and unbiased advice and guidance.

Methods

The methods by which the CEIAG team will accomplish these goals are:

- Promoting awareness of the world of work.
- Promoting a range of opportunities and provisions which assist in raising aspirations and achievement.
- Promoting awareness and understanding of work, industry, the economy and community.
- Relating skills, attitudes and knowledge learned in LPS to the wider world.
- Developing students' personal and social skills to relate to the world of work.
- Providing informed and impartial guidance.

Appendix 6 - Overview of careers calendar and main activities (subject to change).

	Objectives	Autumn/Winter	Spring	Summer	Gatsby Benchmark
Year 7	Students introduced to careers programme and explore the skills and qualities required for different jobs	<ul style="list-style-type: none"> • Introduction to START Platform. START Modules: My Careers Profile. • Character Development Day: The Switch: Money Matters & Youth Voice Workshop • Tutorial Programme/Assemblies. 	<ul style="list-style-type: none"> • START Modules: My Skills & Qualities. • Tutorial Programme/Assemblies. • National Careers Week • National Apprenticeship Week 	<ul style="list-style-type: none"> • START Modules: My Careers locker. • Tutorial programme/Assemblies. 	1,2,3,5,
Year 8	Students start exploring future career pathways and how to manage it.	<ul style="list-style-type: none"> • START Module: Rating Jobs. • Tutor Program - Smart Targets Action Points Lesson and Finding Careers information. • Character Development Day: Enterprise Day • Tutorial Programme/Assemblies 	<ul style="list-style-type: none"> • Tutor Program – Career management and Character Traits and Skills • Go East Education Careers Week • START Modules: Explore Industries and Job Profiles. • The Switch: Skills for Success & Future Skills Workshop. • National Careers Week • National Apprenticeship Week • Tutorial Programme/Assemblies. 	<ul style="list-style-type: none"> • Tutor Program – Personal Skills and Qualities and Careers and your future. • Tutorial Programme/Assemblies. 	1,2,3,5,6
Year 9	Students will be learning about the labour markets and identifying choices and opportunities.	<ul style="list-style-type: none"> • Tutor Program – Careers interests and Jobs and LMI. • START Module: GCSE Options and Careers. • J.P Morgan School Challenge. • Tutorial 	<ul style="list-style-type: none"> • Tutor Program – Exploring careers and Making decisions. • The Switch: Careers and Options & Youth Voice Workshop • J.P Morgan School Challenge. • Skills London Exhibition. 	<ul style="list-style-type: none"> • Tutor Program – Options and Pathways and Qualification and Pathways. • Careers Fair. • J.P Morgan School Challenge. • START Modules: Exploring 	1,2,3,4,5,6,7

		Programme/Assemblies.	<ul style="list-style-type: none"> GCSE Options Meetings. National Careers Week National Apprenticeship Week Tutorial Programme/Assemblies. 	GCSEs. <ul style="list-style-type: none"> Tutorial Programme/Assemblies. 	
Year 10	Students focus on identifying work and working life.	<ul style="list-style-type: none"> Tutor Program – Understanding Work Place and Jobs and Occupation START Module: Employability Skills/CV Writing Virtual works experience Skills London Exhibition. Work Experience Insight Day & Placement. Tutorial Programme/Assemblies. 	<ul style="list-style-type: none"> Tutor program - Standard Occupation Classifications and Business Structures. Go East Education Careers Week. START Module: How to Write a CV. Work Experience Insight Day & Placement. National Careers Week National Apprenticeship Week Tutorial Programme/Assemblies. 	<ul style="list-style-type: none"> Tutor Program – Work Hierarchy and Structure and Equality, stereotypes in the Workplace. Careers Fair. The Switch: Mentoring & Youth Voice. Work Experience Insight Day & Placement. The Livery Schools Showcase. START Module: My Careers Locker. Career guidance interviews. Tutorial Programme/Assemblies. 	1,2,3,5,6,7
Year 11	Developing personal financial capabilities and post 16 options.	<ul style="list-style-type: none"> Tutor Program – Post 16 options and Planning for the future. The Switch: Head to Head Interview & Youth Voice CV and Personal Statement 1:1 Guidance Appointments START Module: My Post-16 Options. Skills London Exhibition Apprenticeship & T-Level workshops. Tutorial Programme/Assemblies. 	<ul style="list-style-type: none"> Tutor Program – Employment and Financial management and enterprise skills. 1:1 Guidance Appointments. Apprenticeship workshops/Assemblies. 6th form/College Open Days. National Careers Week National Apprenticeship Week. Tutorial Programme/Assemblies. 	<ul style="list-style-type: none"> Tutor Program – Coping with pressure at the workplace. 1:1 Guidance Appointments. 6th Form/College Open Days. Tutorial Programme/Assemblies. 	1,2,3,5,6,7,8

Year 12	Exploring all Post-19 options available with an introduction to Higher Education and personal finance.	<ul style="list-style-type: none"> • Tutor Program – Importance of saving money and consumer protection and rights. • Personal Statement workshops. • Apprenticeship, university schemes and taster days throughout the year. • Work experience opportunities. • START Module: Post 18 Options • Skills London Exhibition 	<ul style="list-style-type: none"> • Tutor Program – Employment rights and understanding payslips. • UCAS and Personal Statement workshops. • Apprenticeship, university schemes and taster days throughout the year. • Work experience opportunities. • START Modules: University vs Apprenticeships • National Careers Week • National Apprenticeship Week • The Switch: CV & Assessment Centre/Alumni & Youth Voice 	<ul style="list-style-type: none"> • Tutor Program –Targeted advertising and Post 19 options. • The Livery Schools Showcase. • Careers Fair. • UCAS and Personal Statement workshops. • UCAS Exhibition Event. • Apprenticeship, university schemes and taster days throughout the year. • Work experience opportunities. • START Modules throughout the year. 	1,2,3,5,6,7,8
Year 13	Students focus on UCAS, Apprenticeships and the World of Work	<ul style="list-style-type: none"> • Tutor Program – Writing personal statement and CV writing skills. • UCAS and Personal Statement. • Apprenticeship, university schemes and taster days throughout the year. • Work experience opportunities. • START Modules throughout the year. • The Switch: Alumni Programme 	<ul style="list-style-type: none"> • Tutor Program – Interview prep and making application. • UCAS and Personal Statement. • Apprenticeship, university schemes and taster days throughout the year. • Work experience opportunities. • START Modules throughout the year. • National Careers Week • National Apprenticeship Week 	<ul style="list-style-type: none"> • Tutor Program – Coping with workplace stress. • Work experience opportunities. • START Modules throughout the year. 	1,2,3,5,6,7,8

Appendix 7 - Roles & Responsibilities

Job Title	Name	Responsibility
Governor's responsible for Careers	Syed Uddin Thomas Bell	Responsible for strategic support and challenge of careers strategy at governor level.
Head Teacher	Nick Langham	Responsible for strategic support and challenge of career leader decisions.
Assistant Head Teacher	Thomas Christopher	Student Development Curriculum Lead.
Associate Assistant Head Teacher – Careers Lead	Tariq-Ul-Haque	Responsible for line management of the Progress and Enrichment Co-ordinator regarding careers provision and setting the strategic direction of careers provision at LPS.
Enrichment and Careers Co-ordinator	Masuma Begum	Responsible for supporting the strategic direction and embedding of careers provision at LPS.

Appendix 8 - Monitoring & Evaluation Plan

Monitoring Strategy

Whole college tracking is completed by the Careers Leader and the Progress Co-ordinator to ensure all students are receiving individual opportunities and encounters to meet their needs and includes meeting employers, visits to workplaces, further and higher education and training providers. Students are targeted depending on their needs and aspirations. Some events are targeted in terms specific groupings such as disadvantaged, SEND, High Attainers and Pupil Premium.

All career related events led by external organisations are authorised and monitored by the Progress and the Enrichment Co-ordinator to ensure that all safeguarding procedures are followed.

Monitoring Programme

Activity	Responsibility	Timing	Implementation
Careers event/activity at LPS.	Careers Leader Enrichment and Careers Co-ordinator SLT School staff supervision	During the event/activity	Staff presence at event/activity Student voice

Evaluation Strategy

Capturing the views and opinions of all participants in CEIAG events or activities is paramount to the success of the career programme at LPS. Evaluation helps us to plan, resource and deliver the best quality CEIAG programme for our students. Questionnaires and student voice are simple and effective ways to gain feedback. These results are used to inform future decision making, planning and participation at events.

External organisations provide their own evaluation forms, and we receive feedback from them where appropriate. Feedback is provided for SLT and the Governors by the Career Leader and information is shared with parents and carers through the website and college newsletters.

Evaluation Programme

Activity	Responsibility	Timing	Implementation
Careers event/activity at LPS	Careers Leader Enrichment and Careers Co-ordinator.	After the event/activity	Staff voice Student voice Feedback questionnaires
Careers event/activity outside LPS.	Careers Leader Enrichment and Careers Co-ordinator	After the event/activity	Staff voice Student voice Feedback questionnaires
Guidance interviews & Destination Data	Enrichment and Careers Co-ordinator	Ongoing during the year & at end of year.	Student voice Destination Data

