

# Gatsby Benchmark 1

## Evaluation, Review & Parental Engagement



Bob Neame – Oct 2020  
Careers Education Consultancy

[bobneame@hotmail.com](mailto:bobneame@hotmail.com)



# What we'll explore today

- How to see what your school / college is actually doing and show this in a meaningful structure
- How to raise the profile of CEIAG and engage parents / carers as part of this process
- How to evaluate the activities and review the programme, using a range of methods and data

# Gatsby Benchmarks

- 1. Careers programme**
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers & employees
6. Experiences of workplaces
7. Encounters with FE and HE
8. Personal Guidance

# Gatsby benchmark 1

Every school or college should have a **CEIAG programme** that is:

Stable, structured, understood by all and published on the school / college website

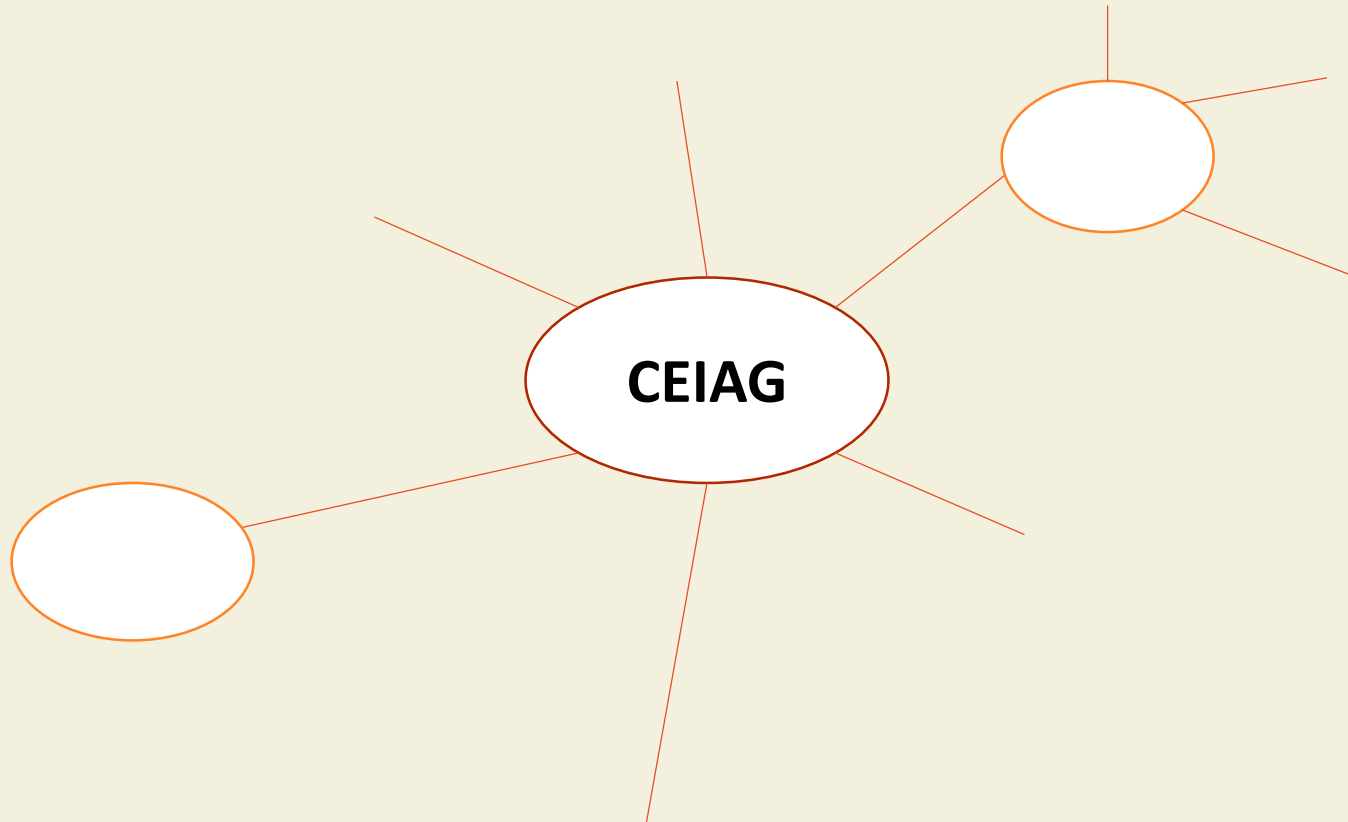
Explicitly supported by SLT and is led by an appropriately trained person

Regularly evaluated with feedback from students, parents, teachers and employers; and reviewed

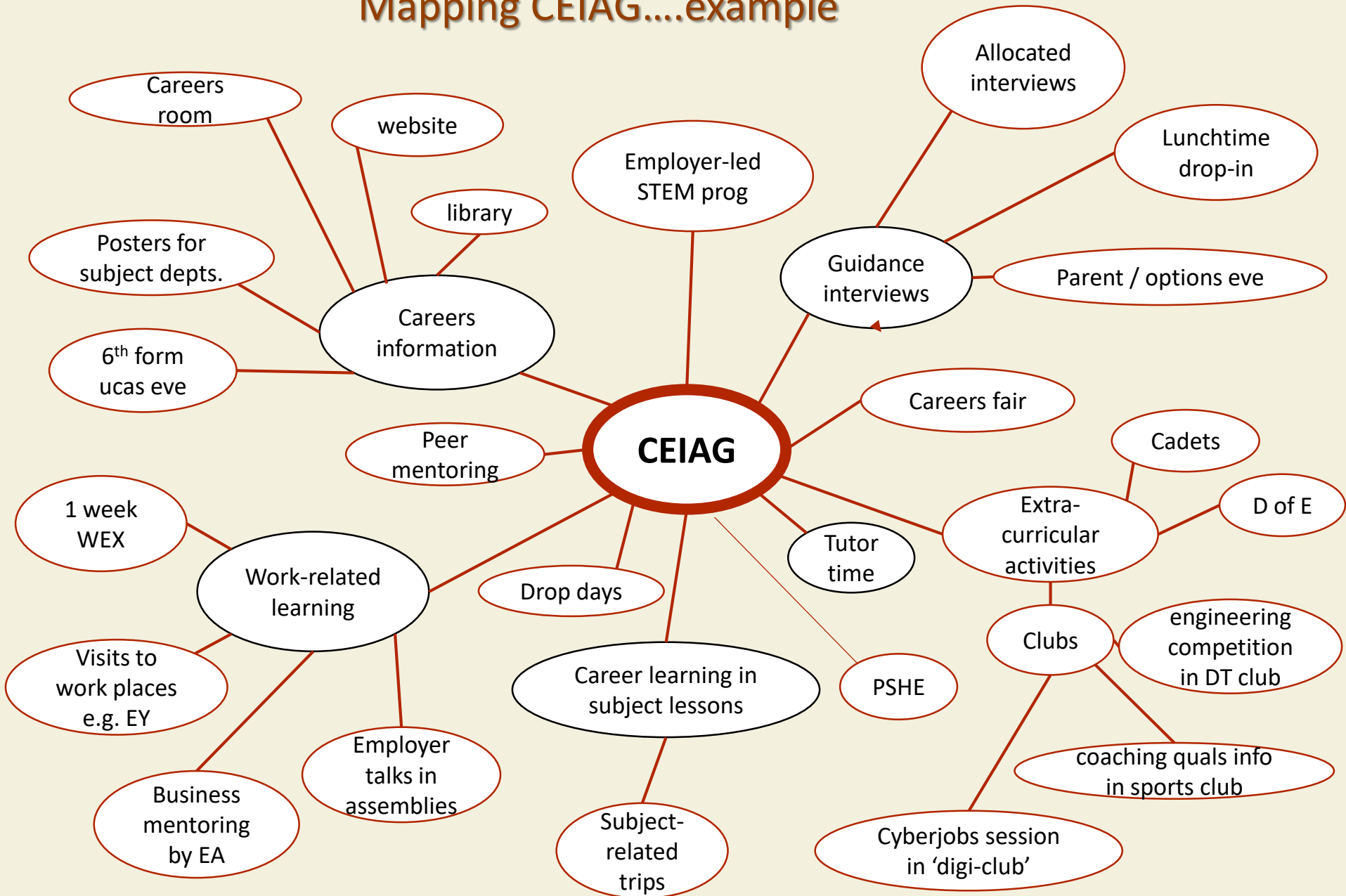
Where is CEIAG in your school / college?



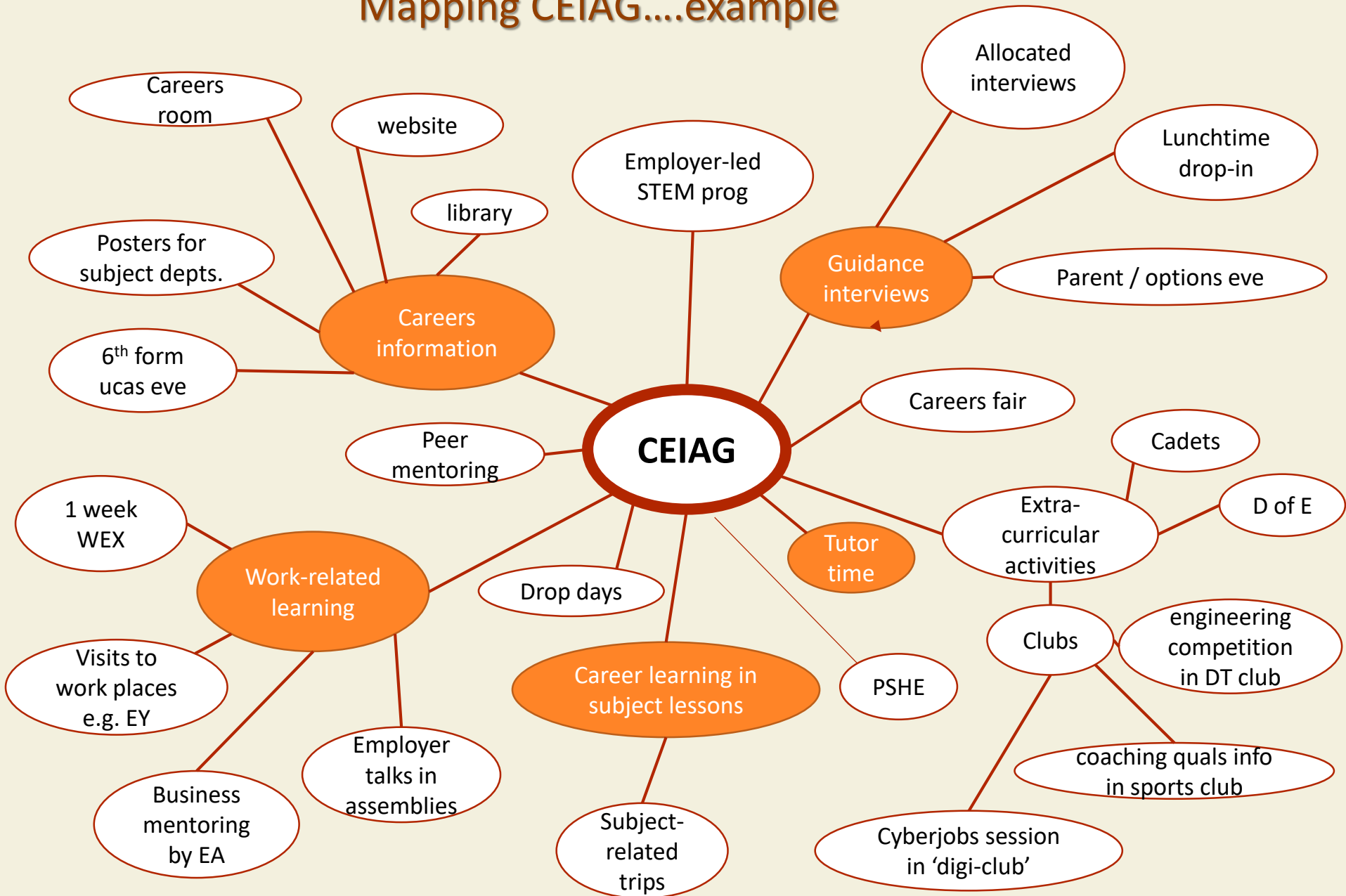
Where is CEIAG in your school / college?



# Mapping CEIAG....example



# Mapping CEIAG....example





# Key principles

Is it universal?

*Are all students getting most of it?*

Is it progressive / sequential?

*Does it make sense? (not just random bits)*

Is it outcome-focussed?

*Are students learning from these activities?*

Is it student-centred?

*Is it designed for them?*

Is it evaluated and reviewed?

*How do we know it's any good?*

# Career programme example – mapped to Gatsby

	1	2	3	4	5	6	7	8
Year 7	Tell students about the careers programme	Use some LMI data in maths	Discuss gender roles in PSHE	Use of Heritage Industry materials in History	Employer talk in assembly	Visit to the LA / Town Hall in Citizenship	Alumni talk to students at parent evening	Intro group session from careers adviser
Year 8								
Year 9								
Year 10								
Year 11								
Year 12								
Year 13								

# St Gatsby High School Academy Careers Programme 2019/20

Year	Learning objectives (Intent)	Activities (Implementation)	Gatsby	When	Who	Employer?	Evaluated (how?) (Impact)
7	understand value of CEIAG	Introduce the CEIAG programme	1	Assembly week 3	CL	N	Y. Quiz
8	Understand own strengths and weaknesses	‘Buzz Test’	3	PSHE week 6	PSHE teachers	N	Y. Tutor feedback
	Link subjects to careers	Careers in Curricular (see appendix)	2, 4		Subject teachers		
9							
	Insight into a real work environment	Take Your Daughter To Work Day	6, 5	Spring term	Careers Admin	Y (various)	‘What did I learn?’ form
	Strengthen teamwork and problem-solving	Thames Water Challenge	2, 4, 5	w/b July 1 <sup>st</sup>	tutors	Thames Water	Y. Student feedback forms
10	Explore career ideas, build confidence in decisions, develop a personal plan	Careers Guidance interviews	8, 2, 3, 4	Summer term	CA	N	Y. Student survey + observation
11	Explore career ideas, build confidence in decisions, develop a personal plan	Careers Guidance interviews	8, 2, 3, 4	Autumn term	CA	N	Y. Student survey + observation
12							
13							

# Additional targeted provision

Cohort	Learning objectives (Intent)	Activities (Implementation)	Gatsby	When	Who	Employer?	Evaluated (how?) (Impact)
Oxbridge	Understand how Oxbridge interviews stretch students' knowledge and conceptual understanding	Mock Oxbridge interviews	7, 3	Summer Y12	Ho6th & Alumni	N	Student survey & Alumni feedback
Vocational Pathway group							
	Gain insight into new jobs in construction & engineering	Small group visit to Costain Construction	5, 6	Spring term Y10	VP tutor	Costain	Debrief by tutor to CL
SEND	Understand what local college feels like	Visit to local college to support transition	7	Summer term	LSAs	N	Quiz
Other	Understand skills and qualities required for fast track programmes	PwC business mentoring for fast track apprenticeship programme (Stretch & Challenge group)	5, 3, 7	across Y11	CL	PwC	Termly meetings between mentors and CL
	Insight into cybersecurity jobs	employer talk to lunchtime Digi-club		Autumn term	Digi-club tutor	CyberCore	Informal debrief to CL

# Sharing your programme

Governors

Head

SLT

Teaching staff

Other staff

Students

Parents

Careers adviser

Employers & employees

Schools in your MAT

Other education providers

Local Authority

Enterprise Adviser & Co-ordinator

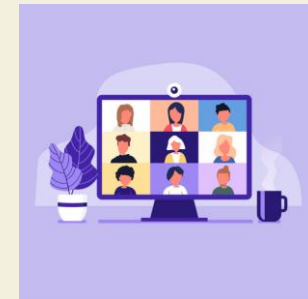
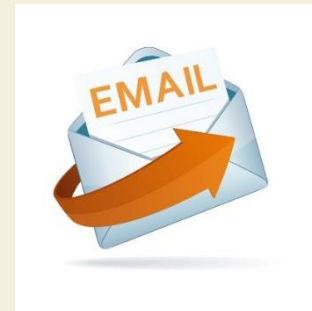
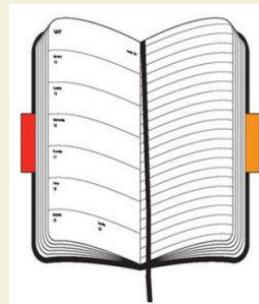
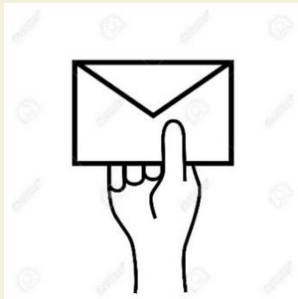
EBP

Local CEIAG network

Ofsted inspectors



# Methods of sharing

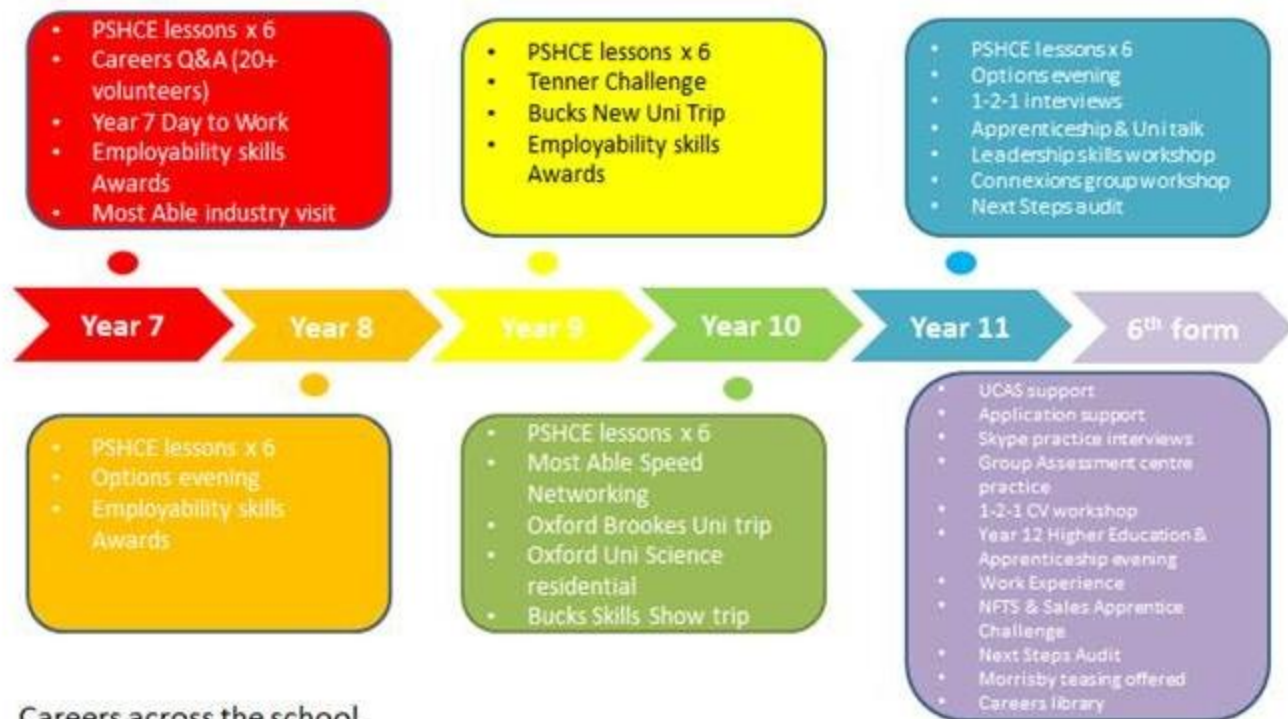


## In this section

- Welcome to The Misbourne
- Admissions
- **Careers Education**
  - **Careers Programme**
  - Year 7 Day to Work
  - Sixth Form Work Experience
  - Careers Guidance and Advice
  - Careers and Higher Education Fair
  - The Bucks Skills Show
  - Labour Market Information
  - Employers
  - Teachers
  - Apprenticeships
  - GCSE and A Level Options
  - Specific Industry Career Advice
- Child Protection and Safeguarding
- Exam Results
- Five Year Vision 2014 - 2019
- Governance
- Literacy and Numeracy Catch Up Premium

# Careers Programme

The Misbourne is keen to ensure that students are equipped with the skills and knowledge to investigate, research and enter their chosen professions. We have included a summary of some of the activities we conduct from Year 7 to 13. More detailed information can be obtained by emailing [hhill@themisbourne.co.uk](mailto:hhill@themisbourne.co.uk)



## Careers across the school

- Careers notice board
- Careers on Misbourne website
- Annual Careers Fair
- START software
- Individual Connexions meeting
- Each Curriculum area is challenged to invite external guests into link their subject area to the curriculum
- Careers talks
- Bucks Skills Show
- Ad hoc workshops offered by employers e.g. RAF, HS2
- Opportunities regularly emailed to parents
- Destination data





[home](#) - [our school](#) - [community](#) - [business links](#) - [work related learning](#) - [careers education, information, advice and guidance \(ceiag\)](#)

## Careers Education, Information, Advice and Guidance (CEIAG)

Here at Meadowhead School, we aim to prepare our students for the opportunities, responsibilities and experiences of life. We want students to be able to make informed choices about their future learning and career pathways.

Career education and guidance is an essential part of this process, so we ensure that all our learners get access to a programme of career education, as well as face-to-face guidance from an independent, professionally-qualified careers adviser.

We focus on the following *benchmarks* to ensure that students receive good career guidance.

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each student
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

We provide access to information on local opportunities for work, volunteering, education and apprenticeships through careers resources (based in the school library and the careers office), assemblies, form tutors and noticeboards.

### Experience of work

We value experience of work and recognise the importance of young people engaging with employers. This includes *work experience*, but we also offer opportunities for students to hear from employers in school, and through industry visits. Our *World of Work Week* in March showcases our strong employer links and gives students an insight into what work is like and

[Careerometer](#)[Careers Policy](#)[Provider Access Policy](#)[Shape Your Future - Careers in South Yorkshire Guide](#)[Sheffield City Region Careers Standard \(bronze award\)](#)[Student Entitlement](#)[Upcoming Events](#)

### Prospectus

[Click here to view our main school prospectus](#)

### Useful Links

[Links to external websites that parents may find helpful](#)

### Galleries

[Click here for photos of school life and events](#)





## Summary of the Careers Programme

Careers Education is an integral part of Personal, Social and Health Education and tutor periods. Lilian Baylis Technology School has its own dedicated Careers Advisor and provides careers education and opportunities for all students. The programme includes:

- ♦ Y7: This year the focus is on **Becoming Part of LBTS**. All Year 7 students have the opportunity to do office duty and library duty for a day and become student ambassadors where they help visitors to the school. There are also a number of assemblies and presentations which help students to start thinking about their future including what qualifications are needed for which careers, the importance of EBacc subjects (English, Maths, Science, Computer Science, Languages, History and Geography) and thinking about university and apprenticeships.
- ♦ Y8: This year the focus is on **Achieving your Potential**. There will be a university visit for all Year 8 students, plus a careers talk on HMRC and working for the government. There are also a number of assemblies and presentations which help students to start thinking about their future including what qualifications are needed for which careers, the importance of EBacc subjects (English, Maths, Science, Computer Science, Languages, History and Geography) and thinking about university and apprenticeships.
- ♦ Y9: This year the focus is on **Your Future**. Students are supported in choosing their option subjects so they complement any career they might choose to follow in the future. There is a careers conference for all students with an emphasis placed on EBacc and STEM (Science, Technology, Engineering and Maths) subjects. There was also a chance to hear about the work of the government and in particular, HMRC.
- ♦ Y10: This year the focus is on **Leading the Way**. Leading others with the Franklin Scholars plus careers talks, careers interviews and a careers fair. There will also be an opportunity for all Year 10 students to hear from HMRC and the work of government and then to do a workshop focusing in more detail on the careers within HMRC.
- ♦ Y11: This year the focus is on **Igniting Your Goals**. All students have the opportunity to attend a number of mentor sessions through Future Frontiers and / or St James. To help them decide what they are planning on doing post-16, each student has an individual interview with our independent careers advisor, Angela McDowall. In order to progress to the next stage of their education they need to do well in their GCSE exams and there are a number of revision events and study skills conferences planned.
- ♦ Y12/13: This year the focus is on **Securing Success**. Students give back to the school with a number of initiatives such as reading champions and mentoring of Year 7, 9 and 11 students. Year 12/13 are supported in applying for apprenticeships, places at a 6th form and university as well as visiting local colleges, universities and work places. In addition, all Y12 and Y13 can have a work based mentor in a career they wish to follow.
- ♦ All years: A half termly careers stall outside the canteen where students can come for advice and information.

Work experience is compulsory for all students in Year 11 and in Y12 or Y13. The programme is arranged in partnership with leading employers and the Worshipful Company

<https://player.vimeo.com/video/220296233>

**Careers Programme Overview**  
**2020/21 Name of Middle School and**  
**Sixth Form**

THE CAREERS &  
ENTERPRISE  
COMPANY

Vision Statement

Contact:  
Email:  
Telephone

**Milestones and Learning Outcomes**

**Key Events and Experiences**

**Year 9**

**Year 9**

**Year 10**

**Year 10**

**Year 11**

**Year 11**

Inspiring and preparing  
young people for the world  
of work.

# Template from the Careers Enterprise Company

[https://resources.careersandenterprise.co.uk/  
resources/journeyroadmap](https://resources.careersandenterprise.co.uk/resources/journeyroadmap)

# Engaging parents / carers with your programme

## Why?

- Often a key influence anyway, so let's work with them
- Career planning is less intimidating for parents / carers if they know school / college is behind them
- We rely on parents / carers to chase, encourage, students on our behalf (esp. now), so we need to ensure consistent messaging
- Enabling parents / carers to use career info & tools will help us to help students

# Engaging parents / carers with your programme

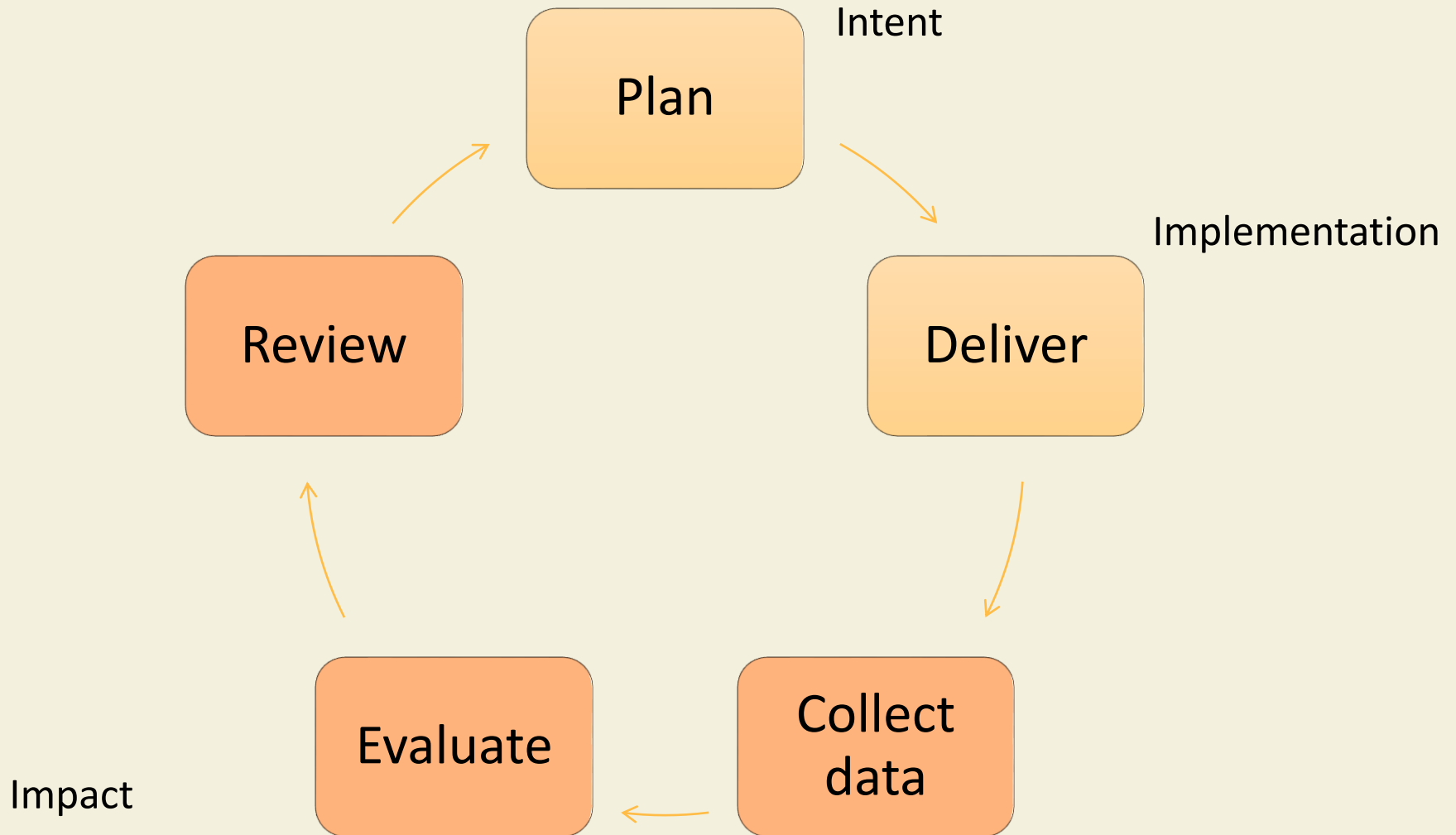
## How?

1. Share carers info and LMI with parents
2. Involve parents / carers in CEIAG activity
3. Ask them to discuss their child's plans with them (and vice versa)
4. Deploy student presentations at parent evenings
5. Ask students to carry out structured interviews with parents / carers / grandparents or parents' friends about the WoW
6. Invite parents / carers to award events; and include career related elements
7. Survey parents
8. Normalise contact with parents, and link with tutors

<https://www.parentalguidance.org.uk/useful-websites>

# Evaluation and Review

# Evaluating and reviewing your programme



# How can we evaluate activities?

- 1) Who would you ask?
- 2) When would you ask?
- 3) How would you ask?
- 4) What would you ask?

# Who should we ask about our CEIAG programme?

## ***Students***

Feedback on many CEIAG activities – implementation and impact

## ***Teachers***

## ***Other staff***

## ***Governors***

Feedback on various CEIAG activities – mainly implementation

## ***Parents***

Feedback on some CEIAG activities – mainly impact  
Some feedback on whole programme

## ***Employers***

## ***Alumni***

Feedback on some CEIAG activities – mainly implementation  
Some feedback on whole programme. Other data such as LMI

## ***MAT colleagues***

## ***EA / EC / CA***

## ***Consultants***

Feedback on the whole programme

## ***LA***

Other data such as Destinations



# When should we collect data?

Immediate Reactions

Reflections later on (and behavioural changes)

Overview

Before and After – at various scales

# How can we collect data?

*Emoji sheets, post-its*

*More detailed questionnaire*

*Quizzes*

*Smart survey / survey-monkey / Microsoft Forms*

*Before & After questionnaires (use scaling)*

*Evidence of learning from a digital platform e.g. kudos*

*Student Council or 'Career Ambassador' surveys*

*Focus groups / meetings*

*Tutorial discussions (then fed back to Careers Leader)*

*Parent surveys*

*'Piggy-backing' CEIAG questions onto other surveys*

*Informal discussions*

*Observations / Learning walks*

*Inspection / consultancy findings*

*Case studies*

***Destinations data***

# What could you ask?

## This depends on:

- *what you want to find out?*
- *who you are asking? – if students, what sort of cohort?*
- *if it needs to be comprehensive every time or can it be indicative?*
- *How easy is it to collect and to **record**?*

## Focus on:

- *Knowledge*
- *Skills*
- *Behaviours*
- *Attitudes*

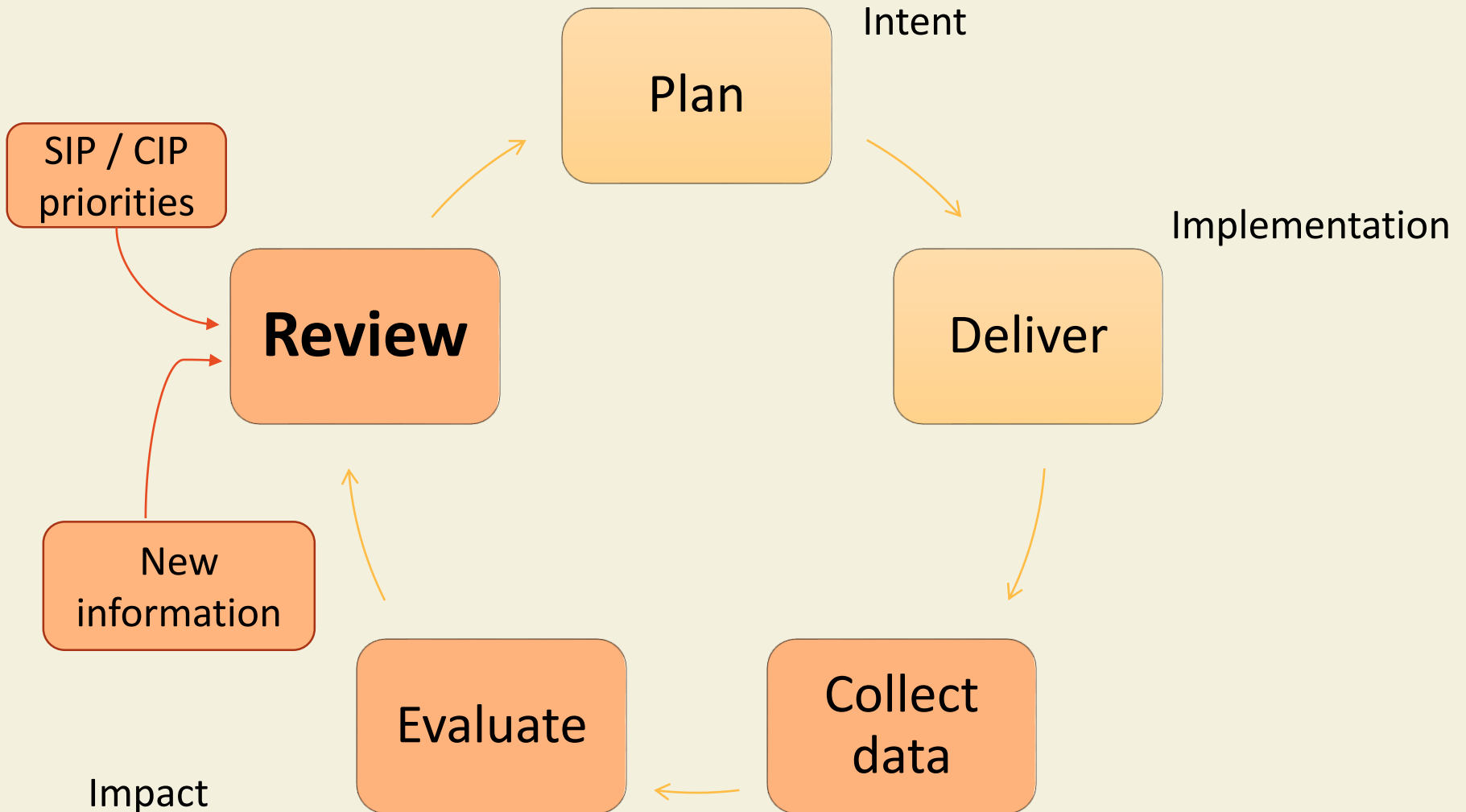
## Focus on:

- *Capturing the feedback in an engaging way*
- *Can you link it to debriefing*
- *Using the feedback to further engage stakeholders*
- *being able to record it easily*

## Stay grounded:

- you don't need questionnaires for everything
- you need data that is representative and useful

# Evaluating and reviewing your programme



# Review → Action → Revised programme

## Current situation

- Key findings (from evaluations), divided by year group or by benchmarks 1-8  
(e.g. a survey indicated low staff awareness of programme; e.g. guidance is experienced as very positive; e.g. Gatsby 4 is good in some subjects etc.)
- Compass (e.g. shows weakness with links to employers)
- Destinations data (Intended Destinations data?)
- Any new relevant information (e.g. Covid-19 = changes to WEX)
- Related SIP / CIP aims

## Areas for development

- Key goals (priorities)  
(e.g. raise staff awareness of CEIAG programme; e.g. build links with employers; e.g. Develop G4 in History and Maths; e.g. explore virtual WEX etc. etc.)

## Action

- e.g. CPD to staff explaining CEIAG offer; and get G4 examples for History & Maths
- e.g. ask (Governor and LEAN) for help building more links with employers, (esp. virtual)
- e.g. highlight feedback about guidance on website

KEY AREAS FOR DEVELOPMENT / OBJECTIVE (INTENT)	ACTIONS REQUIRED (IMPLEMENTATION)	BY WHOM	BY WHEN	SUCCESS CRITERIA / MILESTONES (IMPACT)	PROOF / EVIDENCE (INDICATION)	RAG RATING
<b>Career learning within subject curricular (C-in-C)</b>	CPD to all staff	Careers Lead	Sept 2020	Students (and teachers) are aware of how skills and knowledge gained in subjects can be applied to gaining employment and to a variety of actual jobs.	Tutor discussions with their students  Focus groups with students	
	Lessons to be observed by Careers Lead and examples of C-in-C collected and shared back to all.	All staff Careers Lead	Nov 2020			
	Subject related career posters to go to all subject leads	Careers Lead	Oct 2020			
<b>Workplace encounters in year 10</b>	Contact more employers, esp. STEAM and discuss with LEAN adviser	WEX Admin	Nov 20 and monthly	Students learn employability knowledge and skills from workplace encounters.	Feedback forms  WEX logs  Focus groups	
	Update and simplify WEX Learning Log and workplace visit feedback form to indicate learning	Careers Lead	Jan 2021			
	Arrange 6 trips to (mainly STEAM-based) work places	WEX Admin + subject staff	Nov 2020			
	Ask LEAN for 'Compass+' Demo					
<b>Raising profile of CEIAG</b>	Update school website, creating a page for each key stage with info + web links	WEX Admin + IT	Nov 2020	Parents, teachers and students feel confident in being able to access timely CEIAG and understand its benefits	Obvious and engaging CEIAG presence on school website  Positive feedback from parents and students	
	Survey parents (discuss questionnaire with Governor + SLT) e.g. for awareness of CEIAG, offers of support, opinion of programme	Careers Lead with support from HOYs	Nov 2020			
	Ask Student Council to survey students (discuss questions with them)	Careers Lead	Jan 2021			

# Sources of help

- Careers advisers
- LEAN adviser
- LEAN co-ordinator
- CEC tools –  
Compass+
- QiCS award
- CEIAG network
- SLT
- Subject leaders and staff
- Data and administrative staff
- Linked Governor or Trustee
- Employers

# What we covered

- Mapping your CEIAG offer and ensuring it has meaningful structure
- Raising its profile and examples of engagement of parents / carers
- Evaluating the activities and reviewing the programme



# Thank you



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[bobneame@hotmail.com](mailto:bobneame@hotmail.com)

