



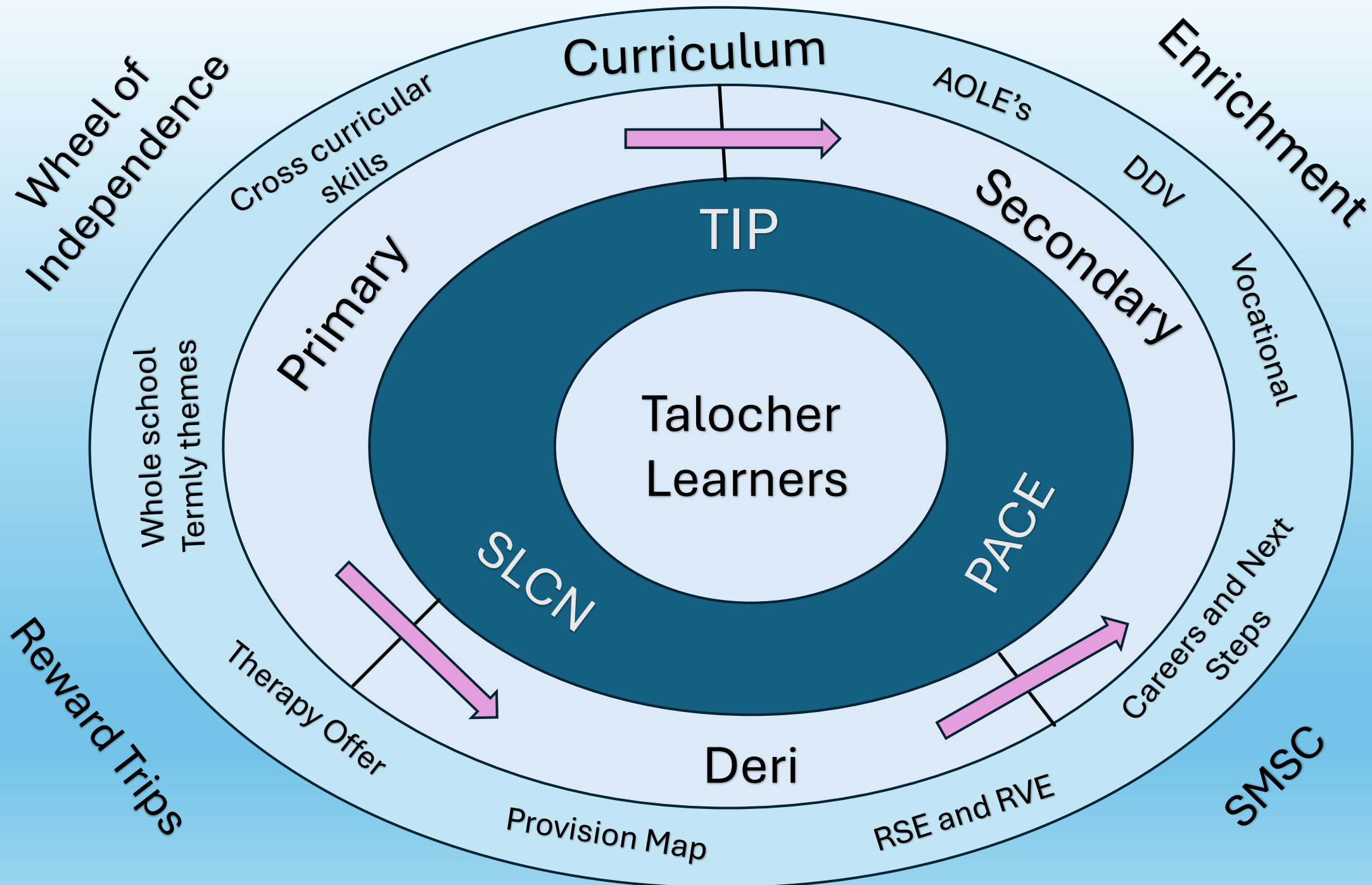
# Curriculum Overview

**Our Vision:** Our school envisions excellence in education through collaboration, professionalism, and high standards, prioritising learner well-being and their individual need

**Our Mission:** Empowering learners through meaningful and engaging learning experiences, developing their independence, resilience and communication skills.

**Head Teacher: Neil Payne**  
Talocher School,  
Wonastow Road,  
Monmouth,  
NP25 4DN

# Talocher School Structure



## The Whole School Curriculum

The intent of the curriculum at Talocher School is to offer broad, balanced and pertinent learning opportunities, which considers individual differences and ensures continuity and progression for all learners

## Implementation

The curriculum is planned in line with an adapted Curriculum for Wales, it is underpinned by the four purposes of learning and schemes of learning align to What Matters Statements.

There are regular opportunities for learners to develop literacy, numeracy and digital competency skills.

There is a high emphasis on PACE so that learners can develop a sense of belonging in a safe environment.

## Impact

Learners develop the necessary skills so that they are ready to take on more complex tasks and progress through the progression steps within each AOLE.

Learners can make progress across the curriculum as they develop a greater appreciation and skill set in reading, spoken language and writing.

Learners can use new skills in real life situations and develop their cultural capital in preparation for life after school.

## Assessment

Teachers use formative assessment to identify if learners have learnt key components, themes and ideas, and summative assessment to identify if learners have developed sufficient knowledge to make sequenced progress across the curriculum. As learners progress through the school, they are assessed by teachers at the end of each unit and on a 6 monthly basis by ALN team for standardised tests so that data can be monitored, and further areas of need can be identified

## Therapeutic Curriculum:

The school adopts a Trauma Informed approach using the knowledge of attachment theory and child development to support our learners social and emotional development and behavioural needs. The school has a trained TIS member of the SLT who can support all staff implement TIS approaches.

## Ambitious, Capable Learners

Talocher School are committed to providing meaningful learning experiences which promote the self esteem and communication skills of all learners, so that they can develop their metacognition and set clear ambitious goals and are able to learn throughout their lives.

## Healthy Confident Individuals.

Talocher School strive to provide learners with experiences that allow them to develop into healthy, confident individuals, who can keep themselves safe and well and can make well informed lifestyle choices so that they can lead fulfilling lives as valued members of society.

## Enterprising, Creative Contributors

Talocher School support learners to apply their knowledge and skills to create ideas and products. Learners are encouraged to think creatively to reframe and solve problems whilst taking measured risk so that they can grasp opportunities become ready to play a full part in life and work

## Ethically Informed Citizens

Talocher School encourage learners to develop a range of skills which prepares them for adult life, by developing empathy, a knowledge of rights and responsibility, actions and consequences so they become well informed citizens of Wales, their local community and the World.

## SMSC

Through a range of learning experiences, learners have a chance to develop spiritually, morally, culturally, and socially through engaging with guest speakers and attending planned visits that are linked not only to AOLE's and support progression steps, but to SMSC as well.

## Cross Curricular Learning

### Literacy

Literacy is a key for learners' success both in the classroom and beyond. At Talocher all schemes of learning plan for literacy. Reading and comprehension plays a key role in every subject. Processing text, understanding meaning and applying background knowledge in new contexts are all fundamental skills that can be applied across the whole curriculum. The development of reading and comprehension is supported by MyOn across the school where appropriate, learners are also encouraged to access and engage with Myon at home.

Whole school literacy challenges are also set on a weekly basis by the English lead, these challenges support learners develop skills that they will require not only in education but in later life and within the world of work. Literacy root of the week is also supported by Vocabulous activities. All learners at Talocher school are encouraged to engage with the weekly literacy challenges, engagement and achievement is celebrated at the end of each term.

### Numeracy

Numeracy is the application of basic maths skills to solve problems and having the confidence and mathematical resilience to use them within a range of contexts. Numeracy across the curriculum is crucial in supporting learners apply and connect mathematical proficiencies of:

- Conceptual understanding
- Communication using symbols
- Fluency
- Logical reasoning
- Strategic competence

These five principles are practiced in a range of real-life contexts, across the curriculum, during enrichment activities and incorporated within whole school weekly numeracy challenges.

All learners are encouraged to participate in the whole school numeracy challenges during key tutor sessions, engagement and achievement is tracked and celebrated at the end of each term.

My Maths online learning platform is used to close gaps in prior learning for all learners.

### Digital Competency

Digital competence is the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems. It is essential for learners if they are to be informed, capable and have the potential to be successful in today's society. At Talocher School all schemes of learning plan for digital competency, providing learners with a range of opportunities to experience and explore digital skills that can be applied to a wide range of subjects and scenarios both within school and outside of school, preparing them for the world of work and adulthood. Individual learner progress within digital competency is tracked by the Digital Competency Framework throughout the academic year.

One of the four strands of the DCF are assigned to each AOLE to ensure robust coverage across the curriculum.

**Citizenship:** HW

**Interaction and Collaborating:** LLC, HUM

**Producing:** EA, (ST D&T)

**Data and Computational Thinking:** MN, ST

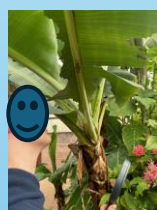
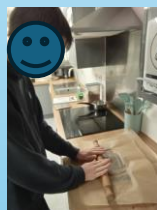
### Deliberate Development of Vocabulary

The deliberate development of vocabulary in all subjects will provide learners with opportunities to develop oracy skills and create further learning opportunities. Teachers in every subject should provide explicit vocabulary instruction to help learners access and use academic language. Teachers should prioritise vocabulary, which learners are unlikely to encounter in everyday speech and should consider which words and phrases to teach as part of curriculum planning.

## Skills Integral to the four purposes

### Creativity and Innovation

Learners at Talocher school are given the space and a range of opportunities to be curious and inquisitive so that they can make informed choices, link skill, knowledge and experiences not only through classroom-based learning but through a wide variety of engaging enrichment activities, vocational learning opportunities, therapeutic well being support, reward trips and days of importance events. Whole school numeracy, literacy and current affairs challenges also promote values, creativity and innovation whilst the deliberate development of vocabulary across the whole school supports learners develop creative methods of expressing themselves and communicating their ideas.



### Personal Effectiveness

Following the principles of PACE (playfulness, acceptance, curiosity and empathy) and metacognition throughout the whole school curriculum, environment and enrichment opportunities, learners will develop emotional intelligence and awareness which will lead them to become more resilient, confident and independent individuals. Through a variety of learning and social opportunities, learners will develop the resilience to make mistakes, evaluate and learn from their mistakes. The HAW curriculum and celebrating days of importance will support learners become ethically informed learners who are aware of social, cultural, spiritual and moral differences, they will be able to identify a range of values and use the value positively.

### Critical thinking and Problem-solving

By using metacognition strategies and Talocher lesson structure, learners are exposed to a range of opportunities which encourage them to develop the resilience and confidence to reflect on their skill set, apply previously learnt skills to solve problems and ask meaningful questions so that they develop new skills and knowledge, both within the classroom and outside of the classroom. High quality feedback from adults at Talocher school support learners to evaluate evidence of end their own outcomes and performance in different situations. Learner voice and school council meetings further support objective thinking and decision making whilst underpinning the communication skills required for solution driven argument.

### Planning and Organising

Learners are encouraged to work with key tutors and subject teachers to set their individual short term targets, they are encouraged to monitor their targets on a daily basis so that they can reflect and adapt in order to achieve and make progress within learning. Opportunities for learners to check accuracy and ask meaningful questions are readily available through adult feedback within any learning experience. Learners are encouraged and reminded how to manage their time throughout the school day, be in the right place at the right time and be responsible for organising their equipment and identifying resources required to complete tasks across a range of disciplines.



# A Curriculum Accessible to All

- Learners at Talocher School are likely to learn at different rates and will require different levels and types of support from teachers and support staff to succeed. Seeking to understand learners' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of supporting learners at Talocher School.
- Adapting teaching in a responsive way, including by providing targeted support to learners who are struggling, is likely to increase learner success, progress, attainment and overall sense of well-being.
- Flexibly grouping learners within a key tutor group in line with their learning needs and considering group dynamics ensures more tailored support can be implemented, and patterns of behaviour and engagement can be monitored
- Learners with ALN are likely to require additional or adapted support, working closely with colleagues, families and learners to understand barriers and identify effective strategies is essential.

## Primary Learners

- Will learn through a high level of practical tasks and will practice new skills, with support and reassurance from key staff members
- Will require precision teaching, small group teaching and interventions to close gaps in knowledge
- Will require adaptive resources and nurturing, calm environment with a high emphasis on wellbeing.
- May benefit from LSA support in lessons when recording ideas and information.
- Access to MyOn to promote the love of reading  
Regular high-quality praise, positive reinforcement and feedback to develop attachment, trust and start developing resilience.
- Consistent structure, routine and predictability within lessons.

## Deri

- Will learn through a combination of thematic practical tasks and theory based tasks, will practice new skills across AOLE's.
- Some Learners may require precision teaching and interventions to close gaps in knowledge
- Will have a bank of strategies that they can use to help them thrive in literacy and numeracy lessons and will be learning to reflect on their own learning.
- Access to MyOn to close gap and set as challenge tasks or as homework
- Regular high-quality praise, positive reinforcement and feedback to develop attachment, trust and start developing resilience.
- Consistent structure, routine and predictability within lessons

## Upper School

- Will learn through a combination of practical and theory-based tasks and will practice new skills across areas of the whole school curriculum and within the community
- Will have a bank of well-established strategies that they can use to help them thrive in across all AOLE's and lessons and will become critical , informed thinkers being able to reflect on their own learning and show increasing level of independence.
- Access to MyOn, My maths to close gap and set as challenge tasks or as homework, will access revision guides and work towards aspirational end outcomes
- Regular high-quality praise, positive reinforcement and feedback to develop attachment, trust and start developing resilience.
- Consistent structure, routine and predictability within lessons

# Metacognition

Metacognition and self-regulation approaches support learners to think about their learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Research undertaken by the EEF's suggests the potential impact of metacognition and self-regulation approaches is high (+7 months additional progress). Learners who are metacognitive demonstrate more independence and resilience throughout the learning process. The explicit teaching of metacognition can be particularly helpful for learners that come from socio-disadvantaged backgrounds. For learners to be successful independent learners they need to be aware of their strengths and limitations. Good self-knowledge can be linked to positive learning behaviours.

Metacognition is actively encouraged throughout the curriculum for Wales, by supporting learners to plan, monitor and evaluate their learning.

## 1. Planning (start of the task):

- In the past when faced with a similar task I felt...
- Is this task asking for subject knowledge I can remember? To help me I could...
- To keep myself focused, I will...
- When I am successful, I will feel...
- If I feel worried I can...
- I can find... distracting. I will need to..

## 2. Monitoring (during the task):

- I am going to use my prior knowledge to help me with...
- I am staying focused and on task by...
- How challenging am I finding this? What do I need to clarify?
- How confident am I feeling? To keep going I could...
- If I need to calm myself down I could...

## 3. Evaluating (after the task):

- When I felt... I...
- I stayed motivated by...
- I found it hard to stay motivated today because... Next time I will...
- My behaviour in today's lesson helped me to...
- I have learnt that I...
- Next time I will...

# Assessment

## Formative Assessment

**Questions and Answers:** There will be opportunities to enforce learning through questioning during all lessons. Questioning will be topic and skill specific, and will be based on the principles of metacognition, so that learners become independent thinkers and learners, develop a bank of strategies that help them achieve, is used to gauge depth of understanding and to quickly identify and address any misconceptions.

**Teacher observations:** Whilst developing skills across all AOLE's, it is important to look for the moments where learners demonstrate progress, knowledge of a concept, text, skill and can recap and explain what they have learnt, so that teachers know that learners are secure in their learning and are making progress within progression steps whilst moving through a well sequenced curriculum in preparation for their next steps.

**Low Stakes Assessment:** Mini whiteboards provide a quick, effective and low-stakes way to check whole-class understanding. To qualify as a formative assessment strategy, it must be followed by feedback to improve learning and learners should have time to demonstrate the impact that the teacher's feedback has had. Any task completed on a mini-whiteboard will be viewed as low-stakes by learners because there will be no record of their response in an exercise book. Consequently, learners are often more willing to take risks when using a mini-whiteboard and are more likely to commit to answering a question than if they were required to write it into their book.

Low stakes quizzes are a fundamental formative assessment example. They're also one of the most powerful and easy ways to assess learners' prior knowledge and provide quick feedback to improve learning. They take between five and ten minutes at the start or end of class and can test one topic or a collection of topics. They can also be used as part of a well-planned sequence of lessons to provide assessment on a given topic one week, one month and three months after it was initially taught. As well as spacing out the retrieval of learning like this, a low stakes quiz also provides an opportunity for bonding topics together.

This list is by no means exhaustive, and a variety of other methods will be used in line with the needs of individual learners.

## Summative Assessment

Summative assessment will occur at the beginning and end of a learning process. It will be designed to provide a baseline assessment of a learner's initial level of knowledge and skill, and a final evaluation of knowledge and skill at the end of a learning process, so that progress can be measured against the baseline results and the need for further guidance or intervention can be identified where necessary or extension work set to provide further challenge to learners.

End of topic/ unit/ skills testing, projects, coursework, online testing, PS monitoring and examinations: Will be seen as high stakes testing for learners, considerations must be made for access arrangements, so that learners have an equal opportunity to take the test. This form of assessment should provide learners with guided feedback on the progress they have made, the level they are now working at and what they need to do next to increase their skillset make progress.

Summative assessment will track learner progress over a period of time and will inform whole school data capture.

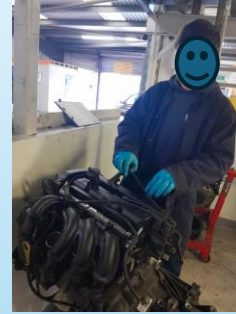


## Vocational learning opportunities

There are appropriate programmes of activities provided through the vocational curriculum to enrich learners to develop their skill-set and knowledge as well as gaining accreditation and/or qualifications, enabling them to develop their learning in formal and informal contexts. The vocational placements Talocher use:

- Horselands
- Sgiliau
- ACT
- Skylark
- Shinrin Bushcraft
- Second Chance
- Prescribe a pony

Vocational placements assist in developing the learner's independence, self-confidence and the opportunities to socialise in different settings, as well as gaining practical, hands-on experiences in real-world situations. When placed in vocational education, it can give those who learn in different ways a chance to flourish and perform well, as the type of teaching is far more social, interactive, and visual. This means that those who don't have a learning style that complements traditional education can get a vocational element to their education to maximize their potential and give themselves a better chance of success.



### ACT

ACT believe that early intervention is needed to ensure all young people, especially those disengaged with education, can enter the world of work with the best possible chance of success. They offer an alternative to mainstream learning, which is designed to engage young people and help them overcome their barriers to participation, preparing them for adulthood and the world of work.

### Sgiliau

Sgiliau' means skills in Welsh. Sgiliau work with learners in small groups or on a 1-2-1 basis to help them gain qualifications through a subject they enjoy. They focus on creating a safe space for learners to express their creativity and build confidence when learning new skills.

### Second Chance

Second Chance are offering green space, animal assisted intervention for a variety of groups requiring supported interventions as well as opportunities to engage with rural spaces and skills through animal care and arts activities. Developing a young person's self-confidence and esteem so that they can experience success in learning.

## Educational Intervention opportunities

### In class support

Learners at Talocher school are supported within lessons by trained LSA's and teachers. The aim of in class support is to support learners to remain engaged and to offer reassurance to learners who are developing resilience to learning. LSA's will guide, remind, check for understanding address any misconceptions and remind learners of strategies that may help them.

### 1:1 or small group targeted support

Targeted support is in place to support learners who have significant gaps in learning and require support to be able to make progress across the curriculum, the types of support includes:

- Literacy intervention
- Numeracy intervention
- Bushcraft intervention
- Safe space time
- RSE education

### Out of class support

At times some learners require a movement break or are not emotionally available to be able to access learning within a classroom environment. LSA's will be positioned around the school, ready to engage learners who have left class or may be struggling to attend class. Often LSA's will collect work from lessons and encourage learner engagement, however if this is not appropriate a learner will be offered access to safe space, discussion with SLT, discussion with key adult.

### Bushcraft

Bushcraft is offered to learners who enjoy and thrive in the wilderness, they are provided with a safe space to try new skills, take risks, develop work related skills and express themselves in a calming, nurturing environment

## Therapeutic and Well-being Intervention opportunities

### Talk About

Talkabout is used as an intervention to help learners develop self-awareness and self-esteem, social skills, and friendship skills. Through a progressive structure, learners will consolidate foundation skills before moving onto more complex skills development. At Talocher school a learner's self-awareness and self-esteem is developed first before progressing onto body language. They will then move onto conversation skills and then onto friendship skills and assertiveness.

### ELSA

ELSA trained practitioners at Talocher School work with individual learners or small groups, using activities and strategies to help them build resilience, emotional literacy and coping mechanisms. ELSA team can support learner's emotional development and help them cope with life's challenges. They can support learners develop strategies for positive problem solving. Through the development of positive relationships, the ELSA team support learners develop the resilience and metacognitive skills required for learning and life outside of school. Areas of support: •Loss and bereavement •Emotional Literacy •Self-esteem •Social Skills •Friendship issues •Relationships •Managing strong feelings •Anxiety and worries •Bullying •Conflict •Emotional Regulation •Growth Mindset •Social and therapeutic stories •Problem solving

### Other therapeutic interventions available and based on learners needs include:

Speech and Language Therapy  
Occupational Therapy  
Play Therapy  
Creative Arts counselling  
Equine Therapy

## Relationships Sexuality Education (RSE)

At Talocher school RSE has a positive and empowering role in learners' education and plays a vital role in supporting them to realise the four purposes as part of a whole-school approach. Helping learners to form and maintain a range of relationships, all based on mutual trust and respect, is the foundation of RSE. These relationships are critical to the development of emotional well-being, resilience and empathy. An understanding of sexuality with an emphasis on rights, health, equality and equity empowers learners to understand themselves, take responsibility for their own decisions and behaviours, and form relationships that are fully inclusive, reflecting diversity and promoting respect.

At Talocher School, from the age of 7 pupils follow the phase 2 of the mandatory RSE code and from the age of 11 learners follow phase 2 of the mandatory code, however practitioners should consider learners' developmental appropriateness for learning in each phase and liaise closely with parents/ carers to ensure RSE curriculum and delivery is appropriate for the needs of the learners.

### Relationships and identity

This strand focuses on:

- the range of relationships that human beings have throughout their lives
- how identity can be shaped by our relationships and sexuality
- the importance of human rights in securing healthy, safe and fulfilling relationships in an inclusive society

### Sexual health and well-being

This strand focuses on:

- learning about how living things grow, reproduce and have a life cycle
- developing an understanding of the human body, including people's feelings about their bodies and how these can be represented
- the health issues related to relationships and sexuality
- an understanding of how sexuality and sexual health affects our well-being.

### Empowerment, safety and respect

This strand focuses on:

- learners' rights to safety and protection and freedom from harm and discrimination
- how and where to seek information, help and support
- how to support and advocate for the rights, fair treatment and respect of all

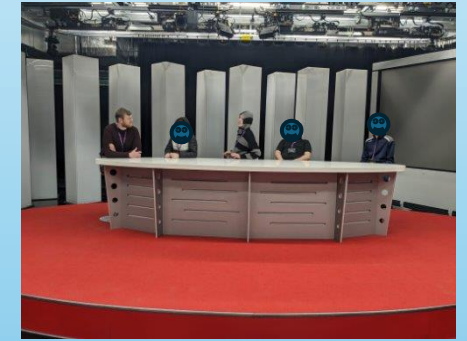
**Talocher School will keep parents and carers fully aware of what is being learned and why, with opportunity for questions and clarification. The RSE Code is sent to parents and carers to give them clarity and transparency about what their children will learn and when.**



## Enrichment opportunities linked to SMSC

Enrichment opportunities at Talocher school are varied, they are not only linked to schemes of learning, but are considered and plan for through trips, days of importance and links well to SMSC. The enrichment opportunities gives learners opportunities to try new and varied activities that may not strictly fit into the curriculum, but that develop character, resilience and motivation, and encourage them to pursue wider goals.

It helps to teach skills and knowledge for independence and life that benefit learners beyond the classroom. Enrichment activities develop an appreciation for cultural and community issues, teamwork and social responsibility. The Humanities AOLE has been designed to provide opportunities for RVE.



Spiritual	Moral	Social	Cultural
Using imagination and creativity in learning	Developing and expressing personal views or values	Developing personal qualities and using social skills	Exploring, understanding and respecting diversity
Experience fascination awe and wonder	Investigating moral values and ethical issues	Participating, contributing and resolving conflict	Participating and responding to cultural activities
Exploring the values and beliefs of others	Moral codes and models of moral virtue	Understanding how communities and society's function	Preparing for life in modern Britain
Understanding human feelings and emotions	Recognising right and wrong and applying it	Understanding healthy relationships	Understanding and appreciating personal influences.
Using imagination and creativity in learning	Understanding the consequence of actions	Positive contributor within the local and wider community	Respecting differences.

## Reward trips linked to SMSC

### End of Term Trips

At Talocher School we believe that praise and encouragement are the most powerful tools to develop a positive environment.

The rewards system is employed to promote the engagement in daily school life. It helps the school in developing healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

End of term trips are in place to reward learners who have engaged effectively within their education and school community and who have made good progress across the term.

Through enabling learners to take ownership of their learning and realising that actions have consequences; learners are supported to make informed choices and reap the rewards at the end of a school term.

The end of term trips are sourced carefully so that learners are provided with opportunities to experience activities and situations that they would not normally be able to access, thus broadening their opportunities to take and manage risk, develop confidence and resilience and take on different roles and responsibilities within a group.

### Engagement Trips

The engagement activities are linked with the number of points accrued over a two-week period. This links with the number of points accrued for 9 days. Learners will have to achieve 75% of their points to be able to attend the engagement trip. Attendance will have an impact on their percentage depending on if their attendance is authorised.

The engagement activities are in place to promote the engagement in daily school life. They should help the school in developing healthy, confident individuals, ready to lead fulfilling lives as valued members of society. By developing learners' motivation, resilience, empathy, and decision-making abilities, they can be supported to become ambitious, capable learners, ready to learn throughout their lives.

Through enabling learners to manage risks, express ideas and emotions, develop and maintain healthy relationships, and take on different roles and responsibilities, we can support learners to become enterprising, creative contributors ready to play a full part in life and work.

Spiritual	Moral	Social	Cultural
Using imagination and creativity in learning	Developing and expressing personal views or values	Developing personal qualities and using social skills	Exploring, understanding and respecting diversity
Experience fascination awe and wonder	Investigating moral values and ethical issues	Participating, contributing and resolving conflict	Participating and responding to cultural activities
Exploring the values and beliefs of others	Moral codes and models of moral virtue	Understanding how communities and society's function	Preparing for life in modern Britain
Understanding human feelings and emotions	Recognising right and wrong and applying it	Understanding healthy relationships	Understanding and appreciating personal influences.
Using imagination and creativity in learning	Understanding the consequence of actions	Positive contributor within the local and wider community	Respecting differences.



## Opportunities for Accreditation

Exam Board/ awarding body	Subject	Level
WJEC	English Language	GCSE
WJEC	Mathematics	GCSE
WJEC	Mathematics Numeracy	GCSE
WJEC	Applied Science	GCSE
WJEC	Art, Craft & Design	GCSE
WJEC	English Language	Entry Level
WJEC	Science	Entry Level
WJEC	Humanities	Entry Pathways
WJEC	Design Technology	Entry Pathways
WJEC	ICT Users	Entry Pathways
WJEC	Creative, Media & Performance Arts	Entry Pathways
WJEC	Healthy Living & Fitness	Entry Pathways
AQA	Mathematics	Entry Level
AQA	All subjects	Units
BTEC	Home Cooking Skills	Level 2 pass
BTEC	Personal Growth & Well-being	Level 1 Pass
City & Guild	Vehicle systems and maintenance	Level 1
City & Guild	Introduction to the hair and beauty sector	Level 1
City & Guild	Land- based studies	Level 1
City & Guild	Construction skills	Level 1
ASDAN	Animal Care	Level 1

## Careers and Next Steps.

Talocher School works closely with Careers Wales who provides support and advice to our Welsh learners from Year 9 onwards. For learners who are from English local authorities, they have access to independent specialist careers advisors.

The Career Advisor is invited to all annual reviews for transition groups including Post-16 learners, to support and provide opportunities towards work-related learning, as well as supporting and advising on curriculum pathways, training and career opportunities. In addition to this, our Transition Officer works with learners who will be transitioning from Talocher onto their next steps; they also attend the Annual Reviews. The Transition Officer arranges individual meetings with each learner to discuss potential options for their 'next steps' and then offers support throughout the application process for whatever courses they may choose to apply for. To develop the learners' understanding of Post-16 Education, visits to potential colleges are arranged, Careers Fairs are attended, and guest speakers are invited into school.

Primary	Year 7	Year 8	Year 9	Year 10	Year 11	Post 16
Thinking about identity, light touch careers through Jigsaw H&W. Engaging with school trips, opportunities to explore and discover a range of experiences	Thinking about the world of work, jobs linked to strengths and interests. H&W lessons targeting the world of work and careers. Visits and guest speakers from industry	Careers sessions planned for within H&W SOL. Exploring career ideas and how to achieve goals. Visits and guest speakers from industry	Access to independent careers advice and guidance. Careers education within H&W curriculum. Visits and guest speakers from industry	Access to independent careers advice and guidance. Careers education within H&W curriculum. Visits and guest speakers from industry. Opportunities for vocational learning	Access to independent careers advice and guidance. Careers education within H&W curriculum. Visits and guest speakers from industry. Opportunities for vocational learning. Opportunities for work experience. Transition arrangements for post 16, further education, employment or training.	Access to independent careers advice and guidance. Careers education within H&W curriculum. Visits and guest speakers from industry. Opportunities for vocational learning. Opportunities for work experience. Transition arrangements for further education, employment or training.