Dronfield Henry Fanshawe School	**Policy No:C4**	Revision No:	3
		Date Issued:	April 2018
		Committee:	Curriculum
	Learning Resource Centre Information, Advice and Guidance Policy	Author:	KPI
		Date Adopted:	February 2015
		Minute No:	17/134
		Review Date:	April 2020

1. Introduction

Introduction

- Rationale for IAG Information

CEIAG – Careers Education, Information Advice and Guidance.

Each student is entitled to receive accurate and up to date information resources from the recommended resource list. The centrally based Learning Resource Centre was chosen as the main site for CEIAG information points due to its high traffic flow. This has proved to be successful, with the resources seeing a major increase in usage since the move.

In order to allow students to make well informed and realistic decisions concerning their future careers and IAG, we will ensure that information is accurate, up to date and reflects LMI (Labour Market Information) and trends.

- Commitment

Dronfield Henry Fanshawe School is committed to providing accurate, up to date, topical and labour market led information for all students in Years 7-13 in partnership with external contributors, and in accordance with the Gatsby Benchmarks.

Parents are also welcomed into the Learning Resource Centre in order to help students with their choices if necessary. This is a particularly popular venue during the numerous parent and open evenings that the school runs.

- Development

This policy was developed and is reviewed annually through discussions with all stakeholders.

- Links with Other Policies

It is underpinned by the school's policies for Work Related Learning, Learning and Teaching, Assessment, Recording and Reporting Achievement, Information Advice and Guidance, Personal Social Health Education and Citizenship, Enterprise, Equal Opportunities, Health and Safety, and Special Educational Needs.

2. Objectives

Objectives

- Students' Needs

The information provision is designed to meet the needs of students at Dronfield Henry Fanshawe School. It is differentiated to ensure progression through activities that are appropriate to students' stages of career learning, planning and development. The key aims for IAG learning focus on the provision the school makes for preparing students for adult and working life and include:

- building the skills needed to make well informed realistic decisions;
- developing knowledge, skills and attitudes;
- to ensure that students follow courses and programmes which are appropriate to their longer term aspirations and needs;
- to improve students understanding of the world of work and its demands;
- to improve the quality of provision and guidance;
- to increase access and choice for all students;

- to improve the transition of students from school to adult and working life;

- **School Objectives.**
  - to continue to improve student employability through work-related learning;
  - to continue to develop effective links with key partners;
  - It is vital that as an institution, we allow equal access to all. This is naturally reflected in the equal opportunities policy at both school and faculty level.

- **Entitlement**   Students are entitled to

  - Accessibility - The careers library is open from 8.00am to 4.00pm Monday to Friday. This includes lunchtimes. Trained staff are available during these times.
  - Access to impartial and accurate information on the CRCI (Careers Resource Classification Index) listed resources.
  - CEIAG Advice from trained, professional staff who are impartial.

3. Implementation

- **Management**   Lead Personnel: Mrs K Whitelegg

  <u>Overview.</u>
  Mr K. M. Pickles. Assistant Headteacher, CEIAG Student Experience.

- **Monitoring, Review and Evaluation**   The effectiveness of the careers library is checked each October by the School Council, in order to give a students perspective on the information provision.

  This information is updated and assessed for accuracy, appropriateness, issue date and equal opportunities, on an ongoing basis by the careers staff, and on a yearly basis in July for reordering of Key Texts as per LEA guidelines, student needs and local forum discussions.

  <u>Who is involved in the review?</u>

  In addition to the school council:

  - Reflections classes offer feedback both verbally and in written questionnaire format in the summer term of each year. This allows us to assess provision for information, and the content, suitability and coverage of information from the perspective of the students. Library access and layout is also examined.
  - WWW are reviewed continuously by staff during usage and in lesson preparation. Feedback is given via email/verbally to the lead personnel. Students often locate websites, which are assessed by staff for suitability. These may then be added to the VLE system. In addition, WWW addresses on the VLE will be monitored termly by a team of Y10 students to ensure continual access through the filtering system.
  - LA information team members are welcome additions to the team and offer feedback regarding information coverage on invitation. This has been useful in the past, and is planned to be a yearly event. In addition, LA IAG personal advisors also comment on the information availability of information sources where necessary.
  - Paper resources are to be monitored each term via the Learning Resource Centre staff.

<u>Review Dates.</u>

- September – Effectiveness of information resources. (Lead personnel).
- Ongoing each October – School Council assessment of careers library resource centre.
- July – Paper based resources – Key Text reordering.
- July – LRC staff to invite external partners into school for evaluative process.

- Partnerships   Derbyshire County Council IAG Personal Advisor.

- Resources   Funding is allocated in the annual budget planning process. Funding for developments in the school's improvement plan are considered in the context of whole school priorities. Sources of external funding are actively sought.
- Staff Development   Staff training needs for planning and delivering the Information programme are identified in the faculty & school development plan, and in the partnership agreement with external agencies. Funding will be accessed from the PSE faculty fund.