



Research and Development: Our DNA

Head of Department: Ms Robinson

The Bolingbroke Academy Research & Development department is committed to ensuring that all pupils make excellent progress across the curriculum and are well supported and happy in the pastoral life of the academy. This department is key in ensuring all pupils are equipped for the next steps in their school career and beyond by ensuring quality careers advice and providing resources to support the developing curriculum for both pupils and teaching staff. We uphold and display the values of the Academy and encourage the pupils to BE BOLD at every possible opportunity.

Career provision and aspiring to university – We inspire our pupils by giving them access to a wide range of visits and talks from both universities and different employers. We will build strong connections with universities, employers and professional independent careers professionals. We understand our critical role in preparing our pupils for the next stage of their education or training. Our expectations are high, including for the most vulnerable and those pupils with SEND and we strive to ensure every pupil is stretched and acquires the attributes that employer's value. We will work with Ark and Wandsworth to support all our pupils including those who are disengaged or at risk of disengaging. Our success will be measured in high numbers of pupils progressing to apprenticeships, universities, including Russell Group universities, traineeships and other positive destinations such as employment or further education college. We are committed to increasing access to the top third universities for our top third students through systemic collaboration and expertise-sharing across partners in state and higher education in partnership with others and the central The Elephant Group team. By supporting our current 'top third' Year 12/13 students through a tailored, high quality and evidence-based two year university access programme (Elephant Access) we can improve their aspirations, application and attainment to widen university opportunities and drive social mobility.

Our provision is informed by the Gatsby Benchmarks

- 1) A stable careers programme: Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, governors and employers.
- 2) Learning from career and labour market information: Every pupil and their parents should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
- 3) Addressing the needs of each pupil: Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
- 4) Linking curriculum learning to careers: All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
- 5) Encounters with employers and employees: Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
- 6) Experiences of workplaces: Every pupil should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.
- 7) Encounters with further and higher education: All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
- 8) Personal guidance: Every pupils should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available

whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

Key activities in KS3

KS3 objectives are: 'Knowing yourself and life skills', 'Thinking about Career pathways' and 'Considering options for GCSE and the future'

- Career Lessons during Civitas
- Year 8 and 9 Work Shadowing
- Year 8 Careers Day and Fast Tomato
- Year 9 One to One guidance meetings
- Year 9 Preference support for GCSE

Key activities in KS4

KS4 objectives are 'Experiencing the work place' and 'Preparing for Post 16'

- Career lessons during Civitas include skills for work, apprenticeships and Post 16 choices
- Year 10 Work Shadowing
- Year 10 Morrisby Assessment. This assessment helps pupils to understand themselves so that they can understand what options suit them best.
- Year 10 Preparation for Work Experience
- Year 10 Work Experience
- Year 11 One to One guidance interviews
- Year 11 Sixth form experience day and FE College visits

Key activities in KS5

KS5 objectives are 'Preparing for life after school: University, Apprenticeships or School Leaver programmes.'

- Career lessons during Civitas and enrichment
- Financial Literacy
- Morrisby Assessment
- University visits and workshops
- UCAS support
- Visits to employers
- Drop in careers and university support
- Project Oxbridge and Project Medicine
- The Elephant Group

Library and information service – The Bolingbroke Library bases its vision on the IFLA / UNESCO School Library Manifesto. The library provides information and ideas that are fundamental to functioning successfully in today's information and knowledge-based society. The school library equips pupils with life-long learning skills and develops the imagination, enabling them to live as responsible citizens. The library offers learning services, books and resources that enable all members of the academy community to become critical thinkers and effective users of information in all formats and media. We support the use of books and other information sources, ranging from the fictional to the documentary, from print to electronic, both on-site and remote. It has been demonstrated that, when librarians and teachers work together, pupils achieve higher levels of literacy, reading, learning, problem-solving and information and communication technology skills. The Bolingbroke library service is provided equally to all members of the school community, regardless of age, race, gender, religion, nationality, language, professional or social status. Specific services and materials are provided for those who are unable to use mainstream library services and materials. Access to services and collections are based on the United Nations Universal Declaration of Human Rights and Freedoms, and are not subject to any form of ideological, political or religious censorship, or to commercial pressures. <http://archive.ifla.org/VII/s11/pubs/manifest.htm>

Reading – At Bolingbroke academy we are committed to developing confident and enthusiastic readers. Research has shown that reading for pleasure is important in improving children’s life chances. According to the OECD, *“Finding ways to engage pupils in reading may be one of the most effective ways to leverage social change”* The central purpose of the Bolingbroke Academy reading group programme is to ensure that all pupils read for pleasure and develop a lifelong love of reading. Every pupil will be in line with or above their chronological reading age, will read for pleasure and will be able to fully access the curriculum without literacy barriers. We understand that many pupils start their secondary education having encountered a number of barriers to reading for pleasure. For example, pupils have had no experience of enjoying books, encounters with books have been failures due to reading difficulties or poor book choice and reading is not given status in the family or with immediate peers. We aim to address this with the reading group programme and ensure that all pupils read every day and are provided with the opportunity to discuss this reading with their peers and supportive adults.

Personal professional development – Through regular self-evaluation and feedback, the Research and development leader will aware of the areas of practice that require development, including developing the skills of an assistant librarian. The Research and Development Leader is the Careers Leader at the academy and is currently studying for a Level 6 Careers Leader qualification accredited by the CDI.