



School: Chertsey High School
Trust: Bourne Education Trust
Name: Tom Corry, Careers Leader
Email: corryt@chertseyhighschool.co.uk

Benchmark 4 and curriculum integration through use of the CDI Framework in Primary and Secondary

Our Context:

We are a non-faith school based on Christian principles and values that opened its doors in September 2017 to meet the growing need for a secondary provision in the local area with an increasing number of students coming to secondary age, this year, 2022, marks the first cohort to have sat their GCSEs. We have capacity for 900 students which will be filled by September 2023 from ages 11-16, consisting of 180 students per academic year group. We do not have an attached sixth form or college that acts as a natural progression and have therefore developed close links with our nearest post-16 providers.

We have a large number of feeder schools that comprise our intake with the majority coming from primary schools within our multi academy trust and therefore have strong links with frequent events that have joint staff and students in attendance.

The school has built a careers provision around the needs of the cohort, with an emphasis on opportunity and exposure to options that seek to increase their social mobility. This programme became classified as the *separated provision*, it included all the beyond curriculum opportunities that are made available to students which we believed went beyond the standard school experiences. These opportunities were put together and coordinated by the Careers Leader.

A review of the school's careers provision highlighted a need to develop further the curriculum integration of the careers department and careers related learning (CRL), which led to the implementation of the CDI Framework.

CDI Framework in Secondary:

The CDI Framework was initially used in the school to act as an auditing tool to establish areas of excellence and development within the school curriculum that already used CRL within their curriculums.

In order to use it as an auditing tool, the framework was broken into its six learning areas and the broken down further into its key stage learning aims, each of these aims was then allocated a simple code. For example, the first aim within Manage Career in Key Stage 3 is: *being aware that career describes their journey through life, learning and work*, this was encoded with M3.1 (signifying Manage Career, Key Stage 3, Learning aim 1). This enabled us to the framework to act as a reference guide / crib sheet as opposed to a specific scheme of learning.

This has since become the backbone of the CRL curriculum integration and has become what is referred to as the *curriculum provision*. Rather than looking at individual departments, the framework treats the school as one cohesive department with areas of excellence and expertise which contribute to the framework as a whole. No individual teacher or department is responsible for delivering

Headteacher: Mrs Zelia Munnik

Telephone: 01932 598020

Chertsey Road, Addlestone, Surrey KT15 2EP

Email: info@chertseyhighschool.co.uk www.chertseyhighschool.co.uk

Company Registration No: 07768726 VAT Registration No: 200109287



content that covers all aspects of the framework, but as a school taken as a whole, ever learning aim is addressed. The use of the framework has remained entirely implicit from the student's perspective whereby staff use the audit coding to identify within their departmental schemes of learning where emphasis can be placed when teaching particular content as a way of deepening the learning experience for the students.

CDI Framework in Primary:

Discussions with colleagues in our feeder schools led to the further development of the Careers programme beyond our own school context. It was their impression that CRL was not initially something that they taught at all within their age ranges and that it was more in keeping with secondary context. It became clear that a lot of their teaching practice already included a large amount of the learning aims of the CDI Primary Framework and that with some minor adaptation the same methodology as applied to the secondary context could also be applied to the primary.

Due to the linear nature of the framework running from Early Years through to Key Stage 5, the opportunity to bring continuity to students' education was clear, which led to the implementation of the CDI Framework for Primary schools to be adapted in a comparable way to the secondary approach. The two elements this time were the *curriculum provision*, as before, with coding used to enrich the already existing progression of skills schemes of learning as coded annotations with the learning area and aim breakdowns. However, the second element sought to adapt a resource which was already in development, the *student passport*, a scrapbook that followed the student throughout their school journey and documents every beyond curriculum encounter. The passport itself is unstructured, however the coding is applied in much the same way as the schemes of learning coding which each encounter tagged with a specific learning aim(s).

As with the framework integration with secondary we have maintained an implicit approach to student awareness as well.

The Analogy:

The analogy that became adopted was that the framework should act as the bay leaf or the bouquet garni within the sauce, in that it is not the central focus of flavour or even essential for the meal to be edible, but it adds depth and complexity to the dish that would otherwise not be present. When used within the context of a lesson, it should be the almost intangible element that brings students back to the next lesson keen to know and do more.

Going forward:

This process has been running for a year at point of writing and two things have become apparent in this time, the first is that in regard to student articulation, students are unable to reliably articulate their learning in relation to the CDI Framework which, dependent on the perceived purpose of the framework integration is expected or an area for improvement. The second is that there is a noticeable, tangible increase in staff and student awareness of the importance of student's personal development beyond the achievement of terminal qualifications. This aspect in particular I believe was a significant contributing factor to the fact that in two separate Ofsted inspection inspectors have identified the Personal Development pillar as Outstanding.

The full benefit of the multi school integration will not be fully seen for several years, however I anticipate that as year groups progress through schools the continuity and consistency of approach



will become more evident and while the teaching model should remain implicit the student articulation should become more explicit and be particularly clear in the underlying ethos of a more rounded education.

Headteachers Comment:

Developing the careers programme here, at Chertsey High School, has completely changed the outlook of our school regarding our focus on teaching and learning. A prominent focus throughout the next phase of our development has now become the theme of Learning Without Borders, which has tied in well with the narrative being generated by the integrations of the CDI Framework.

We have noticed a significant increase in interest in, not just in students' attitudes towards the world of work and their post-16 journeys, but also teacher's engagement of the curriculum and its very real impact on students' lives beyond the accumulation of knowledge. We have been in a very fortunate position, whereby we have been able to build a careers programme from the ground up and specifically tailor it towards our cohort and the community that we serve.

The long-term impact of the integration will not become apparent for several years, but the initial response from staff and students has been extremely positive. Arguably more importantly, students who have left our care have left us, ambitious and focused not just find jobs and places of work but to find vocations and careers that inspire them. We talk about breaking cycles with our staff frequently, this has shown that it is no longer just about terminal grades that achieve this. What is needed is a national shift in focus, education should be, and will be, more.

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