

Porthcawl Comprehensive School

Careers and Work-Related Experiences (CWRE) Policy



Approved by: Full Governing Body	Date: 11 th May 2026
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Introduction

High-quality careers education, advice and guidance has a crucial role to play in supporting our children and young people to reach their full potential. Through effective careers education we can give learners an improved understanding of the world of work, an awareness of the skills they need to succeed and a greater awareness of the wide range of opportunities and routes available to them.

[Careers and work-related experiences \(CWRE\) toolkit \(gov.wales\)](#)

1. School principles

Porthcawl Comprehensive School's core purpose is to ensure a high-quality learning experience for all students and the quality of teaching via the 'Porthcawl Principles' is the most important factor which contributes to this. The purpose of this policy is to set out the school's expectations and the responsibilities of different staff in contributing to an outstanding Careers and Work-related learning experience.

2. Aims - as a school we will:

Nurture confident learners who are caring and supportive young citizens, able to bridge the gap between their current learning to the world outside, and to their futures. We aim to equip everyone to confidently take the next steps into their own journeys, by providing them with opportunity to explore and recognise their own potential. We want all our students to 'Thrive in the Adult World'. Our provision for careers education and work-related learning is an essential part of this. Learning about CWRE is fundamental to developing skills for work and life.

3. CWRE Learning will be most effective when:

- the environment is secure, stable and stimulating;
- students' self-esteem is high;
- students understand the purpose of the learning and see relevance to their own experience;
- students understand the ways in which learning takes place;
- the learning builds on prior knowledge and understanding;
- success criteria are explicit and models are provided;
- the learning is active and collaborative;
- student questioning, reflection, and discussion are encouraged;
- independent learning and thinking are facilitated and encouraged;
- there are opportunities for creativity and utilising different learning styles;
- students can self-assess, know what they need to do to improve, and are able to set appropriate targets; and
- students have opportunities to transfer skills, knowledge and understanding to other contexts.

4. Staff

All staff will take an active role in ensuring high quality CWRE learning experience for all students. All staff will follow the school CWRE policy.



5. Students

Central to our ethos is enabling students to take responsibility for their own learning and a belief that having high expectations of all students will result in high levels of achievement. Students are therefore expected to:

- sign up to the expectations set out in the Home School Agreement;
- follow the behaviour and expectations as outlined within:
 - Ready to Learn
 - The Porthcawl Pupil
 - The Positive Relationships & Positive Behaviour Policy
- act on feedback from teachers about how to progress further in their learning

6. Parents & Carers

We recognise that parents play an important role in supporting their children's learning and that the three-way partnership between parents/carers, students and the school is vital for the success of the individual student. We expect that parents will:

- sign up to the expectations set out in the Home School Agreement;
- support the school in ensuring that their child is learning appropriately both at school and at home;
- engage positively with the school to resolve any difficulties regarding their child; and
- attend events such as parent's evenings whenever possible.

7. Monitoring of CWRE

The key procedures for monitoring CWRE are analysis of: examination results, departmental data for all teaching groups, lesson observations, looking back at learning (work scrutiny), and parent/carers and pupil surveys. The school's "Expectations, Empowerment, Engagement" self-evaluation cycle includes a wide-range of different monitoring activity (see annual cycle).

The key responsibilities for Staff are as follows:

Heads of Faculty & Heads of Department

Subject leaders are responsible for the effective CWRE teaching in their subjects, the evaluation of the quality of teaching and the monitoring students' progress. Each subject leader achieves this by:

- championing CWRE in their subject area;
- ensuring CWRE is a regular item on the agenda at faculty and/or departmental meetings;
- evaluating the CWRE teaching of their subject and the planning of lessons;
- ensuring curriculum coverage, continuity and progress for all students;
- ensuring that faculty/departmental procedures for assessing, marking, recording and reporting on student progress are implemented consistently and are in line with departmental and whole school policy (The Subject Way);
- analysing and interpreting data on students' performance against school expectations and other comparative data;
- monitoring students' work and progress by regular sampling of classwork and home learning through book looks as well as assessment data; and



- taking an active role in the annual departmental review.

Senior Leadership Team

The Senior Leadership team is responsible for the overall quality of CWRE across the school. This is achieved by:

- strategic planning of CWRE priorities in conjunction with subject leaders;
- supporting individual faculty areas/departments through line management meetings (ADL meetings);
- ensuring that the School Improvement Plan (SIP) places a high priority on teaching and learning and that structures are put in place to support these priorities; and
- monitoring the quality of teaching and learning across the school through activities such as lesson observations, book looks and via the annual self-evaluation cycle of learning titled “Expectations, Empowerment, Engagement”.

Heads of Year

Heads of Year are responsible for the monitoring and evaluation of the overall experience of groups and individuals in their year groups. This is achieved by:

- monitoring the progress and potential of the year group, using student data to identify areas of underachievement;
- maintaining an overview of the experience of students in their year group, e.g. monitoring exclusions, Duty Officer; and monitoring attitudes to learning, e.g. attendance and home learning.

Planning

Teachers should plan lessons and sequences of lessons in line with faculty/departmental schemes of learning. Teachers’ planners or records should contain detailed information regarding individual students’ prior learning, reading ages, ALN and medical details. This information will be held centrally via ClassCharts and Provision Map. This should then inform lesson planning. When preparing courses and lessons, staff should bear in mind their responsibility to ensure the welfare and safety of students. When planning new programmes of learning teachers should use the CWRE toolkit and toolbox available on the Wales.gov website.

Link here:

[Careers and work-related experiences \(CWRE\) toolkit \(gov.wales\)](#)

