**ASK Development School: 2022/23**

**Name of ASK Delivery Partner: Cornwall EBP Lead Contact Name: George Slater**

**Name of School: Red Moor School Lead Contact Name: Sam Stevenson**

 **Lead Contact Email: Sam.Stevenson@redmoorschool.co.uk**

**Delivery Plan**

Due 30th September 2022

|  |  |  |
| --- | --- | --- |
| **Baseline data to support rationale**E.g. Gatsby Benchmark dataNEET figures, progression rates to employment/App/Traineeship/other. | **Barriers faced by students** | **Measurable target for improvement** Student engagement, increased motivation, Gatsby Benchmarks improvements, FAA registrations, employer enquiries/encounters, work experience, applications/starts. |
| Red Moor school is the existing delivery school for Cornwall, DfE direction to continue working on transfer to new delivery partner.Previous year was successful in raising awareness but did not lead to any specific ASK outcomes for students.Small cohort size provides opportunity to experiment with delivery model.Complement existing careers provision to target those NEET. | Red Moor school is a small, remote school where students have a range of social, emotional, mental health and communication difficulties or associated behaviours that challenge (including SEN and ASD).The children work on bespoke timetables, and not able to engage with core ASK offer in conventional presentation format.Lack of visibility of options and small cohort requires additional engagement to demonstrate relevant opportunities. | During the ASK Icebreaker session, we will gather some baseline data about knowledge of ASK topics and attitudes, then compare this with results following ASK development sessions.FAA and FAT registrations will be offered where appropriate to coincide with other activities.Through series of activities target will be to build confidence and motivation.Complement existing Red Moor careers offer to improve delivery against Gatsby Benchmarks.Use STEM as catalyst for interaction and engagement. |

**Planned Activities**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Session** | **Session Title** | **Date** | **Timings** | **Year group** | **No. of participants** | **Learning needs** | **Any innovative approaches to be trialled and elements that will differ from the *standard* ASK offer** |
| 1 | **Planning Meeting**(following initial discussion) | 21 Sep(9 Sep) | 1PM -> |  |  |  |  |
| 2 | **ASK Icebreaker** | 17 Oct | 9:15AM – 10:45 | Year 11Year 10 | 41 | SEN/ASD/ and see page 1 (barriers faced). | An overview of the ASK outcomes as they apply to Red Moor School, with a chance to get to know the Y11 participants and understand their aspirations and interests. This information will be used to guide decisions for future activities. |
| 3 | **Robot Pathways** | Nov | To be agreed | Year 11Year 10 | 41 | SEN/ASD/ and see page 1 (barriers faced). | A STEM based hands on practical activity. An opportunity to code/control a robot to navigate along typical milestones in a career path and to discuss the different options available. |
| 4 | **Conductive Careers** | Jan | To be agreed | Year 11Year 10 | 41 | SEN/ASD/ and see page 1 (barriers faced). | One participant has a particular interest in electronics, we will use “Makey Makey” to create our own simple circuits and inventions. These can be themed/aligned to individual aspirations, but the result will be a tangible outcome that has been invested in by each participant. |
| 5 | **Expert Encounters** | Feb | To be agreed | Year 11Year 10 | 41 | SEN/ASD/ and see page 1 (barriers faced). | We will attempt to identify role models and experts from the fields where the participants are keen to be employed and create meaningful opportunities to share experience and access. This can lead to registration on FAA/FAT to allow relevant opportunities to be identified. |
| 6 | **Launch your future** | Apr | To be agreed | Year 11Year 10 | 41 | SEN/ASD/ and see page 1 (barriers faced). | The children will have the opportunity to build a paper rocket that is decorated with messages and graphics about their participation in ASK, their learning and their future options. These will be launched outdoors in celebration of the participation in ASK 2022/23. |
| 7 | **ASK Retrospective** | May | To be agreed | Year 11Year 10 | 41 | SEN/ASD/ and see page 1 (barriers faced). | Ideally, we would like the children to share their experiences with the younger year groups at Red Moor School. If they prefer, we can work together to prepare a presentation that demonstrates their learning and how the experiences have prepared them for the future. |

\*Add more rows as required for additional activities

**Session focus and expected outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| **Session**  | **Objectives** | **Activity (Detail)** | **Outcomes**  |
| 1Planning Meeting | Plan and agree activities/initiatives for the year ahead that will aim to achieve meaningful impact on the school and students, resulting in reduction of NEET risk and improved destinations into apprenticeships, traineeships and T Levels. | Discuss and identify needs of school and studentsDiscuss ideas for how needs can be met via:* Standard ASK offer (where aspects are relevant)
* Innovative approaches and bespoke activities
* Reasonable adjustments
* External guests/co-contributors
* Customised/new resources

Agree ways that impact will be tracked/measured over the course of the year and what success would look like.Cover the standard planning meeting checklist items where relevant.Outline a plan for the year | Needs of school and students identifiedIdeas and initiatives discussed.Desired impact defined and method(s) of measuring impact agreed.Plan agreed |
| 2ASK Icebreaker | Introduce EBP to the setting and children, explain the objectives of the ASK programme and get to know the students taking part so we can adapt future opportunities to match their aspirations. | Adapted presentation with less text to guide general overview of ASK.Introduction of Education Business Partnership to the setting.Interaction with children to promote discussion and fact find. | Understanding of why we are there.Familiarity with team who will be supporting.Brief notes about interests, aspirations and values to inform decision making. |
| 3Robot Pathways | Demonstrate the range of career pathways available by laying out a series of options on the floor and controlling a robot to navigate between them, including discussion of relevant milestones as part of the journey. | Participants to discuss and organise labels onto floor, sharing their existing knowledge.Introduction to robot control – direct drive and basic coding.Navigate robot through milestone labels and discuss relevant information at each destination. | Establish existing knowledge and organise challenge space.Fun, hands-on interaction to enable participation.Deliver key messages in the context of robot’s journey. |
| 4Conductive Careers | Use the “Makey-Makey” device to create inventions that are linked to career interests.Problem solving, practical making with a focus on electrical circuits. | Demonstration of “Makey-Makey”Idea generation and selectionBuild, code and create inventions while discussing interests and ideas. Troubleshoot and improve inventions then demonstrate finished object. | Show possibilities.Promote ownership of task.Develop confidence and create conditions for positive engagement. |
| 5Expert Encounters | Identify and engage with local professionals who can provide information, support and advice relevant to the interests of the students.This session likely to be moved to align calendars, but priority is to improve visibility of opportunity and explain options, leading to registration on FAA/FAT as appropriate. | Ideally, in person visit with a practical element aligned to the aspirations of participants. We will provide some context ahead of time, to allow the delivery to match the expectations of participants.By explaining the paths available, we can demonstrate the FAA/FAT portal and encourage registration to help participants find relevant placements. | Children have first hand interaction with sector specific expertise and opportunity for questions.Increased registration to improve visibility of opportunity and set up search alerts to notify students. |
| 6Launch your career | Discussion around career aspirations linked to practical activity of building paper rockets, which will be decorated with messages/graphics relating to personal choices and launched across the playgroup towards a “career target”.Consolidate and review content from previous sessions, and encourage participants to reflect on ASK. | Rocket building instructions provided, then step by step components are produced, decorated and assembled to create a complete assembly.Fins provide stability, and participants encouraged to write their values and drivers on the fins to represent how they support their career trajectory.Participants record information about activities to date, and highlight key successes and learning that has taken place. | Children produce a paper rocket decorated with personal ASK related themes.Using the build element as focus for discussion, ideas are shared in a novel context.Create association between physical rocket launch and personal aspirations. |
| 7ASK Retrospective | Further reflection on the process, recording ideas and making plans for the future. | Evidence gathered from previous sessions and brought together to produce a presentation explaining the impact of the ASK programme and a personal statement about how the hands-on STEM approach has been received. Also to include Red Moor staff as part of their evaluation and feedback to inform best practice. | Ideally, the participants will share their experience with younger children at Red Moor school, gaining confidence. Alternatively, they could help write the content for a presentation that is delivered on their behalf. |

\*Add more rows as required for additional activities

**For the establishment contact to complete**

|  |
| --- |
| Please confirm your participation in this planning meeting and that the information included in the sections above is correct. [x]  **I confirm** **ASK Programme Permissions**The ASK Programme is funded by the Education and Skills Funding Agency (ESFA), an executive agency of the Department for Education (DfE). We take your privacy very seriously. Please indicate that you are aware of and understand the below:[x]  I have been informed and understand how my data will be used a part of the ASK Programme and have read/received the ASK Privacy Notice [x]  I agree to my contact details being stored on the ASK management system in order to receive information about my booking [ ]  I would like to receive monthly information from Amazing Apprenticeships about apprenticeships, including the latest updates from the ESFA and sector news/opportunities via emailYou will find a full ASK Privacy Statement at: <https://www.apprenticeships.gov.uk/influencers/submit-an-ask-request> You have the right to question any information we have about you. You can withdraw your consent at any time via: ask.programme@education.gov.uk**Establishment contact signature** (if possible to complete digitally/face to face)**:** Sam StevensonSam.stevenson@redmoorschool.co.uk |

**Interim Review**

Please complete after each session to reflect on the outcomes and impact and identify further developments.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Session** | **How were planned outcomes met?** | **Evidence of outcomes** | **What worked well?**  | **What worked *less* well?** | **With hindsight, what would you have done differently?** |
| 1 | A preliminary meeting on 9 September to gather information and discuss ideas, followed by a planning meeting on 21 September to finalise. | Sam Stevenson provided an overview of setting and proposals put forward into STEM focus for hands-on ASK engagement. | Time to develop programme independently using information gathered, then review together to agree way forward. Understanding this is a baseline and may change through the year. | Remote nature of meeting limited data sharing and conversation to TEAMS time slot. | In person meeting would be preferable, however this was not possible. |
| 2 | **INSERT** |  |  |  |  |
| 3 | **INSERT** |  |  |  |  |
| 4 | **INSERT** |  |  |  |  |
| 5 | **INSERT** |  |  |  |  |
| 6 | **INSERT** |  |  |  |  |
| 7 | **INSERT** |  |  |  |  |

\*Add more rows as required for additional activities

**End of Year Review**

Please complete at the end of year

|  |
| --- |
| **With reference to the rationale, baseline data and barriers identified in the Delivery Plan, evaluate the success of the support delivered over the academic year, and the Development School project overall.**Please include feedback and case studies from participants and the school. Please also ensure any stated outcomes are supported with evidence. Examples might include student survey results showing personal growth, apprenticeship/traineeship applications and offers, or improved Gatsby Benchmark achievements by the school. |
| **INSERT** |