

Learning Outcomes

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Career-related learning (CRL) has the potential to have a positive impact on long-term learning outcomes for children, especially when external volunteers are engaged in programme delivery¹. Within the Primary Fund, strategies that may contribute to improved long-term learning outcomes for children include embedding CRL within the curriculum; adopting a whole school approach to CRL; and supporting sustainability and scale within programme design and delivery.

Key Learning

Accessible learning resources for teachers

CRL learning resources that can be easily integrated into existing lessons across core primary subjects provide teachers with more opportunities to embed CRL within the curriculum, where engagement and uptake from pupils may be higher.

Professional support for CRL school leads

Equipping teachers to become CRL leads may contribute to greater uptake of CRL across their schools more broadly, as well as offering pupils ongoing exposure to CRL through its higher priority status.

Whole school approach

Including a wider ranges of year groups in CRL activities may enhance CRL outcomes for participating pupils, as well as contributing to effectively embedding CRL in the curriculum.

Access to CRL through digital resources

Development of digital resources and online learning portals creates the potential for more schools and teachers to benefit from high quality CRL resources at times that best suit them.

Best Practice

Embedding in Curriculum

Embedding careers-related learning (CRL) within the curriculum creates links between classroom learning and employability skills. The National Literacy Trust, for example, has worked closely with teachers to develop resources that can be embedded within the curriculum across different primary year groups. They have also encouraged children to use the resources to understand the value of subjects studied in school better:

'I'll often ask [school children] ...which ...jobs need literacy, and they won't quite realise that a chef needs to read and write for their job, so... there definitely has been that impact of increasing that knowledge of the practical application of literacy.' The National Literacy Trust programme also includes an element of professional development for teachers to increase their confidence in delivering CRL within lessons. Teachers were enthusiastic about the quality of the resources developed to support children's literacy skills: *'The books that came with the packs were ideal for that [Year 1] age group. [There is] quite a bit of challenging vocabulary in them, so it helped with discussion points about what certain vocabulary meant and how it was job specific.'*



'It was [about] looking at aspects of the curriculum that we could turn on their head and create into a career related learning experience.'

East Sussex County

LOUD offers another good example of best practice in terms of developing links between programme content and the primary school curriculum. The LOUD programme is based around a suite of videos highlighting a wide variety of different career opportunities. Accompanying learning resources for the videos include specific tasks related to core areas of the curriculum such as English, maths and geography, designed to be easy for teachers to integrate into lesson planning: *'The whole point of it was that it was a "grab and go" approach.'* Participating schools responded positively to the opportunity to embed learning within the curriculum, for example, linking the Gemologist job profile with the existing geography curriculum around rocks and geology: *'It's not about trying to squeeze it in, it's about what complements and expands the learning that they were planning to do.'*

¹Dr E. Kashefpakdel et. al. (2018). *What works? Career-related learning in primary schools*. London: The Careers & Enterprise Company.

Developing a Whole School Approach

Taking a whole school approach to CRL ensures that school children have repeated opportunities to engage with it as they progress through primary school. A number of providers, including the National Literacy Trust and Employers & Education, offered additional professional development for teachers to provide them with the knowledge and tools to act as CRL lead within their schools. This approach also helps to create a lasting legacy once programme delivery comes to a close.

15billionebp stands out as an example of best practice for whole school delivery, as it delivers its programme across all primary school year groups rather than working with just one or two specific years. Teachers felt that the whole school approach helped to reinforce CRL across the school: *'It's good when we can do a whole school thing as you can have siblings talking to each other [and] comparing, and when you mention it in assembly everyone knows what you're talking about. So that was a big plus for us.'*

15billionebp also reported unexpected impact in one school that decided to build more teamwork skills into their curriculum as a result of taking part in the programme: *'That was a great example of how the programme actually influenced the whole school mindset and not just the knowledge of the pupils during the week.'*

Scale and Sustainability

Creating programmes that can be delivered at scale is one way to ensure the long-term sustainability of learning content developed for the Primary Fund. The Covid-19 pandemic facilitated unexpected positive outcomes in terms of the wealth of digital resources that were developed by providers. CEC has also highlighted how most providers now have a pool of digital resources to support CRL that could potentially be rolled out at scale: *'Once you set up that digital offer, it's different from running an in-person event so you can reach more young people at a lower cost.'*

Education & Employers offers a good example of looking at the long-term application of programme innovations developed in response to Covid-19. Following the shift to online learning, the programme team developed digital content suitable for children learning at home or in school. This opened up new opportunities to engage with parents and to respond to teachers' needs:

'[Teachers are] asking for something flexible, off the shelf, that doesn't need to be timetabled.' As a result of these innovations, Education & Employers is now rolling out both live virtual activities and digital resources through their platform: *'Our ambition for the future for this is that we have a national programme using a blended approach and it is sustainable at a low cost.'*



'[It's about having] that egalitarian approach. Film can easily connect people. It's very accessible.'

LOUD

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