



An overview of the 'Futures' (Careers Options & Pathways) and Enrichment programmes for the academic year 2023-

24



# 'Futures' (Careers, Options & Pathways) / Enrichment 2023-25

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## Contents

Context	page 2
MHS Vision for 'Futures' (Careers, Options & Pathways)	page 3
Highlights and achievements – 'Futures' 2023-24	page 4
Summary / Review / Feedback	page 8
<ul style="list-style-type: none"><li>• What positives has this brought to the school and the pupils?</li><li>• How has this helped in the of responsibility of the Head of Careers role?</li><li>• Targets for the next 12 months</li></ul>	
Appendix 1 – Compass Careers Benchmark Tool ( <a href="https://compass.careersandenterprise.co.uk/shared/Efu1fN76oTSKYH2pZqm72utnlFheg8BR">https://compass.careersandenterprise.co.uk/shared/Efu1fN76oTSKYH2pZqm72utnlFheg8BR</a> )	page 9
Appendix 2 - 2022-23 TYCtWD writeup	page 14
Appendix 3 – Wholeschool overview of students' enrichment trips, events and activities	page 21
Appendix 4 – Further developing 'Options' resources (see also UoS)	page 22
Appendix 5 - 2023-24 - Year 11 'Futures' (Careers, Options & Pathways) programme feedback	page 29
Appendix 6 - The Careers Courier (page 7)	page 31
Appendix 7 - MHS Surrey Stars programme for 2023_24	page 32

## Context

“High quality careers education and guidance in school or college is critical to young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and career management skills they need to achieve positive employment destinations . . . The provider access legislation (occasionally referred to as the ‘Baker Clause’) requires all schools and academies to provide opportunities for a range of education and training providers to access all year 8 to 13 pupils to inform them about approved technical education qualifications and apprenticeships” ([DfE: Careers guidance and access for education and training providers](#), January 2023)

“If individuals understand themselves and their opportunities, and have developed the right skill set, they will be able to take their next steps; but real life is rarely as simple as this. So the framework is also rooted in learning theory emphasising the development of autonomy, personal agency, self-efficacy beliefs and cognitive understanding through constructed experiences and social interactions. It recognises the importance of enabling children and young people to create a personal narrative that locates their career wellbeing in the wider context of their personal, social, political, economic, and environmental wellbeing.”

The 6 learning areas -



([CDI Framework](#), January 2023)

“The education sector should:

- make the most of the opportunities that technology provides
- use technology safely and effectively to deliver excellent education that prepares pupils to contribute to society and the future workplace” ([DfE: Generative artificial intelligence \(AI\) in education](#), 26 October 2023)

**MHS Vision for 'Futures' (Careers, Options & Pathways)**

*"All MHS students are entitled to impartial careers education, advice, information and guidance which will enable them to develop the knowledge and skills they need to make successful choices, manage transitions in learning and move into further education and work"*

The aim of the "Futures" Department is to provide careers education, information, advice and guidance (CEIAG) to pupils to help them surface their career interests and identify the choices (academic and experience) that they will need to make to realise their career aspirations.

We aim to meet the 8 Gatsby Benchmarks for good careers guidance.

These benchmarks are:

1. A stable careers programme
2. Learning from career and labour market information
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

Highlights and achievements – 'Futures' (Careers, Options & Pathways) / Enrichment 2023-24

- New 'Futures' name and logo, and whole-school programme, including policy documents and school website reviewed and developed:
  - ['Futures' - Careers, Options and Pathways Policy \(Feb 2024\)](#)
  - [MHS 2023-24 'Futures' Strategy](#)
  - [MHS 2023-24 Overview of CEIAG](#)
  - **Developed website** - [Careers, Options & Pathways \(overview, policy and Compass\) | Moon Hall School \(moonhallschoolreigate.co.uk\)](#)
  - ['Moving gallery'](#) on website
  - new 'Futures' careers board (top floor) and prospectus / brochure stand



- **Parent / Carer feedback** (see Appendix 4 – Further developing 'Options' resources (see also UoS) and Appendix 5 - 2023-24 - Year 11 'Futures' (Careers, Options & Pathways) programme feedback):
  - Our 'Futures' programme is **rated highly**
  - There is a **greater awareness of resources** on **website** and **easy to access** and **helpful**
  - Additional resources are being received by **email and/or school bulletin** is helpful
  - Suggestions for improvement:
    - Destinations data
    - Alumni information and presence
    - Greater 1-to-1 CEIAG
- 2023-24 MHS careers provision **annual review and evaluation** against the **'Gatsby Careers Benchmarks'** through Compass (see Appendix 1 – [Compass Careers Benchmark Tool](#)):

## 'Futures' (Careers, Options & Pathways) & Enrichment 2023-24

- – *Benchmark 6 (81%) “All/The overwhelming majority of pupils have had a meaningful experience of a workplace by the end of year 11”*  
**‘Bring your child to work day’**(BYCtWD) -
  - Year 10s - PSHE Day, 27/06/2023 (*see Appendix 2 - 2022-23 TYCtWD writeup*)
  - Year 10s - PSHE Day, Tuesday 18th June 2024 – “Changing Me”
- *Benchmark 8 (100%) – “Personal guidance “All/the overwhelming majority of pupils have had an interview with a professional and impartial careers adviser by the end of year 11”* - **named Careers Lead**, David Curran (fully funded L6 Careers Leader training with school bursary completed July 2023) and **Careers-designated link governor**, Oli Newhall
- [Whole-school overview](#) of students’ enrichment trips, events and activities (*see Appendix 3 – Wholeschool overview of students’ enrichment trips, events and activities*) and individual student **Record of Achievement** (RoA) on Teams
- **Cross-curricular links** including subject-careers videos (Y9 pre-Options); PSHE activities and UoS programme; **dedicated careers software** MHS license (JED), **Y11 post-16 application support** and **Y7-11 ‘Futures’ questionnaires** (*see ‘Whole-school overview’*) continued through **Assistive Technology lessons**;  
**Well-being:**
  - [One-Goal Mental Health Champions programme](#) (Years 7-9)
  - [Career Accelerator Mentoring](#) (selected Y10 students)
- **‘Options’ resources** (*see Appendix 4 – Further developing ‘Options’ resources (see also UoS)*) **results & findings:**
  - Students / Parents / Carers **feel supported** with their Options choices
  - Excellent turn-out for **Options Evening** with feedback **very positive**
    - Suggestions for improvement:
      - Quieter / private conversations with teachers possible?
      - Alternative dates / times / scheduled appointments?
      - Historic grades published?
      - Updated Options videos
      - Destinations data
      - Alumni information and presence
  - **UoS 3-day programme / Graduation generally positive** however review content, e.g. make more appropriate to Options / post-16 as university too distant
- **Further developing Y11 post-16 resources** (*see Appendix 4 - Y11 post-16 resources*) **results & findings:**
  - Students / Parents / Carers **feel supported** with their post-16 pathways choices

- Parent/Carer **attendance** to the **'Post-16 Colleges and Apprenticeships Fair' Evening in November** was **low** however event was **generally helpful** –
  - Earlier promotion of the event required?
  - Additional / Alternative event required?
  - Greater sign-posting to post-16 college open-day events and careers fairs required?
- Target – improve awareness and resources on website / diversity of attendees
- **Y10** - Start / Pathways CTM software for **CVs and personal statement; application guidance and support** given for Head Boy / Girl roles
- Developed KS4 '**day release**' programme, including possible Level 1 qualifications (2023-24: *FH & SK – Sparsholt / agriculture; AP – Merrist Wood / sport*)
- Further developed STEM programme;



highlights include '[Moving gallery](#)'

- Army 'Elite Skills Academy' Day (Y9-11) – problem solving with a wide-range of hands-on and confidence building activities
- Gatwick Airport – workshops in bridge building, water treatment and solar-powered electric cars / vehicles (Juniors & Y7-11); Gatwick Airport trip (Y10-11 GCSE DT) including airside tour
- Boeing / RaeS – 'Girls in Engineering' competition (Y7-8 girls)
- UoS – 'Design. Build, Re-use' workshop ((Y8)
- Everfi – careers information and online careers workshop (Y7-9)
- Use of '[Sandbox-ar](#)' **Augmented Reality (AR)** on i-pads and 2 visits and hands-on practical workshops by [Campus-XR](#) **Virtual Reality (VR)**
- 'Fractals' – STEM ambassador workshop (Y8-9)
- **Assemblies** include:
  - Gatwick airport, including ex-Moon Hall student recently completed GA apprenticeship
  - Kerry Doyle (SFRS)
  - Dyslexia Awareness Week – NHS 'careers & dyslexia' and Overbury 'Sustainability in Construction'
  - Sue Taylor (ALPS)

- **Partnerships –**
  - The Careers & Enterprise Company (CEC) / **Surrey Careers Hub** - weekly newsletter and online meetings, including sharing of 'green' workplace and SEND careers resources (*see also Appendix 6 - The Careers Courier (page 7)*)
  - **FE and apprenticeships providers**, including local colleges and **ALPS** attending annual 'Post-16 pathways fair' 2 x Y10 students currently on 'day release' at Sparsholt College
  - University of Surrey (UoS) '**Surrey Stars**' (*See also Appendix 7 - MHS Surrey Stars programme for 2023\_24*) – progressive programme across Y6-11, including 'Introduction to HE' workshops and campus visits, Y9 3-day 'Exploring HE' / Graduation / Options, Y11 'Study Skills' and 'Interview techniques' workshops, Y7 literacy '**Progressive Reader**' programme (KMi)
  - **STEM learning** (national) and the south-east **STEMHub**, University of Canterbury
  - Surrey Fire and Rescue Service (**SFRS**), including Juniors and Y7 safety programme
  - The **Army** – Y9-11 Army Elite Skills and Careers presentation (1/2 day September 2023); attending 'Post-16 pathways fair'
  - **Alumni** links – for use in WoW, post-16 assistance
  - '**Amazing Apprenticeships**' – closer working links and to DCu to present '**Text-to-Speech / Speech-to-text**' (September 2024 1-hour instructional webinar)

## Summary / Review / Feedback

### What positives has this brought to the school and the pupils?

- **MHS Careers, options & Pathways programme above schools' national expectations** (6 of 8 Gatsby Benchmarks)
- **Greater developed awareness of post-16 options**
- **Working towards the Provider Access Legislation\*** – *“specifies schools must provide at least six encounters with approved providers of apprenticeships and technical education for all their students:*
  - *Two encounters for pupils during the ‘first key phase’ (year 8 or 9) that are mandatory for all pupils to attend*
  - *Two encounters for pupils during the ‘second key phase’ (year 10 or 11) that are mandatory for all pupils to attend”* ([Provider Access Legislation | The Careers and Enterprise Company](#)); *“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”* ([Gatsby Benchmark 5](#))
- **'Futures' questionnaires allow for targeting of individual students' needs and requirements, including Y9 Options and Y11 post-16 support**

### How has this helped develop the responsibility of the Head of Careers role?

- **L6 Careers Leader** training complete:
  - Benchmark 3 **“Personal guidance”** - All/the overwhelming majority of pupils will have/have had an interview with a professional and impartial careers adviser by the end of year 11
  - **£1000 bursary**
- **Wider literacy programme** through Y7 literacy **‘Progressive Reader’** programme (KMi) to expand 2024-25 to Y7-8 and upper-school programme
- Working with all staff and JWh to expand subject- and skills-based learning through **PHSE**
- ASa timetabled 1 lesson / week in 2023-24 to assist 'Futures' programme – UoS programme, library resources, ongoing projects (DCr)
- **Developing STEM programme** and links in Maths (RHo) and Science (ICl)
- Fully-funded [SkillsBuilder](#) programme training for 2024-25

### New for 2024-25

- [Futures website revamp](#) (inclusivity):
  - ['Futures' 3D interactive careers room](#)
  - ['Futures' noticeboard \(Padlet\)](#)
  - ['FuturesBot'](#)
  - Skillsometer / Careerometer
- Y11 post-16 events:
  - Parent/carer webinars
  - Parent/carer coffee morning
  - Y10-11 students to attend 'Surrey Festival of Skills' (October)
- Fully-funded [SkillsBuilder](#) programme for 2024-25
- Wider literacy programme through Y7 literacy 'Progressive Reader' programme (KMi) to expand 2024-25 to Y7-8 and upper-school programme

### Targets for the next 12 months

- **Policy / Programme review** (Feb 2025) - annual update of **Compass / review careers provision** against Gatsby Benchmarks and **end-of-year questionnaire / evaluation of careers, options & pathways programme** for staff, students and parents / carers to inform **Development Plan for 2024-25**
- Further **develop WoW (World of Work)** programme:
  - all-year-groups weekly tutor time video-discussion resources
  - **'Professionals in the Classroom'** – developing database of professional contacts for assembly presentations / small group & 1:1 discussions and mentoring
- Further develop **CEC SEND links**
- Formalise a post-16 **'Destinations'** record "Collecting and maintaining accurate data for each pupil on their destinations for 3 years after they leave school" (*Benchmark 3*) in collaboration with UoS and **develop alumni network** (+LHa / MPa)
- Further implement MHS 'Futures' **within the curriculum**; INSET?
- Further develop whole-school **STEM programme**, including extra-curricular and cross-curricular links, and Summer-term 'Big Bang in Schools' Day
- **Additional programmes** – SATRO, GASP?

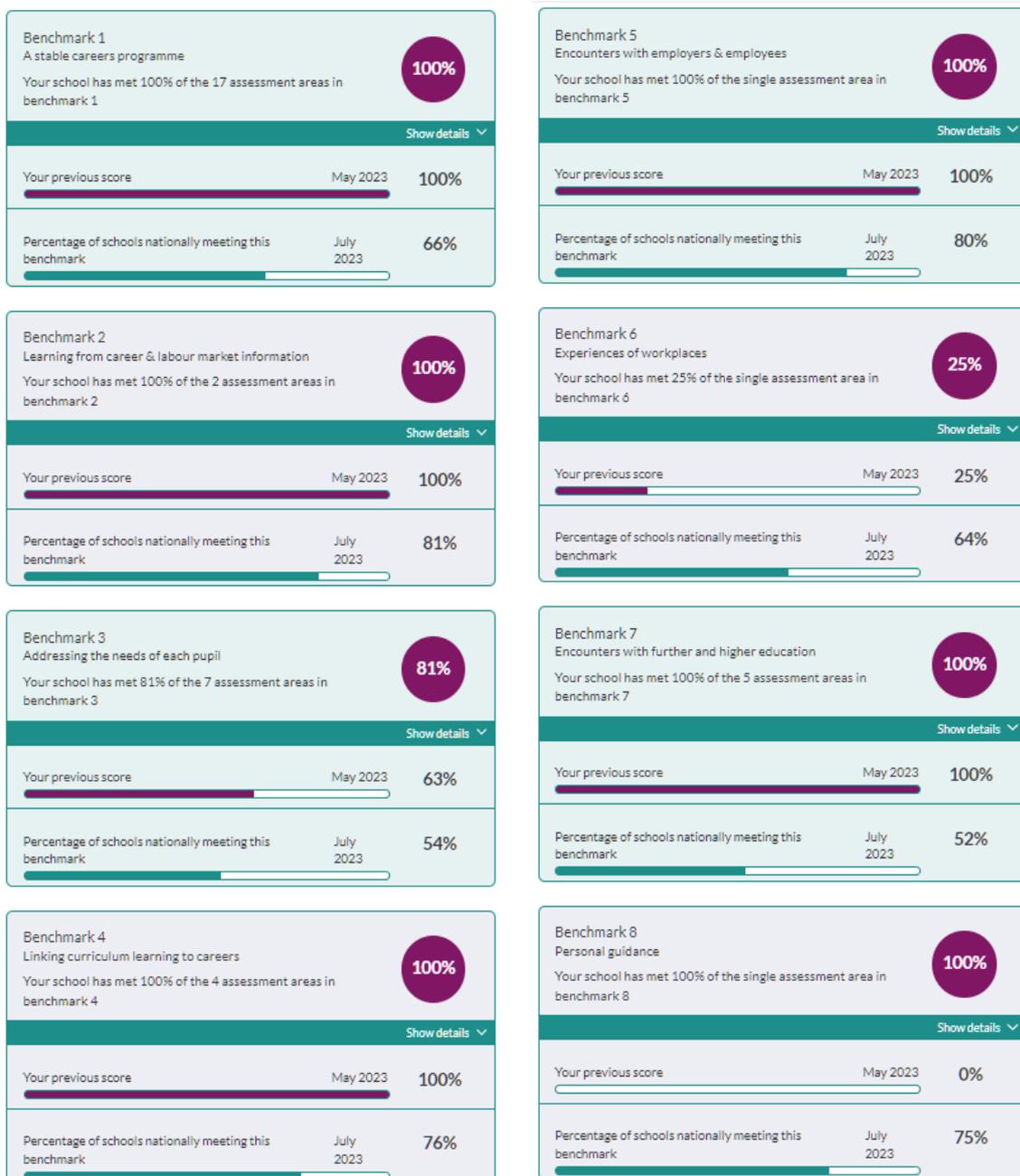
## Appendix 1 – Compass Careers Benchmark Tool

*"In 2013, Gatsby commissioned Sir John Holman to set out what career guidance in England would be like if it were good by international standards, resulting in the Good Career Guidance report. The eight Gatsby Benchmarks defined in the report serve as a framework for world-class careers provision and have been adopted as part of the Government's Careers Strategy, statutory guidance for schools and guidance for colleges" ([Good Career Guidance | Education | Gatsby](#))*

(<https://compass.careersandenterprise.co.uk/shared/Efu1fN76oTSKYH2pZqm72utnIFheg8BR>)

Results: 21st February 2024, Moon Hall School, Reigate

These results show how our answers compare to the 8 Gatsby Benchmarks:



*Findings:*

- Benchmark 3 – Addressing the needs of each pupil

Keeps systematic records on each pupils' experiences of career and enterprise activity ✓

Enables pupils to access accurate record about their careers and enterprise experiences ✓

**Collects and maintains accurate data for each pupil on their destinations for 3 years after they leave school**

- Benchmark 6 – Experiences of workplaces

**All/The overwhelming majority of pupils have had a meaningful experience of a workplace by the end of year 11 - in progress**

- Benchmark 8 – Personal guidance

<b>All/the overwhelming majority of pupils:</b>	<b>Achieved?</b>
Have had an interview with a professional and impartial careers adviser by the end of year 11	✓

Appendix 2 - 2022-23 TYCtWD writeup



# CAREERS OPTIONS & PATHWAYS

## World of Work

### 'Take Your Child to Work Day' (TYCtWD)

On Tuesday 27th June (our final PSHE Day of 2022-23), Year 10 students took part in our first ever Moon Hall School 'Take Your Child to Work Day' (TYCtWD). TYCtWD is part of Moon Hall School's 'World of Work' (WoW) initiative to get meaningful experience of the workplace for our students.

#### What is TYCtWD?

*"'Take Your Child to Work Day', officially called 'Take Our Daughters and Sons to Work Day,' is an internationally recognised day for children to go to work with their parents. Originally called 'Take Your Daughter to Work Day', its initial goal was to guide more girls and women into the workforce. Although it originated in the United States, it's now popular across the globe. Adults can also bring nieces, nephews or underprivileged children who aren't related to you so they can observe a variety of jobs. 'Take Your Child to Work Day' usually occurs on the fourth Thursday in April.*

#### Why TYCtWD?

*TYCtWD benefits both children and working parents. As well as the obvious benefits to your child of experiencing the professional workplace, bringing your child to work can help humanise you to your colleagues. If your child gets sick in the future, for example, your boss or co-workers may be more understanding if they've met your child. It also allows your colleagues to see another aspect of your personality and life. The same applies to children. They might see you in a different role than they do at home, and hopefully, gain some understanding about what you do all day at work." ([Take Your Child to Work Day \(With Do's and Don'ts\) | Indeed.com](#))*

A big MHS thank you goes out to all the parents, family members and businesses who helped make this such a huge success, including Mayhart Ltd, Dorking Halls, Patsy Blunt Interior Design, Skanska, City Group, C & C M Hamilton, Pitchwood Stud, McMedia Ltd, INVESTEC Bank plc, Insurewave, Navisite Europe Limited, Outside In, Ansell UK Ltd, Delights from the Dub, Crockers Farm Stables, Above All Tree Care, and our very own Mr Garrett, Mr Besim, Mrs Collins, and Mrs Sheat and her maintenance team





**Adriana de Villiers - Patsy Blunt Interior Design**

*“Adriana came with me to work today at Patsy Blunt Interiors, a design studio I'm working with in Virginia Waters.*

*She helped in the showroom, by organising and tidying up the fabric books in our fabric library area. Later she spent some time with our installer/joiner, Dave. She assisted him in dismantling some flat-packed furniture to be stored away. She was tasked to unscrew hinges and stack up boxes and materials. She preferred working with Dave, as he is funny, and she liked using the joinery tools. Later she helped me with capturing pricing for a large project in Estimac, our purchase ordering and invoicing system. Overall, she had a great day.”*



**Winston Duivesteyn – in-school (DT and Maintenance)**

*“Winston came into DT today to assist with tasks related to the department as follows:*

- *Measured and cut side panels for benches utilising pre-made template for vice locations.*
- *Learned how to lift and scribe panels to fit correctly.*
- *Under supervision used battery operated jigsaw in a safe manner to cut out vice locations using the correct PPE*
- *Was shown how to remove the battery from the jigsaw for safety and to change the jigsaw blade.*
- *Demonstrated use of both tenon and crosscut hand saws whilst cutting storage boards for bench, he also learnt to use the angled functions of the saws for setting out lines.*

- *Learnt the safe isolation of sanding wheels and assisted to change the worn sanding discs for new ones.*
- *Reassembled both sanders and reinstated power to units.*

*Overall, Winston showed a keen interest in what he was being shown and demonstrated a confident work ethic.” Winston then helped out with site maintenance around the Moon Hall school grounds.*



**Dylan Ackermann - Crockers Farm Livery**  
*“Tom Nelson (the owner of the livery stables) took Dylan under his wing and*

*got him to do various jobs. Dylan turned out a horse, took some hay nets in and then cleaned up the horse walker area of horse manure. Later on Tom illustrated how to use the quad bike and trailer, Dylan then had to shift a large pile of wood from one area to another. Tom Nelson said that Dylan had worked well and has even offered him the opportunity to do some casual paid work over the summer holidays!”*



**Jacob Ayling - McMedia Ltd**

*“I had Jacob Ayling with me all day yesterday – and it was an absolute pleasure.*

*He shadowed me on all of my Zoom meetings and calls, listened to all the points covered and then demonstrated an excellent understanding of the media conversations.*

*When I asked him the question ... So if the client has the marketing budget and the TV companies have the airtime to sell, why do they need to speak with me as an Advertising Agency.*

*Jacob replied “Because you are the experts! You book TV airtime for a large number of clients and you know what is and isn’t a good deal”.*

*I may have to put that quote on my website.*

*Jacob was excellent at helping me with some excel spreadsheet data input and helped resolve an issue I had with the forthcoming launch of Google Analytics 4.*

*I was concerned that I may need to take action on GA4, but Jacob did the research and found that it is my clients that need to update data from there end. All in all, we had a great day."*

### **Phoebe Quintal - INVESTEC Bank plc**

*"Phoebe visited INVESTEC Bank plc in London yesterday and had the opportunity to spend time with my colleagues in Fraud, Operational Resilience, Corporate Sustainability, Network Management, Human Resources and Web design. It gave her a good idea of some of the skills required to manage a bank and the different positives and negatives associated with each role.*

*I think she got a good feel of what an office environment is like and how exhausting commuting is :-). She was in positive spirits at the end of the day."*



### **Ria Randhawa - Navisite Europe Limited**

*"Ria came into the office with me. We have WeWork office for Navisite Europe Limited in Aldwych. We took the train into London. I am HR Director, so Ria met with members of my team. Ria met (via video Teams calls) with the Head of EMEA HR and Head of Costa Rica HR, as well the UK Office Manager. She asked them some questions about their roles and*

*they gave her some background to their respective careers. It was lovely to be able to take Ria into the office - she really enjoyed the free iced coffees 😊"*

### **Lucy Allsopp - Mayhart Ltd**

*"Helped unload the truck back from Paris Airshow 2023 in France. Checked equipment back in to stock with a barcode scanner reader. Cleaned screens with special cleaning foam to get rid of finger prints and general marks. Filed job sheets by company name."*



### **Jake Power - Insurwave**

*"Jake joined his dad at Insurwave. He started the morning working with the marketing team on brand design and then took time in the afternoon with the HR department to understand the organisational structure of the company."*

### Gabe Mitchell - Above All Tree Care

*"Gabriel had a good day working with his Cousin as part of his tree lopping business. The first job they couldn't do as it turned out the oaks were protected and not diseased so they weren't allowed to touch them. Another job on the day they had to wear protective clothing because the tree had a fungal disease."*



### Joseph Foskett - Skanska

*"Joe spent the day at Skanska's London office in Moorgate and learnt about what we do as a business and in particular my role within it. He attended a meeting with our client who is a major developer building the first fully Electric Building in London on Victoria Street which is a £270 million project, due for completion in 2026.*

*Joe attended meetings with some of our supply chain where he asked some good questions. We then headed to site to carry out a watching brief on the progress of the demolition of the existing building followed by a visit and review of the temporary site offices to be used during the construction phases, he then shadowed me for the rest of the day until home time around 17.30."*

### Tommo Wormoll - City Group

*"Tommo joined my colleagues and I on the European gas and power trading desk at Citibank, in Canary Wharf."*



### Dylan Baker - Ansell UK Ltd

*“He spent time learning about how we moved gas around the world, where it is produced, how it is consumed and circumstances that can change the price at which it is traded, like the current conflict in Ukraine or Covid previously.*

*I work for Ansell UK Ltd and am a Senior Specialist Design and Development Engineer for Global Protective Clothing working in the Research and Development Department.*

*We specialise in the manufacture and supply of protective gloves and specialist protective clothing (PPE personal protective equipment), which is supplied to different industries around the globe.*

*Dylan has spent a day with me looking at the processes of developing new ideas and products, from sketches to production. Along with how the product is tested, particularly how to test the air flows of the product that is fitted into air-supplied garments.*

*Dylan carried out some flow testing of sample air-systems that will be sent to China, so that a production line can be set up.*

*We spent time looking at the product range that Ansell produces for the PPE marketplace and the industries that use the specific products.*

*He appeared interested and engaged and he asked valid and sensible questions and made notes of what we discussed.”*

And finally, you will see some of **Thomas Abel**'s work in the school Bulletin and as part of next week's Film Festival, as he took his camera around for the day like a fully-fledged member of the paparazzi, and then worked his i-media wizardry to help produce the finished work.

*“Thomas proved to be a proactive and efficient contributor during his involvement in the Film Festival logo competition. He took charge of organizing the competition, reaching out to year 8 students to ensure their logos were uploaded on Teams. Thomas demonstrated his attention to detail by downloading and compiling all the logos onto a single canvas, which he then numbered for easy reference.*

*In addition to his logo competition responsibilities, Thomas took the initiative to capture memorable moments from the PHSE day. He dedicated his time to going around and capturing images, showcasing his multitasking abilities and commitment to documenting the event.*

*Overall, Thomas's active involvement and resourcefulness were evident throughout the day. His willingness to take on additional tasks and ensure everything ran smoothly made him a valuable asset to the team.*

*Thomas was an absolute pleasure to have on our work placement for the day. He exceeded expectations with his positive attitude, strong work ethic, and exceptional skills. Thomas went above and beyond to support me. His outstanding communication skills and team-oriented nature, I wholeheartedly recommend Thomas to any employer; his dedication, professionalism, and natural talent make him a valuable asset to any team."* (Mr Besim)

Appendix 3 – Wholeschool overview of students' enrichment trips, events and activities

Contents:

Excel workbooklet pages include:

- Student Enrichment, including Activities, lunch time and after-school clubs
- Housepoints
- Well-being
- Mentoring
- PHSE
- Assemblies
- Y11 destinations
- Y7-8 'Futures' questionnaires results and findings

Rationale:

- Allows whole-school overview
  - Allows focus-group overview, for example, gender / age group / PPI
  - End of year individual student Record of Achievement (RoA)
- Career-sector focus for activities and presentations
- Central point for evaluation, feedback and review of activities

Snapshot image >

2023-24 year 11 and 12 activities  
 2023-24 year 10 and 11 activities  
 2023-24 year 9 and 10 activities  
 2023-24 year 8 and 9 activities  
 2023-24 year 7 and 8 activities  
 2023-24 year 6 and 7 activities  
 2023-24 year 5 and 6 activities  
 2023-24 year 4 and 5 activities  
 2023-24 year 3 and 4 activities  
 2023-24 year 2 and 3 activities  
 2023-24 year 1 and 2 activities  
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 2023-24 year -96 and -95 activities  
 2023-24 year -97 and -96 activities  
 2023-24 year -98 and -97 activities  
 2023-24 year -99 and -98 activities  
 2023-24 year -100 and -99 activities

Student Name	Year	Gender	Activity Code	Activity Name	2023-24	2022-23	2021-22	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04	2002-03	2001-02	2000-01	1999-00	1998-99	1997-98	1996-97	1995-96	1994-95	1993-94	1992-93	1991-92	1990-91	1989-90	1988-89	1987-88	1986-87	1985-86	1984-85	1983-84	1982-83	1981-82	1980-81	1979-80	1978-79	1977-78	1976-77	1975-76	1974-75	1973-74	1972-73	1971-72	1970-71	1969-70	1968-69	1967-68	1966-67	1965-66	1964-65	1963-64	1962-63	1961-62	1960-61	1959-60	1958-59	1957-58	1956-57	1955-56	1954-55	1953-54	1952-53	1951-52	1950-51	1949-50	1948-49	1947-48	1946-47	1945-46	1944-45	1943-44	1942-43	1941-42	1940-41	1939-40	1938-39	1937-38	1936-37	1935-36	1934-35	1933-34	1932-33	1931-32	1930-31	1929-30	1928-29	1927-28	1926-27	1925-26	1924-25	1923-24	1922-23	1921-22	1920-21	1919-20	1918-19	1917-18	1916-17	1915-16	1914-15	1913-14	1912-13	1911-12	1910-11	1909-10	1908-09	1907-08	1906-07	1905-06	1904-05	1903-04	1902-03	1901-02	1900-01	1899-00	1898-99	1897-98	1896-97	1895-96	1894-95	1893-94	1892-93	1891-92	1890-91	1889-90	1888-89	1887-88	1886-87	1885-86	1884-85	1883-84	1882-83	1881-82	1880-81	1879-80	1878-79	1877-78	1876-77	1875-76	1874-75	1873-74	1872-73	1871-72	1870-71	1869-70	1868-69	1867-68	1866-67	1865-66	1864-65	1863-64	1862-63	1861-62	1860-61	1859-60	1858-59	1857-58	1856-57	1855-56	1854-55	1853-54	1852-53	1851-52	1850-51	1849-50	1848-49	1847-48	1846-47	1845-46	1844-45	1843-44	1842-43	1841-42	1840-41	1839-40	1838-39	1837-38	1836-37	1835-36	1834-35	1833-34	1832-33	1831-32	1830-31	1829-30	1828-29	1827-28	1826-27	1825-26	1824-25	1823-24	1822-23	1821-22	1820-21	1819-20	1818-19	1817-18	1816-17	1815-16	1814-15	1813-14	1812-13	1811-12	1810-11	1809-10	1808-09	1807-08	1806-07	1805-06	1804-05	1803-04	1802-03	1801-02	1800-01	1799-00	1798-99	1797-98	1796-97	1795-96	1794-95	1793-94	1792-93	1791-92	1790-91	1789-90	1788-89	1787-88	1786-87	1785-86	1784-85	1783-84	1782-83	1781-82	1780-81	1779-80	1778-79	1777-78	1776-77	1775-76	1774-75	1773-74	1772-73	1771-72	1770-71	1769-70	1768-69	1767-68	1766-67	1765-66	1764-65	1763-64	1762-63	1761-62	1760-61	1759-60	1758-59	1757-58	1756-57	1755-56	1754-55	1753-54	1752-53	1751-52	1750-51	1749-50	1748-49	1747-48	1746-47	1745-46	1744-45	1743-44	1742-43	1741-42	1740-41	1739-40	1738-39	1737-38	1736-37	1735-36	1734-35	1733-34	1732-33	1731-32	1730-31	1729-30	1728-29	1727-28	1726-27	1725-26	1724-25	1723-24	1722-23	1721-22	1720-21	1719-20	1718-19	1717-18	1716-17	1715-16	1714-15	1713-14	1712-13	1711-12	1710-11	1709-10	1708-09	1707-08	1706-07	1705-06	1704-05	1703-04	1702-03	1701-02	1700-01	1699-00	1698-99	1697-98	1696-97	1695-96	1694-95	1693-94	1692-93	1691-92	1690-91	1689-90	1688-89	1687-88	1686-87	1685-86	1684-85	1683-84	1682-83	1681-82	1680-81	1679-80	1678-79	1677-78	1676-77	1675-76	1674-75	1673-74	1672-73	1671-72	1670-71	1669-70	1668-69	1667-68	1666-67	1665-66	1664-65	1663-64	1662-63	1661-62	1660-61	1659-60	1658-59	1657-58	1656-57	1655-56	1654-55	1653-54	1652-53	1651-52	1650-51	1649-50	1648-49	1647-48	1646-47	1645-46	1644-45	1643-44	1642-43	1641-42	1640-41	1639-40	1638-39	1637-38	1636-37	1635-36	1634-35	1633-34	1632-33	1631-32	1630-31	1629-30	1628-29	1627-28	1626-27	1625-26	1624-25	1623-24	1622-23	1621-22	1620-21	1619-20	1618-19	1617-18	1616-17	1615-16	1614-15	1613-14	1612-13	1611-12	1610-11	1609-10	1608-09	1607-08	1606-07	1605-06	1604-05	1603-04	1602-03	1601-02	1600-01	1599-00	1598-99	1597-98	1596-97	1595-96	1594-95	1593-94	1592-93	1591-92	1590-91	1589-90	1588-89	1587-88	1586-87	1585-86	1584-85	1583-84	1582-83	1581-82	1580-81	1579-80	1578-79	1577-78	1576-77	1575-76	1574-75	1573-74	1572-73	1571-72	1570-71	1569-70	1568-69	1567-68	1566-67	1565-66	1564-65	1563-64	1562-63	1561-62	1560-61	1559-60	1558-59	1557-58	1556-57	1555-56	1554-55	1553-54	1552-53	1551-52	1550-51	1549-50	1548-49	1547-48	1546-47	1545-46	1544-45	1543-44	1542-43	1541-42	1540-41	1539-40	1538-39	1537-38	1536-37	1535-36	1534-35	1533-34	1532-33	1531-32	1530-31	1529-30	1528-29	1527-28	1526-27	1525-26	1524-25	1523-24	1522-23	1521-22	1520-21	1519-20	1518-19	1517-18	1516-17	1515-16	1514-15	1513-14	1512-13	1511-12	1510-11	1509-10	1508-09	1507-08	1506-07	1505-06	1504-05	1503-04	1502-03	1501-02	1500-01	1499-00	1498-99	1497-98	1496-97	1495-96	1494-95	1493-94	1492-93	1491-92	1490-91	1489-90	1488-89	1487-88	1486-87	1485-86	1484-85	1483-84	1482-83	1481-82	1480-81	1479-80	1478-79	1477-78	1476-77	1475-76	1474-75	1473-74	1472-73	1471-72	1470-71	1469-70	1468-69	1467-68	1466-67	1465-66	1464-65	1463-64	1462-63	1461-62	1460-61	1459-60	1458-59	1457-58	1456-57	1455-56	1454-55	1453-54	1452-53	1451-52	1450-51	1449-50	1448-49	1447-48	1446-47	1445-46	1444-45	1443-44	1442-43	1441-42	1440-41	1439-40	1438-39	1437-38	1436-37	1435-36	1434-35	1433-34	1432-33	1431-32	1430-31	1429-30	1428-29	1427-28	1426-27	1425-26	1424-25	1423-24	1422-23	1421-22	1420-21	1419-20	1418-19	1417-18	1416-17	1415-16	1414-15	1413-14	1412-13	1411-12	1410-11	1409-10	1408-09	1407-08	1406-07	1405-06	1404-05	1403-04	1402-03	1401-02	1400-01	139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## Appendix 4 – Further developing 'Options' resources (see also UoS)

**Overview:** Survey sent out to parents / carers ([Link](#) - 16 of 36 responses)

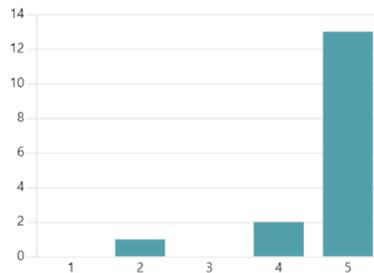
### Summary of results:

3. Do you feel you and your child were supported by Moon Hall with their Options choices (1 - not really; 5 - yes, definitely)

[More Details](#)

[Insights](#)

4.69  
Average Rating



5. Did you attend the Options Evening in January?

[More Details](#)

[Insights](#)

Yes	14
No I wasn't able to attend	2
No I wasn't made aware of this ...	0

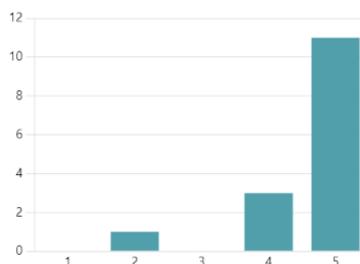


6. Do you feel the event was helpful? (1 - not really; 5 - yes definitely)

[More Details](#)

[Insights](#)

4.60  
Average Rating



7. Do you have feedback or are there any suggestions for improvements for next year's event?

Not really, was very good. Thanks

We found the event very helpful. I found particularly helpful talking to one of the students who has chosen history as their GCSE option, she gave us great perspective from a student point of view regarding the workload, how she was managing with the revision and how hard or easy she found it. She also showed us her, workbook and talked us through various subjects within history which

## 'Futures' (Careers, Options & Pathways) & Enrichment 2023-24

will be covered in the exam. For me as a parent, it was also really reassuring to speak with the teachers from given subjects that Jake chose as his GCSE options, to almost triple check that his choices are the right choices and the teachers support them. It was also really useful to see some previous exam papers. All in all the event was very helpful.

Was perfect for what we needed

It was quite hard to ask specific questions about your child in front of others.

It was great to have all options available but we and xxx found it quite overwhelming. Lots of parents asking other kids what they were choosing etc hard to hear all the presentation talks on the busier subjects. However the booklet sent out ahead was very helpful detailing all the information and expectations for each subject. It was great to have this before the evening. Xxx came home quite panicked about it all rather than excited which is where she started.

It was quite difficult to actually have conversations with some teachers whose subjects were more popular and indeed sometimes due to your child's personal challenges, you can favour a slightly more private conversation

No - feedback from yyy's Mum who did attend was positive

would be useful to publish historic grades achieved at Moonhall for each subject as context

Scheduled appointments, we did lots of waiting around for parents who needed a lot of support

Perhaps have an option of a couple of dates/times for people.

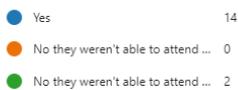
Thought it was very informative

We found the options evening very helpful

8. Did your child attend the 3-day University of Surrey (UoS) programme in January?

[More Details](#)

[Insights](#)

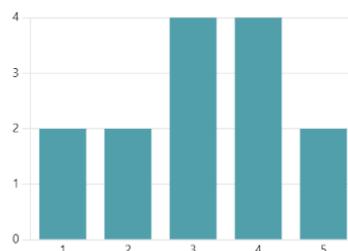


9. Do you/they feel the event was helpful? (1 - not really; 5 - yes definitely)

[More Details](#)

[Insights](#)

3.14  
Average Rating



10. Do you/they have feedback or are there any suggestions for improvements for next year's event?

kkk enjoyed the time at UoS but sadly came away feeling Uni was completely beyond her. It would be really helpful for her to be shown more attainable Post16 opportunities too.

Sadly this was another of period of sickness and ppp missed it.

No

jjj said it would be better to have less time between the sessions.

Found it very boring

It seemed a step too far down the line. Working with and visiting a college might have been better.

Ccc would have valued some tasters of different courses offered

yyy thoroughly enjoyed it

3 days felt too long - good experience for 1 day but also feel it's a bit too far removed from stage they're at in their education. Info on a6+ options and experiences of apprenticeships/college options would be more relevant?

no

mmm wasn't really that interested - he knows his career path at the moment anyway

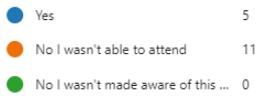
I think llf felt that university was a long way away, so found the time spent at Surrey Uni a bit baffling - maybe shorten the time spent in the future? Depending on the pupils interest?

## 'Futures' (Careers, Options & Pathways) & Enrichment 2023-24

11. Did you attend the UoS Year 9 graduation in the afternoon before the Options Evening?

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[Insights](#)

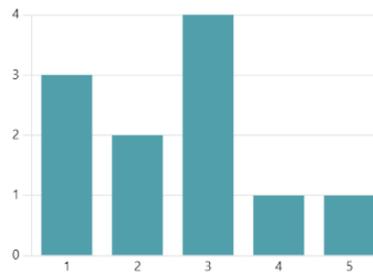


12. Do you feel the event was helpful? (1 - not really; 5 - yes definitely)

[More Details](#)

[Insights](#)

2.55  
Average Rating



13. Do you/they have feedback or are there any suggestions for improvements for next year's event?

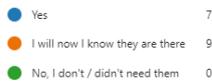
eee didn't understand the point of it all and felt they were too young for it

as above - it was well run/nice way to round off the few days but I think the kids all found it a bit embarrassing (wearing gowns etc) and didn't seem to understand/get a huge amount out of it that felt relevant to them at this stage. A brief intro into uni life as a future option is great but feel what's more relevant now is understanding and brining to life different post 16 options

14. Have you seen our 'Futures' (Careers, Options & Pathways) resources on the school's website?

[More Details](#)

[Insights](#)

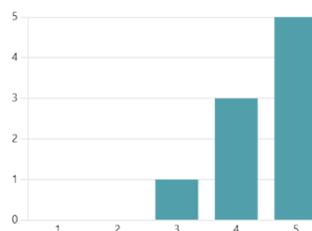


15. Are the resources on the website easy to access (1 - not at all; 5 - very easy)

[More Details](#)

[Insights](#)

4.44  
Average Rating



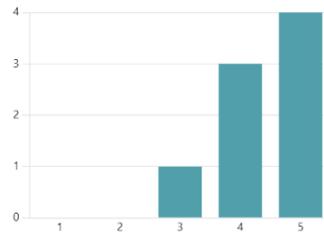
## 'Futures' (Careers, Options & Pathways) & Enrichment 2023-24

16. Are the resources on the website helpful? (1 - not really; 5 - yes definitely)

[More Details](#)

[Insights](#)

4.38  
Average Rating

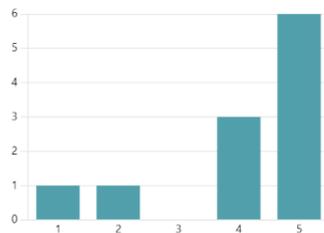


17. Were the resources on the website helpful when choosing your child's Options choices (1 - not really; 5 - yes definitely)

[More Details](#)

[Insights](#)

4.09  
Average Rating



18. Are there any additional resources which you feel would be helpful?

It would be good to know where past students have gone after post 16. From the previous couple years. Some stories/ testimonials.

Information about the level of practical support SEN students are entitled in further education

I think it's difficult as a parent navigating all the website resources and links when you have no real basic understanding of the options available. I am unfamiliar with post 16 options (beyond A levels) and would find an informative overview presentation outlining different routes/choices and sign posting resources really useful perhaps as a parent/student zoom meeting??

Personally we used the booklet to help choose the options as we felt it was easier to read through / refer to.

## 'Futures' (Careers, Options & Pathways) & Enrichment 2023-24

19. Do you receive additional 'Futures' (Careers, Options & Pathways) information by email or in the school bulletin?

[More Details](#)

[Insights](#)

● Yes 9  
● No 7

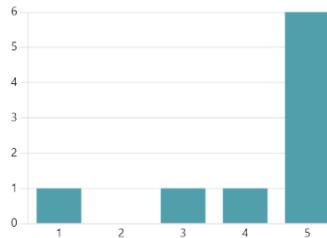


20. Are these resources helpful? (1 - not really; 5 - yes definitely)

[More Details](#)

[Insights](#)

4.22  
Average Rating



21. Are there any additional resources which you feel would be helpful?

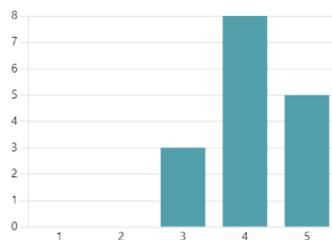
Support/ guidance for colleges/ 6th form

22. Overall how would you rate our 'Futures' (Careers, Options & Pathways) programme? (1 - requires much improvement; 5 - Very highly)

[More Details](#)

[Insights](#)

4.13  
Average Rating



23. General feedback - thoughts, suggestions?

Real life examples of Moonhall students post 16 choices and destinations?

ppp's options are very limited so he didn't really have much choice as he doesn't like art drama etc. I expect there isn't anything much the school can do is probably just a result of the school being so small.

Keep doing the same. It works well. It's helpful to have the digital copy of the options as we looked at it multiple times.

I'm not sure if this is relevant for this particular question, but for us the next step would be looking at which schools jjj should be looking at after Moon Hall. I feel this is where we might need more directions next.

Can't answer all questions as haven't seen website. GCSE choices seemed smooth and straightforward- the uni thing feedback was they were too young and would have been more helpful to think about 6th form than uni at that stage.

Maybe a bit more face to face interaction with teachers and the school regarding options and how it all works in year 10 &11. Knowing what has and hasn't been told to the kids.

To work with a college rather than university. Testimonials/ stories of life after MH from recent past students.

I think Mr Curran tries very hard to provide support and this is very much appreciated. however, I was not aware of the offering on the school website prior to this survey, and potentially consider promoting information via direct emails in addition as it can be lost within bulletins.

Most useful part of deciding on options was having the opportunity for a quick chat with teachers re suitability of subject choice for III etc and honest appraisal of abilities/fit etc - this was easier to manage outside the career's event ie. requesting a separate phone call but I would have found this useful if it had been pre-arranged i.e. option to book 5-10 mins call with individual teachers like parents evening to just talk suitability of options and get teachers advice? Re post 16 options (as above) would be good to have more understanding of options here and opportunity for students to have 'tasters' of college/apprenticeships and work experience in Y10 please?? Currently feel a bit lost as to how we navigate post 16 choices and info very Surrey based when home location may differ

Your options evening was outstanding in my view

Appendix 5 - 2023-24 - Year 11 'Futures' (Careers, Options & Pathways) programme feedback

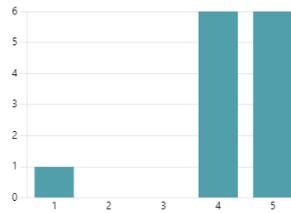
**Overview:** Survey sent out to parents / carers ([Link](#) - 13 of 21 responses)

**Summary of results:**

3. Do you feel you and your child were supported by Moon Hall with their post-16 choices (1 - not really; 5 - yes, definitely)

[More Details](#) [Insights](#)

4.23  
Average Rating



6. Did you attend the 'Post-16 Colleges and Apprenticeships Fair' Evening in November?

[More Details](#) [Insights](#)

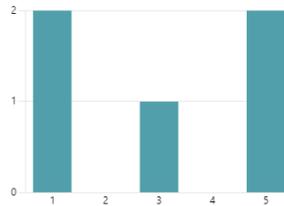
- Yes 1
- No I wasn't able to attend 12
- No I wasn't made aware of this ... 0



7. Do you feel the event was helpful? (1 - not really; 5 - yes definitely)

[More Details](#) [Insights](#)

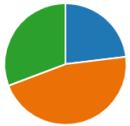
3.00  
Average Rating



9. Have you seen our 'Futures' (Careers, Options & Pathways) resources on the school's website?

[More Details](#) [Insights](#)

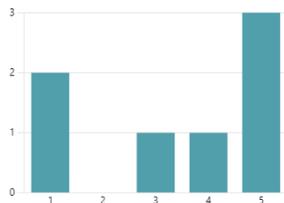
- Yes 3
- I will now I know they are there 6
- No, I don't / didn't need them 4



10. Are the resources on the website easy to access (1 - not at all; 5 - very easy)

[More Details](#) [Insights](#)

3.43  
Average Rating

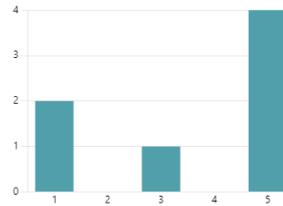


## 'Futures' (Careers, Options & Pathways) & Enrichment 2023-24

11. Are the resources on the website helpful? (1 - not really; 5 - yes definitely)

[More Details](#) [Insights](#)

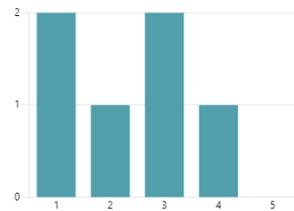
3.57  
Average Rating



12. Were the resources on the website helpful when choosing your child's post-16 choices (1 - not really; 5 - yes definitely)

[More Details](#) [Insights](#)

2.33  
Average Rating



13. Are there any additional resources which you feel would be helpful?

Yes - a one to one with someone to go through the best options for individual children.

14. Have you received additional 'Futures' (Careers, Options & Pathways) information by email or in the school bulletin?

[More Details](#) [Insights](#)

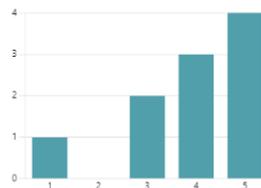
● Yes 10  
● No 3



15. Were those resources helpful? (1 - not really; 5 - yes definitely)

[More Details](#) [Insights](#)

3.90  
Average Rating



16. Are there any additional resources which you feel would be helpful?

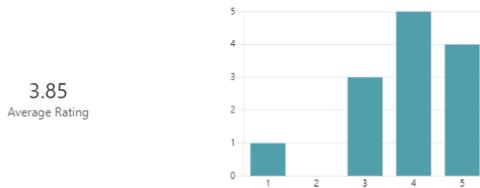
Advice on if Tommo does not pass 5 GCSE's which is what Bede's require what his other options are for September.

## 'Futures' (Careers, Options & Pathways) & Enrichment 2023-24

17. Overall how would you rate our 'Futures' (Careers, Options & Pathways) programme? (1 - requires much improvement; 5 - Very highly)

[More Details](#)

[Insights](#)



### 18. General feedback - thoughts, suggestions?

I think an evening of specific careers advice for each child would be helpful. I have 3 kids at 3 different educational institutions and the information I receive by email collectively is overwhelming. This means that I have probably missed information that would have been helpful. Having a discussion about what you see my child's talents to be mixed with a conversation with him about what he would like to do would have helped guide us. jjj has gone from architecture to product design to interest in being a pilot and it would be great to have had some context around this about what was possible specifically for him.

I can't think of any improvements eee has been supported well

I did see future careers fayre at Sandown Park not long ago. Maybe a trip to a place like that would encourage the pupils even more with your additional invites to the school.

Felt bombarded at times. Lots to look at, and understand at a very busy time.

I have done my own research and have found a school that I think will be able to support ttt for sixth form. Mrs Catterson was extremely helpful when I went to see her and gave ttt some interview technique advice. But as careers/futures go I have not had any help.

A good amount of information and great that local colleges also attend as well as apprenticeship options

## Appendix 6 - The Careers Courier (page 7)

The Careers Hub, a single service covering all of Surrey, works with all the county's secondary schools, special schools and colleges with the aim of ensuring every young person can find their best next step.

A team of dedicated Enterprise Coordinators offer expert support to education providers in promoting possible employment options to the county's future workforce. This includes apprenticeships, degree courses and careers in growing and emerging sectors, such as green, cyber security and creative industries.

The Careers Hub also works closely with employers in all sectors across the county, developing encounters with businesses and workplace experiences which will improve employment outcomes for young people.

The new Surrey-wide service went live in September 2023 and brings together two separate Careers Hub services which have been operating independently within the county. Schools and colleges in East Surrey have been supported by Coast to Capital Local Enterprise Partnership (LEP) since 2015 while Enterprise M3 LEP ran the service in West Surrey.

[www.surreycc.gov.uk](http://www.surreycc.gov.uk)

Extract from half-termly newsletter >

Surrey CAREERS HUB | CAREERS & ENTERPRISE COMPANY | Spring Term 2 | March 2024 | [careers.hub@surreycc.gov.uk](mailto:careers.hub@surreycc.gov.uk) | SURREY COUNTY COUNCIL

### Interview with David Curran

David Curran spent 16 years in state education as a Design Technology teacher and Head of Faculty, fully integrating STEM (Science, Technology, Engineering, Maths) into the school curriculum, before taking on the additional role as Head of Careers.

Now also an ICT / Computing teacher, as well as a L6-trained Careers Leader via the [CEC-funded Careers Leader Training offer](#), he has been Assistive Technology Lead at [Moon Hall School](#), a dyslexia specialist school for 6-16 year olds, since the role was created over 2 years ago. As well as delivering webinars on Assistive Technology both face-to-face and online to students and parents/carers, as well as CPD to teaching staff, he also assists Microlinkpc to deliver the ['Be thAT teacher' programme](#) to both state and independent schools nationally.

David is now fully on board the AI revolution, looking in particular at how it can meet the needs of SEN students and all those involved.



 Enterprise Coordinator Ellie Smith interviewed David about his approach to careers education in his setting, and how he utilises assistive technology to ensure the needs of all students are met. You can watch the interview by clicking on the icon to the left!

**CLICK HERE** 

In addition to his role assisting the ['Be thAT teacher' programme](#), David is also happy to support individuals, schools and colleges starting their journey with assistive technology, through face-to-face workshops and online webinars.

**Topics covered include:**

- An introduction to Assistive Technology
- Free Google resources
- Free Microsoft resources (Dictate and Immersive Reader / Read Aloud on Word, Powerpoint, Outlook and Teams; Dictate-Search and Read Aloud on Microsoft Edge)
- Licensed-demo of TextHelp Read&Write app
- Demo of Reader pens & Orcams
- Ease of access (Windows)
- Free touch typing resources
- Free reading resources

For more information, contact David at [currand@moonhall.co.uk](mailto:currand@moonhall.co.uk) or on [LinkedIn](#)

## Appendix 7 - MHS Surrey Stars programme for 2023\_24

*"The University of Surrey's Widening Participation & Outreach (WPO) Team is delighted to present our 2023/24 Schools and Colleges programme. This brochure details the in-school workshops and on-campus visits available to your school this academic year.*

*Our Outreach programme is designed to complement and enrich the curriculum and provides opportunities to meet Gatsby benchmarks and SMSC framework. The programme is progressive across year groups, ensuring that your learners build upon previous knowledge. We aim to complement your own timetables and will be flexible with requests where possible. All bookings and advertised dates are on a first come, first served basis.*

*Our workshops and events are led by the WPO Team and supported by our Student Ambassadors who enrich our provision by sharing information about their own educational experiences and pathways". ([In2Surrey widening participation programme | University of Surrey](#))*

MHS engagement 2023-24>

### Booking Summary

This is your monthly booking summary following confirmed workshops and programmes for 2023/24. You can add to your booking at any time across the academic year.

<b>September</b> Y10 & 11 Pathways Date: Tuesday 26 September Activity: Exhibitor stand Timings: 13:00 - 15:00	<b>October</b>	<b>November</b> Y10 Post 16 & 18 Pathways/ Y11 Exploring Jobs Date: Monday 6 November Activity: Aspirations Curriculum Timings: 11:00 - 13:00
<b>December</b>	<b>January</b> Y9 Exploring Higher Education Dates: Mon 29, Tues 30, Wed 31 January Activity: Campus Visit Timings: 10:00 - 14:30	<b>February</b> Y8 Design, Build, Reuse/ Psychology of the Senses Date: Tuesday 6 February Activity: Embedded Enrichment Timings: 11:00 - 13:00
<b>March</b> Y7 University Start Date: Wednesday 20 March Activity Campus Visit Timings: 10:00 - 14:30	<b>April</b>	<b>May</b>
<b>June</b>	<b>July</b>	<b>August</b>