

Monitoring and Evaluation

Date last updated: 12.11.2025

Date of next review: 12.11.2026

Regularly monitoring measurable outcomes allows us to measure the impact our Futures Curriculum and CEIG is having. Through validation, evaluation and reflective practice we are able to evolve the programme, responding to Student Needs and LMI.

Monitoring and Evaluation Methods used at NCT		
Measurable outcomes	Activity	Monitoring
<p>Year 7</p> <p>Students will cover the following topics as part of the Futures curriculum:</p> <ul style="list-style-type: none"> Autumn – Transition & Safety Autumn – Developing Skills and Aspirations Spring – Diversity 	<ul style="list-style-type: none"> In the Autumn Term students are introduced to Futures Curriculum topics Students learn about different careers sector sand labour market information through Careers Focus month, throughout the year. In November, Students take part in the Whole College STEM activities week In January, Students take part in the Whole College Work Experience Event In May students have a Group work introduction to Career Guidance/ Futures with impartial Adviser In June, Students participate in the whole College “Dragons Den” week 	<ul style="list-style-type: none"> Learning Walk; Student Progress Data Pupil Feedback via Google Forms; Employer and Provider feedback forms. STEM Logbook, Pupil feedback via Google forms; Staff Feedback via Google Forms Work Experience logbook Action Plan “Next Steps”; Actions completed Logbook, Pupil feedback via Google forms; Staff feedback via Google forms. by Subject Staff

<p>Year 8</p> <p>Students will cover the following topics as part of the Futures curriculum:</p> <ul style="list-style-type: none"> • Autumn - Community and Careers 	<ul style="list-style-type: none"> • In the Autumn Term. Students are introduced to Futures Curriculum topics • Students learn about different careers sector sand labour market information through Careers Focus month, throughout the year. • In November, Students take part in the Whole College STEM activities week • In January, Students take part in the Whole College Work Experience Event • May – Group work introduction to Career Guidance/ Futures with impartial Adviser • In June, Students participate in the whole College “Dragons Den” week • Students have at least one encounter with a provider of technical education or apprenticeships 	<ul style="list-style-type: none"> • Learning Walk; Student Progress Data • Pupil Feedback via Google Forms; Employer and Provider Feedback forms. • STEM Logbook, Pupil feedback via Google Forms; Staff Feedback via Google Forms • Work Experience logbook • Action Plan “Next Steps”; Actions completed • Logbook, Pupil feedback via Google forms; Staff feedback via Google forms. by Subject Staff • Pupil feedback via Google forms; Provider feedback via form.
<p>Year 9</p> <p>Students will cover the following topics as part of the Futures Curriculum:</p> <ul style="list-style-type: none"> • Autumn – Setting Goals • Summer– Employability Skills 	<ul style="list-style-type: none"> • In the Autumn Term Students are introduced to Futures Curriculum topics • In October students have an encounter with a provider of technical education or apprenticeships (between 1 September and 28 February during year 9) by visiting Glos Col. • By the age of 14 students have the opportunity to learn how the different STEM subjects help people gain entry to a wide range of careers. In November, Students take part in the Whole College STEM Activities week. • By the age of 14 students have accessed and used information about career paths and the labour market to inform their choices through Careers Focus month, throughout the year. 	<ul style="list-style-type: none"> • Learning Walk; Student Progress Data • Pupil feedback via Google forms; Provider feedback via form. • STEM Logbook, Pupil feedback via Google Forms; Staff Feedback via Google Forms • Pupil Feedback via Google Forms; Employer and Provider Feedback forms.

	<ul style="list-style-type: none"> • In January students have an encounter with a provider of technical education or apprenticeships (between 1 September and 28 February during year 9) by visiting SGS and in October visiting Glos Col. • January, Students take part in the Whole College Work Experience Event • In March - 1-1 Career Guidance with Impartial advisor with an Action Plan • In June students participate in the – Whole College “Dragons Den” week incorporating Employers and Providers Lunch made by students. • Students attend Careers Fairs throughout the year 	<ul style="list-style-type: none"> • Pupil feedback via Google forms; Provider feedback via form. • Work Experience logbook • Action Plan “Next Steps” ; Actions completed • Logbook, Pupil feedback via Google forms; Staff feedback via Google forms. by Subject Staff • Pupil feedback via Google forms
<p>Year 10</p> <p>Students will cover the following topics as part of the Futures Curriculum:</p> <ul style="list-style-type: none"> • Autumn – Financial Decision Making • Summer– Work Experience 	<ul style="list-style-type: none"> • In the Autumn Term students are introduced to Futures Curriculum topics and have the opportunity to complete BTEC Level 1 Work Skills Units • In October Students have an encounter with a provider of technical education or apprenticeships by visiting Glos Col. And during January by visiting SGS and November visit Pershore College • By the age of 14 students have the opportunity to learn how the different STEM subjects help people gain entry to a wide range of careers. In November, Students take part in the Whole College STEM Activities week. • By the age of 14 students have accessed and used information about career paths and the labour market to inform their choices through Careers Focus month, throughout the year. 	<ul style="list-style-type: none"> • Learning Walk; Student Progress Data • Pupil feedback via Google forms; Provider feedback via form. • STEM Logbook, Pupil feedback via Google Forms; Staff Feedback via Google Forms • Pupil Feedback via Google Forms; Employer and Provider Feedback forms.

	<ul style="list-style-type: none"> • In January, Students take part in the Whole College Work Experience Event • In September - 1-1 Career Guidance with Impartial advisor with an Action Plan • In June students participate in the – Whole College “Dragons Den” week(use as Evidence for BTEC Work Skills Enterprise Unit) incorporating Employers and Providers Lunch made by students. • Students attend Careers Fairs throughout the year • Students attend Careers Drop in sessions and Targeted Individual / Group Work • Identify students looking for Post 16 education and arrange visits to local providers / taster days / transition visits. • In March – “Norton’s Next Top Employee Challenge” – Students will apply for a “job” and complete a mock interview (Use evidence for BTEC Work Skills Unit 2 & 4) . Opportunity to complete BTEC Level 1 Work Skills Units 	<ul style="list-style-type: none"> • Work Experience logbook • Action Plan “Next Steps” ; Actions completed • Logbook, Pupil feedback via Google forms; Staff feedback via Google forms. by Subject Staff • Pupil feedback via Google Forms • Pupil feedback via Google forms; Learning Walk; Student Progress Data • Transition Spreadsheet • Completed Workbook including Interview Feedback; BTEC Verified units
<p>Year 11</p> <p>Students will cover the following topics as part of the Futures Curriculum:</p> <ul style="list-style-type: none"> • Autumn – Next Steps • Autumn – Building for the Future 	<ul style="list-style-type: none"> • In the Autumn Term students are introduced to Futures Curriculum topics and have the opportunity to complete BTEC Level 1 Work Skills Units • In October Students have an encounter with a provider of technical education or apprenticeships (between 1 September and 28 February during year 11) by visiting Glos Col 	<ul style="list-style-type: none"> • Learning Walk; Student Progress Data • Pupil feedback via Google forms; Provider feedback via form

	<ul style="list-style-type: none"> • By the age of 14 students have the opportunity to learn how the different STEM subjects help people gain entry to a wide range of careers. • In November, Students take part in the Whole College STEM Activities week. • By the age of 14 students have accessed and used information about career paths and the labour market to inform their choices Students learn about different careers sectors and labour market information through Careers Focus month, throughout the year. • In January Students have an encounter with a provider of technical education or apprenticeships (between 1 September and 28 February during year 9) by visiting SGS and during November visit Pershore College • In January, Students take part in the Whole College Work Experience Event • In September - 1-1 Career Guidance with Impartial advisor with an Action Plan • In June students participate in the – Whole College “Dragons Den” week(use as Evidence for BTEC Work Skills Enterprise Unit) incorporating Employers and Providers Lunch made by students. • Students attend Careers Fairs throughout the year • Students attend Careers Drop in sessions and Targeted Individual / Group Work 	<ul style="list-style-type: none"> • STEM Logbook, Pupil feedback via Google Forms; Staff Feedback via Google Forms • Pupil Feedback via Google Forms; Employer and Provider Feedback forms. • Pupil feedback via Google forms; Provider feedback via form. • Work Experience logbook • Action Plan “Next Steps” ; Actions completed. • Logbook, Pupil feedback via Google forms; Staff feedback via Google forms. by Subject Staff • Pupil feedback via Google forms • Pupil feedback via Google forms; Learning Walk; Student Progress Data
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	<ul style="list-style-type: none"> • Identify students looking for Post 16 education and arrange visits to local providers / taster days / transition visits. • In March students take part in – “Norton’s Next Top Employee Challenge” – Students will apply for a “job” and complete a mock interview (Use evidence for BTEC Work Skills Unit 2 & 4) 	<ul style="list-style-type: none"> • Transition Spreadsheet • Completed Workbook including Interview Feedback; BTEC Verified units
<p>Year 12, 13 & 14</p> <p>Students will follow the following topics as part of the Futures Curriculum:</p> <ul style="list-style-type: none"> • Bespoke programme based on individual aspirations and EHCP outcomes. • PFA workbooks cover topics relevant to Community, Inclusion, Health & Independent Living. • BTEC Workskills Level 1 Units available 	<ul style="list-style-type: none"> • Students are introduced to Futures Curriculum topics and have the opportunity to complete BTEC Level 1 Work Skills Units • In October students have an encounter with a provider of technical education or apprenticeships (between 1 September and 28 February during year 13) by visiting Glos Col in January – Campus tour of SGS in November – Pershore College Tour • Students access and use information about career paths and the labour market to inform their choices • Students learn about different careers sectors and labour market information through Careers Focus month, throughout the year. • Identify students looking for Post 16 education and arrange visits to local providers / taster days / transition visits. • Students attend Careers Drop in sessions and Targeted Individual / Group Work • Opportunity to complete BTEC Level 1 Work Skills Units • In October - 1-1 Career Guidance with Action Plan • In November students learn how the different STEM subjects help people gain entry to a wide range of careers. • In November, Students take part in the Whole College STEM Activities week. • Students attend careers fairs throughout the year 	<ul style="list-style-type: none"> • Learning Walk; Student Progress Data • Pupil feedback via Google forms; Provider feedback via form. • Pupil Feedback via Google Forms; Employer and Provider Feedback forms. • Transition Spreadsheet • Pupil feedback via Google forms; Learning Walk; Student Progress Data • Action Plan “Next Steps” ; Actions completed • STEM Logbook, Pupil feedback via Google Forms; Staff Feedback via Google Forms • Pupil feedback via Google forms

	<ul style="list-style-type: none"> • In January students take part in the Whole College Work Experience Event • In March students take part in – “Norton’s Next Top Employee Challenge” – Students will apply for a “job” and complete a mock interview (Use evidence for BTEC Work Skills Unit 2 & 4) • In June – Whole College “Dragons Den” week (use as Evidence for BTEC Work Skills Enterprise Unit) incorporating Employers and Providers Lunch made by students 	<ul style="list-style-type: none"> • Work Experience logbook • Completed Workbook including Interview Feedback; BTEC Verified units. • Logbook, Pupil feedback via Google forms; Staff feedback via Google forms. by Subject Staff
<p>Feedback Tells us the initial reactions of students about satisfaction, usefulness, enjoyment and perceived impact on their next steps.</p> <p>Feedback offers different perspectives on the same encounter</p>	<p>We gather and analyse feedback on the following:</p> <ul style="list-style-type: none"> • Cross curricular working • Employer / Provider encounters • Employer/Employee questionnaires • Gatsby Benchmark Progress • Aspirations • General feedback about the Futures programme 	<ul style="list-style-type: none"> • Pupil Feedback via Google Forms; Employer and Provider Feedback forms.; Staff voice -Teacher and Staff evaluation Forms • Compass report and Gloucestershire careers hub enterprise advisor • EHCP Annual review • Parent/Carer Survey and questionnaire links on the Careers newsletter ; Emails & networking events

<p>Career knowledge and skills Evaluation</p> <p>Tells us:</p> <ul style="list-style-type: none"> • Progress towards learning outcomes. • Readiness for next steps. • Gaps in knowledge and skills that can be addressed through further support. • Alterations required for cohorts and individuals in relation to our Futures programme. 	<p>Students experience a range of meaningful planned encounters, enabling them to make informed choices about future pathways</p> <p>Students develop employability skills through the Futures Curriculum and Careers drop in sessions.</p> <p>Students will express their career knowledge and skills through the following :</p> <ul style="list-style-type: none"> • Action plans resulting from 1-1 Impartial advice interviews • Futures Programme lessons 	<ul style="list-style-type: none"> • Quizzes • Skills assessments • Self-assessments • End of unit quizzes • Job Explorer Database (JED) • CDI framework Success Criteria • The Careers & Enterprise Company Future Skills Questionnaire. • Learning Walks • Student Progress Data • STEM Logbook • Work Experience logbook • Completed Workbook including Interview Feedback; • BTEC Verified Work skills units
<p>Education Engagement</p> <p>Tells us :</p> <ul style="list-style-type: none"> • our progress in engaging students at risk of becoming NEET • Impact of our Futures programme • Impact of targeted activities on engagement with learning and Post 16 outcomes 	<p>Students will express their educational engagement through the following :</p> <ul style="list-style-type: none"> • Attendance data • Engagement data • destination Data • Using Local Market Information figures 	<ul style="list-style-type: none"> • Quizzes • Skills assessments • Self • End of unit quizzes • Job Explorer Database (JED) • CDI framework Success Criteria • The Careers & Enterprise Company Future Skills Questionnaire. • Learning Walks • Student Progress Data • STEM Logbook • Work Experience logbook • Completed Workbook including Interview Feedback; • • BTEC Verified Workskills units

<p>Destination data</p> <p>Destination Data shows sustained, positive outcomes for students once they leave Norton College.</p> <p>Destination data tells us :</p> <ul style="list-style-type: none"> • Pathways for students according to cohort; ; gender; attainment etc • Trends year on year in relation to our Futures programme . • Suitability of pathways for students analysed by gender; attainment etc 	<p>Destination data will be collated, analysed and published via the following sources :</p> <ul style="list-style-type: none"> • Compass report • Careers Impact report • Gloucestershire Careers Hub • Gatsby benchmark progression report • Newsletter • Website 	<ul style="list-style-type: none"> • NEET figures which indicate Futures curriculum and targeted support have been successful
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