

# *Changes to 14-19 Curriculum: Work-Related Learning*

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*Guidance for Norfolk Schools*



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# *Changes to 14-19 Curriculum: Work-Related Learning*

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This guidance document describes forthcoming changes to the 14 to 19 curriculum and in particular proposals for work-related learning for all students.

It also sets out the management, curriculum and health and safety issues that schools and the LEA must consider when students are on work-related learning placements with employers or attending colleges or training providers as part of this developing area of activity.

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# *Statutory Requirements At Key Stage 4*

In *14-19: Opportunity and Excellence* the Government set out its vision for a 14 – 19 phase with a coherent and motivating curriculum that puts the needs of students at the centre. Recent guidance from QCA confirms that changes to the Key Stage 4 statutory requirements will take place from September 2004 to increase flexibility and the potential for individualised learning programmes.

Revised Key Stage 4 statutory requirements will be:

- a small core of compulsory subjects: English, mathematics, science and ICT
- compulsory areas of learning: physical education, citizenship, religious education, *work-related learning (WRL)*, careers education and sex education
- entitlement areas: modern foreign language, design and technology, the arts and the humanities. Schools will no longer be obliged to teach D&T, MFL, etc., to all their pupils, but will be required to make the subjects available to any pupils who wish to study them

The major changes will be:

- the creation of entitlement areas that schools must provide if students wish to take courses in them
- *work-related learning as a new requirement for all*
- a smaller statutory core for all in science from 2006
- physical education with a greater focus on physical fitness, health and well-being
- design and technology and MFL will no longer be compulsory

## *“Changes to the Key Stage 4 Curriculum - Guidance for implementation from September 2004”*

*(QCA October 2003)*

Changes to the science programme of study will be implemented in 2006. The new entitlement areas will be introduced from 2004 and disapplication will be discontinued according to the following timetable:

- for design and technology and MFL in 2004
- for science in 2006

# *Work-Related Learning: Definitions*

Work-related learning is an increasingly significant aspect of the 14-19 curriculum and will become a requirement for *all students at key stage 4*. Some students will follow extended work-related programmes provided by a partnership which could include school, college, employer and a training provider such as the Adult Education Service. The outcome of these programmes will impact on progression routes into further education, modern apprenticeship, employment and higher education.

## *Work-related learning – what is it?*

Planned activity that uses the context of work to develop knowledge, skills and understanding useful in work, including learning through the experience of work, learning about work and working practices and learning the skills for work.

It develops students' employability and helps to prepare them for working life in the increasingly complex and changing world of work. It improves motivation by helping students see how their school work is relevant to work, prepares them for progression into further education and training and enables them to make informed decisions about courses and careers. This applies as much to young people who will progress to Higher Education as to those who intend to start work earlier.

The QCA guidance provides a non-statutory framework setting out 9 elements that can deliver the statutory requirement. Schools must decide which learning opportunities and outcomes are most appropriate for their students

There is no statutory requirement for certification or summative assessment of WRL. GCSE and other courses will contribute WRL outcomes and schools may wish to record learning in the Progress file, or perhaps offer their own certification.

# *Extended Work-Related Learning*

Programmes typically involve one or more of the following:

- extended work experience (one or more days per week)
- vocational courses or taster courses in an FE college
- extended work placements linked to vocational courses in an FE college
- vocational or pre-vocational experience with a training provider
- key skills programmes
- personal development programmes

Extended work-related learning programmes provide planned opportunities for students to develop:

- literacy, numeracy, communication and ICT skills
- personal attributes required in working life
- occupational skills and competencies
- skills in team working, working independently, planning and reviewing progress, and problem solving
- awareness of career opportunities

## *Curriculum Rationale for Extended Work-Related Learning*

Schools and the LEA should have a clear rationale for setting up an extended work-related learning programme.

The elements will vary according to the individual circumstances, for example to:

- reduce academic pressure on some students and develop their basic skills
- offer a more appropriate and practical curriculum for particular students, including those with special needs
- enhance learning opportunities by focusing on vocational learning and employability skills
- motivate students so that they are re-engaged with learning and achieve in their GCSEs
- allow students to have direct experience of college or a training provider and to experience different forms of learning (e.g. NVQ) in order to facilitate their inclusion and progression
- open up new progression routes into modern apprenticeships and FE that students might not have considered

Taken together, all of the above will give students a more appropriate curriculum entitlement and may reduce the risk, for some students, of permanent exclusion from school.

# *Components of a Typical Extended Work-Related Learning Programme*

Programmes generally comprise vocational courses and/or extended work experience, work with external agencies and study support customised to meet the needs of students, taking into account available partners and levels of resources.

## *a) Vocational courses*

Vocational courses include those leading to a range of qualifications as detailed in the DfES Section 96 list (e.g. GCSEs in vocational subjects, GNVQ, NVQ) and to courses that are not formally accredited.

Schools should check that the qualifications that they, or external providers, are offering are on the Section 96 list of approved qualifications for students pre-16. In most cases, extended work-related programmes should lead to a qualification or provide stepping stones to qualifications. It is also important that any qualification has currency with FE providers and employers, and that a progression route is available.

Courses can be taught in school, or in partnership with an FE college, a private training provider and/or Adult Education. Direct experience of working environments and working practices is an important element of any vocational course.

Various models are possible, including following one course for the whole of Key Stage 4, or experiencing a series of vocational tasters in different vocational areas. Some of the best provision occurs when students are given a general introduction to different vocational areas, before specialising in one.

## *b) Extended work experience*

*Extended work experience generally lasts for between half a day and two days a week. It should be no longer than two days a week (except under special circumstances) or it is likely to impede progress across the curriculum as a whole. The LEA supports this QCA recommendation.*

It is important to see work experience in the context of the wider learning programme and as complementary to school-based provision, for example:

- weekly placements with the same employer during key stage 4
- a succession of placements with different employers
- two-week blocks taken at times to maximise learning at the workplace but minimise impact on the in-school parts of the programme

The design principles for extended work experience are similar to the normal one/two week block of work experience. An extended programme should:

- ensure that preparation before a placement raises student awareness of the industry sector
- have a written agreement between the school, employer and student on the aims of the placement – see later section on health and safety issues
- offer progression of experiences, becoming more challenging over time
- emphasise the development of key skills for employability
- introduce students to vocational skills
- include support from a workplace mentor
- link to other aspects of the extended work-related learning curriculum

Employers and their staff can contribute to the success of the extended work experience programme when:

- objectives for the experience are clear and agreed with the employer
- there are close links with the school to monitor students' progress
- students experience different parts of the workplace to help their understanding of the business
- there is a focus on the development and application of key employability skills
- students are assigned a workplace mentor
- target setting and assessment of vocational skills is provided

Learning from a work placement should be recorded and recognised, either as part of a formal qualification or through a record of achievement. It is also important that learning at the placement is recognised and built on when the student is at school.

### *c) Work with external agencies*

Some schools make extensive use of external agencies, such as Connexions, when assessing a student's needs, designing a suitable learning programme and monitoring progress. Education business link organisations, in Norfolk 'The Exchange', also provides a range of support to schools.

### *d) Study support*

Study support is important where a student unavoidably misses lessons due to off-site provision. Students on extended work-related learning programmes should have access to staff who can:

- support them across a range of subjects
- where necessary, develop their literacy, numeracy and ICT skills
- help them to make up work missed while off site



# *Organising a Programme of Extended Work-Related Learning*

## *1. School management issues*

Features of successful management practice include:

- senior management support in engaging staff with the programme
- discrete funding allocation
- establishing appropriate provision, i.e. developing good links with training providers, employers, Norfolk Careers Service and matching demand (what students want to do) with supply (what can be offered)
- developing referral criteria and course aims to ensure that students nominated are those most likely to benefit
- ensuring that the course structure is similar to other Key Stage 4 options and that the course details are an integral part of options information
- an induction programme for students, involving interviews, visits and introductory activities
- building relationships with off-site providers through regular contact and occasional visits
- developing a policy for extended work-related learning that is consistent with other school policies, (e.g. on inclusion, careers education and guidance, equal opportunities, raising achievement)
- appointing an extended work-related learning co-ordinator to plan and maintain these arrangements

Practicalities to be considered include the:

- number of students to be involved (based on individual needs and practical constraints)
- age of students (e.g. year 11 is thought more appropriate for extended work experience)
- timetabling arrangements (ensuring off-site programmes are timetabled against option blocks rather than core subjects)
- available resources - physical (e.g. rooms, equipment), financial (e.g. via initiatives such as the *Increased Flexibility Programme*) and human (e.g. teachers, business partners, administrative support)
- programmes offered through the LEA (14 – 19 Pathfinder) colleges, training provider or education-business link organisation
- geographical location and transport issues (timetables and costs)

## *2. Curriculum issues*

Features of successful curriculum practice include:

- inclusion of at least one school-based component in the programme

- at least one taught component, either taught through a vocational course or a training plan
- matching the programme to the student's needs and career aspirations
- planned progression, with agreed targets for achievement and ongoing feedback and review
- variety and progressive challenges in work and learning tasks
- teaching and learning that is more practical than theoretical involves more discussion, speaking and listening than writing
- literacy and basic skills support for students
- provide opportunities for students to reflect on and discuss their off-site experiences when they are in school
- students' experience in college or workplace is used in school lessons to inform discussions or make a teaching point
- ensure that students have a careers interview to advise them on how the programme will affect their progression routes
- students have an individual interview with a Connexions adviser, leading to a careers action plan or individual learning plan
- there are arrangements for ongoing careers advice as students' aspirations and plans change during the course of the programme (e.g. through Connexions personal advisers attached to college programmes or training providers)

### *3. Health and safety issues*

There are two key areas that must be addressed to ensure that the health and safety arrangements for students on extended work related learning placements are coherent and robust:

- ensuring the adequacy of health, safety and welfare arrangements in work placements
- ensuring the adequacy of health, safety and welfare arrangements in FE colleges or training providers

It is very important that schools are able to demonstrate that suitable arrangements are in place to achieve these two aims as this will enable the LEA (or school governing body in the case of Foundation or Voluntary Aided schools) to meet its obligations regarding its duty of care to students on such programmes.

Depending on the kind of programme that is devised, one or both of the above will need to be considered by schools or the LEA where students follow programmes organised through e.g. the Visiting Teacher Service or Norfolk Psychological Service. This will depend on:

- i. whether students attend a work placement organised between the school and an employer
- ii. students attend a college or training provider to gain a vocational qualification
- iii. students attend a college or training provider to gain a vocational qualification and, as part of the same programme of work-related learning, also attend a work placement organised by the college

Currently option iii. operates at Great Yarmouth College (under arrangements made through Great Yarmouth Education Action Zone) and at Paston College.

At present other colleges – Norwich City College, College of West Anglia and Easton College – offer vocational courses to 14-16 year olds that do not involve a work placement element, although it is likely in the future that these colleges will begin to offer option iii.

Where work placements are arranged between a school and an employer, an assessment of the adequacy of the employer's health, safety and welfare arrangements must be carried out. It is **strongly recommended** that this assessment is carried out by Norfolk Careers Service.

This arrangement broadly replicates the existing method used by schools for pre-placement checks of work experience placements. See Section 26 of the Education Department Health and Safety Manual for details on arrangements for work experience.

Where work placements form an integral part of the vocational qualification offered by a college, an assessment of the adequacy of employers' health, safety and welfare arrangements must be carried out. This assessment should be agreed jointly by the school/LEA and the college. It may be appropriate for the college to develop a written agreement with the school/LEA to reflect the local division of responsibilities in these circumstances.

Checks should be carried out by persons who are competent to do so, i.e. those with a recognised health and safety qualification or, as a minimum, those who have attended e.g. the LSC's 'Health and Safety Awareness' course aimed primarily at staff organising work placements on behalf of FE colleges.

The requirements for each kind of work-related learning placement are summarised below.

*i. School arranges placement directly with employer:*

The school must arrange for suitable checks of the adequacy of the health, safety and welfare arrangements to be carried out in order to assess the general suitability of the employer prior to a placement starting. Placements **must not begin** until confirmation has been received that appropriate checks have been completed. It is **strongly recommended** that such checks are carried out by Norfolk Careers Services.

The school must have a written agreement with the employer for each student that sets out timings; school contact details; arrangements for reporting non-attendance; assessment and monitoring arrangements by the school; dealing with problems and discipline.

It is essential that schools make arrangements to visit/monitor students periodically on placement.

## *ii. School/LEA arranges vocational training programme only with college*

Although no placements with employers are involved, the school/LEA and the college must still establish clear arrangements for the supervision and management of students on college premises.

To achieve this the school/LEA and the college must have in place a framework agreement or protocol that sets out shared arrangements and responsibilities for:

- supervision and monitoring
- reporting attendance
- arrangements for students with disabilities or specific medical requirements
- child protection
- parental consent

### *Supervision and monitoring*

The school/LEA and the college will need to work jointly to agree clear, practical arrangements for supervision and monitoring of students while on college premises. These arrangements should be summarised in the framework agreement/protocol document.

The school/LEA should initially consider the maturity, experience and likely behaviour of the student. The school and the college should then agree arrangements for supervision during lunchtimes and between teaching sessions.

Where students are 'in-filled' in FE programmes with pupils over 18, they should be supervised by an 'approved adult', i.e. a lecturer or trainer who has been police checked.

### *Reporting attendance*

It is important to establish a system that is workable and takes reasonable steps to pick up on a pupil who is not attending. The school should explain to the college the legal requirement to keep a check on attendance of pupils of compulsory school age and agree a procedure for reporting absence to the school. The school's normal method of reporting absence should apply.

Students who are involved in supervised educational activities, including work experience, do not need to be marked as authorised absent by the school. The registration band 'approved educational activity' should be used.

### *Arrangements for students with disabilities or specific medical requirements*

The school should inform the college in writing of any disability and of the medical requirements of students, subject to parental consent. If the college has concerns about its ability to meet a student's needs arising out of his or her medical requirements or disability, the school, college, student and parents should discuss what arrangements or reasonable adjustments are needed to enable the student to participate in the programme.

### *Child protection*

Child protection legislation applies to extended work-related learning. College staff with responsibility for courses involving pupils under the minimum school leaving age should be police checked. Colleges should also ensure that 'instructors' who have not yet been police checked do not have substantial unsupervised access to a student.

Schools should brief students about child protection issues before they start a placement. Likewise, employers should be reminded about child protection issues and the need for care over supervisory arrangements, especially where a one to one situation might arise. Schools should also consider if a student is particularly vulnerable. People who will supervise children in the workplace should have been vetted and subject to Criminal Record Bureau checks.

### *Parental consent*

Parents or guardians should be informed of key arrangements and their prior consent obtained. **The onus is on the school to obtain this prior consent.** The college should be provided with written consent for the student to participate in the programme. Written notification should, as a minimum, contain:

- nature of the course of study to be followed
- supervision arrangements during formal teaching time, lunchtime and any 'free' periods
- arrangements for any visits, work placements or other off site activities forming part of the programme
- travel between school and college
- nature of qualification and any assessment
- health, safety and welfare arrangements, including any anti-bullying policy or disciplinary procedures
- name and contact details of school's representative
- name and contact details of college's representative
- arrangements for reporting absences
- any information the school needs to pass on to the college re medical requirements, mental health issues, or any disabilities
- any information the school needs to pass to the college re education records, special educational needs, behavioural difficulties or past convictions

The agreement document is also likely to include other matters not related directly to health and safety such as:

- Disclosure of Information (Data Protection issues)

If schools gain the consent of the student (or parents/guardians) it is legitimate for schools to release certain data to colleges about that pupil's attendance, behaviour, prior attainment and so on. Before such information can be disclosed, schools have to inform parents and pupils that the school will be sharing personal data with the college.

There may be circumstances where information will be deemed 'sensitive personal data' under the Data Protection Act. This may relate to SEN or behaviour for example. The school should obtain explicit consent for disclosure from the student or parents/guardians.

- details of Programme of Study
- withdrawal of Students from the Programme
- payment of Fees

### *iii. School/LEA arranges vocational training programme with college that includes a work placement arranged through the college*

Where work placements form an integral part of the vocational qualification offered by a college, an assessment of the adequacy of employers' health, safety and welfare arrangements must be carried out. This assessment should be agreed jointly by the school/LEA and the college. It may be appropriate for the college to develop a written agreement with the school/LEA to reflect the local division of responsibilities in these circumstances.

In addition, the school/LEA and the college must have in place clear arrangements for the supervision and management of students on college premises as described above.

The college should also have risk assessments in place for the vocational activities undertaken by students while at college (e.g. construction, design and technology, engineering, motor vehicle work, catering, hairdressing)

## *Accidents on Work-Related Learning Programmes*

In the event of an accident to a student at a workplace or on college premises, the employer/college should contact a previously agreed person at the school/LEA with full details of the accident.

The accident should then be reported through the school or LEA's own incident reporting system. For schools and the LEA (e.g. Visiting Teacher Service) this will involve following guidance contained in section 12 of the Departmental Health and Safety Manual.

The employer or the college must report all accidents to students that would be reportable under RIDDOR (the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations 1995) to the Health and Safety Executive or to the Environmental Health Department of their district council as appropriate.

If feedback from students indicates that health and safety arrangements at a placement or a college/training provider are not satisfactory, then a decision should be made about whether to continue the placement and/or whether to use the premises in future. If in doubt, contact the Education Health and Safety Advisers on 01603 223470 or 01603 223989.

## *Insurance*

Schools that insure through the County Council will be covered for work related learning programmes under existing Public Liability insurance arrangements.

Schools that insure elsewhere must check with their insurer if any adjustments to premiums are required to cover students in these circumstances.

Checks on a work placement's Employer Liability and Public Liability insurance will be made by either the relevant FE college in consultation with the school (where work placements are arranged through the college) or by e.g. Norfolk Careers Services where schools arrange placements direct with employers.

# Assessment and Evaluation of Work-Related Learning Programmes

## Assessment

Students are more confident when their work is regularly monitored and they understand how it is being assessed. They also respond well to the 'assess and improve' cycle in NVQ. Schools should:

- use baseline testing and attainment from key stage 3 in target-setting for students, lesson planning by teachers and monitoring arrangements by tutors
- record development and achievement in key skills
- ensure that targets are set and regularly reviewed, so that students know how well they have done and what they have to do next to improve
- make sure that employer, training provider and college assessments include the development of skills, personal effectiveness and progress in vocational learning, as well as attendance, punctuality and attendance

## Evaluation

General guidance on *How to Evaluate Education Initiatives* is available from DfES. One way of evaluating your programme is to set some key performance indicators at the start of the programme. These can be used to measure the success of the programme.

Examples of key performance indicators include the number and percentage of students achieving:

- improved attendance
- a level of punctuality above a defined percentage
- reduced incidents of misbehaviour at school and fixed-term exclusions
- positive reports from providers or employers
- approved qualifications or units of qualifications
- better than predicted grades in their GCSEs
- positive destinations

Some schools might have funding to appoint an external evaluator to examine the programme. Alternatively, the school might be part of a consortium where the off-site provision is evaluated through the LEA or Education Business Link consortium.

In monitoring and evaluating the programme the co-ordinator should:

- follow up all instances of lateness and non-attendance at placements
- inform providers if the school is closed or students will not be attending a session
- develop and implement an internal evaluation strategy for the programme
- produce and present an annual evaluation report



In assessing, monitoring and evaluating the programme, schools can:

- record the development and demonstration of personal attributes required for working life, occupational skills and competencies
- involve education-business link staff who are able to act as assessors for vocational skills helping to reduce assessment costs
- ensure that the procedures for monitoring students are set out in a partnership agreement with providers
- explain to students that both the school and the provider will follow up lateness and absence
- develop an evaluation strategy to judge the effectiveness of the programme and how it can be improved
- identify a set of key performance indicators on which to judge the success of the programme
- engage external support in undertaking an evaluation of the programme
- review the findings and recommendations of the evaluation with partners and providers

## *Professional Development and Training*

A programme of professional development to support all those involved in the planning and implementation of the programme is important. Staff will need to become knowledgeable about curriculum models for extended work-related programmes, available qualifications, appropriate teaching and learning styles, and legal issues.

Effective practice in some schemes has included:

- Norfolk Education Advisory Services training, advice and support
- training in course preparation and accreditation systems (e.g. NVQ and key skills assessment)
- professional development placements for teachers organised through the Education Business Links Consortium to deepen their understanding of the vocational area and local business
- classroom management and issues of teaching and learning related to working with 14 to 16 year olds for college lecturers and vocational trainers
- training of workplace mentors to support young people while on work experience
- training of Connexions advisers working with young people in college and training provider settings.
- LSC Health and Safety Awareness course aimed at college organisers of work placements

# *Support from Education-Business Link Organisations*

Education-business link organisations can support schools in a range of ways, including:

- advice on funding routes
- examples of good practice
- contact details of employers and training providers
- work placements, vetted for health and safety by trained professionals
- professional development placements for teachers with employers
- materials such as log books for recording key skills
- prepare and brief students for work experience
- assistance in monitoring and mentoring students during work experience

## *Parental Involvement*

It is important to involve parents throughout the extended work-related learning programme. Parents should be informed about extended work-related learning, for example, as part of the year 9 options choice evening. Providers can be invited to attend to talk to students and parents about the offer.

Parents should also be invited to attend a careers interview with the Connexions personal adviser to discuss the implications of choosing the extended work-related learning programme. In particular, parents should be made aware of progression routes that the extended programme can open and of the legal issues involving off-site provision, such as questions of supervision and health and safety.

Parents should be asked to sign an informal contract (also signed by the student, parents, employer and college), which can then be used as a basis for target setting. Parents should be invited to tour off-site provision at a college or training provider before making the final decision.

# *Work-Related Learning Resources*

All Norfolk High schools have been sent a number of documents produced by DfES and other organisations.

This document attempts to provide an overview of the guidance contained in all of the resources listed below, although each document should be referred to for more detail on particular topics as the need arises.

*DfES 14-19: opportunity and excellence*

*GCSEs in Vocational subjects*

*The Increased Flexibility Programme (IFP)*

*DfES – Work-Related Learning at Key Stage 4: Advice for practitioners on legal background and other areas*

*DfES – Vocational and work-related learning at key stage 4: guidance for managers in schools and their partners in the community*

*The Work Related Learning Toolkit: LEA Curriculum Advisers Network*

*Changes to the Key Stage 4 Curriculum – Guidance for implementation from September 2004 (QCA October 2003)*

*Work-related learning for all at Key Stage 4 – Guidance for implementing the statutory requirement from 2004 (QCA October 2003)*

## *Useful Website Links*

Norfolk Education Advisory Service  
via Education Esinet at  
**[www.norfolkesinet.org.uk](http://www.norfolkesinet.org.uk)**

Norfolk Careers Services  
**[www.norfolk-careers.co.uk](http://www.norfolk-careers.co.uk)**

Connexions  
**[www.cnxsnfk.co.uk](http://www.cnxsnfk.co.uk)**

The Exchange  
**[www.norfolk-exchange.org.uk](http://www.norfolk-exchange.org.uk)**

Learning and Skills Council  
**[www.lsc.gov.uk](http://www.lsc.gov.uk)**

Quality and Curriculum Authority (QCA)  
**[www.qca.org.uk/14-19](http://www.qca.org.uk/14-19)**

City College, Norwich  
**[www.ccn.ac.uk](http://www.ccn.ac.uk)**

College of West Anglia  
**[www.col-westanglia.ac.uk](http://www.col-westanglia.ac.uk)**

Easton College  
**[www.easton-college.ac.uk](http://www.easton-college.ac.uk)**

Great Yarmouth College  
**[www.gyc.ac.uk](http://www.gyc.ac.uk)**

Paston College  
**[www.paston.ac.uk](http://www.paston.ac.uk)**

Great Yarmouth Education Action Zone  
**[www.gyeaz.org.uk](http://www.gyeaz.org.uk)**

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