



- *Motivated and enthused by the challenge of learning*
- *Aspirational and determined to fulfil their individual potential*
- *Inspired to enjoy and succeed in all aspects of learning*
- *Proud of their own achievements and to value, respect and celebrate the success of others*
- *Positive contributors to whole school life and within the local community*
- *Resilient, life-long learners who are well prepared for their post-16 destination and for life in the modern world*
- *Mature young people with high self-esteem*
- *Accountable citizens who are responsible, respectful and tolerant within a diverse and evolving society*



## What do we aim to achieve?

- All pupils will have the opportunity to develop their core character skills through a structured and supported programme.
- Those who are struggling to develop these skills will be easily identified, and supported.
- WBVS students will leave school better able to manage change, more resilient and with a broader appreciation of the wider world, and how they fit into it.

**Key Stage 3  
Futures Award**

Year 7-Bronze Award

Year 8-Silver Award

Year 9-Gold Award



**Key Stage 4  
Future Leaders  
Award**

Year 10-Silver Shield  
Award

Year 11-Gold Shield  
Award

App Demonstration: [www.futuresaward.co.uk](http://www.futuresaward.co.uk)



# Evaluation of Impact - what have we achieved so far?

Student Surveys - 1.1.1/2.1.3 - following the introduction of Futures in PD content

Statement/Question regarding PD	Rating 1 - prior to project	Rating 2 - end of project
Helping you develop... as a person	79% over 6	99% over 6
... as a learner	92% under 4	12% under 4
... in your working life	74% under 5	14% under 5
Where does this subject rank in importance to you?	81% under 3	0% under 3
How would you rate your enjoyment of this subject?	95% under 5	10% under 5
What is your ATL in this subject?	83% pupils did not know	100% knew their ATL
Is this ATL equal to your core subjects?	Once they were told, 95% pupils said lower	15% said their PD ATL was lower than core subjects



## 3 year plan

### Year 1

Launch of Futures, introduction to year 7 and development of the App

Launch to parents and begin to raise community awareness and seek accreditation for the award from external educational and business establishments

### Year 2

Continuation of Futures, and launch of Future Leaders

Year 8 continue with Futures, moving onto the silver award  
Year 7 begin Futures award  
Year 10 begin Future Leaders award.

Further develop the App to include greater monitoring and support processes and easier usability for staff.

Broaden the exposure of Futures

### Year 3

Y7 8 and 9 will be doing Futures Award (bronze silver and gold)

Year 10 and 11 will be doing Future Leaders Award (silver and gold shield)

Continued adaptations to the app as required.  
Continuation of raising awareness externally



# Workload Management

## Year 7

Year 7 will get a higher level of support and time dedicated to Futures to support the students to begin to really learn these skills.

The focus will always be on independence but opportunities will be made available during tutor time and PD lessons to complete work towards the award. With the intention of them really understanding the language to help them to work independently on the award in future years.

Therefore tutor and PD time will be spent exploring the language and completing activities with the aim of all students achieving the Bronze award

## Year 8-11

Years 8-11 will not have PD time dedicated to Futures, but will have regular tutor times focussed on the award.

Our expectation is that the tutor time is to be spent discussing with students what activities they might choose to do, how they could go about this and what skills this might help them to develop. Tutor time can also be spent looking at excellent pieces of evidence submitted, and marking with the students offering both written (through the app) and verbal feedback and praise.

The SEND and Inclusion team will have separate logins to support students who are SEND and PP to ensure that they are achieving in line with their peers.

## Partners and supporters

Having already received statements of support from widely recognised business people, politicians and education specialists, we are continuing to look at formal accreditation.

- DMU university team:

Dr Rachael Higdon-Associate Professor (project lead for Futures), Dr Sarah Younie-Professor of Education Innovation, Dr Gisela Oliveira-Lecturer in Education Studies, Jess Brogic-Widening participation Manager, Harriet Pole-Public engagement officer are an active working group supporting us in exploring the true academic impact, as well as raising its profile through academic journals, articles and supporting us to continue to build upon our robust quality assurance mechanisms in place

- Achievement of the Association for Character Education Kitemark
- Blog, article and journal writing through Inside Government and De Montfort University partnerships
- Support from community teams, such as our local council and businesses
- Support from Baroness Nicky Morgan



## Woodbrook Vale School

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