

Meaningful Learning Experiences

Strategic Commitment	✓	Existing commitment to PBL and '4Rs'
Curriculum Provision		
Employer Partnerships		
Reflective Young People	✓	Year 6 'exit interviews' with headteacher
Informed Career Choices	✓	Presented non-standard job roles

Local employers enrich learning for students preparing for transition to secondary school

St Stephen's Primary is an Outstanding school in an inner city area of Bradford. Having run a successful 'Aspire' programme the previous year, their objective for this project was, '*...to develop year 5 and 6 pupils awareness of how their learning through iLearn and the 4Rs will be important in their transition from their current year to secondary school and beyond.*'

'iLearn' and the '4Rs' learning initiatives are embedded into project-based learning and skills development in the school's curriculum. The project built on this foundation and aimed to enrich an 'Aspire' programme by involving four local employers to provide purposeful projects for the students.

The four employers, engaged through 'E3 Bradford', represented business sectors and job roles that challenged stereotype career paths: A female business manager from a construction consultancy, the managing director from a residential lettings company, a self-employed business consultant and someone who organised comedy shows. Each of these guests provided a genuine challenge facing their business, ranging from attracting Asian and women Quantity Surveyors to researching and planning a comedy show for children.

The 60 children worked on the challenges for several weeks after a launch assembly, knowing that they would have to present their ideas to the business guests at a final 'exhibition' event. During this time, children recorded their learning experiences in an 'Aspire Book' using photographs and short descriptions. This culminated in a reflective session that formed the basis of a mini CV and for year 6 students to prepare for an exit interview with the headteacher.

Impact on the School:

- The Aspire book provided a template for future project-based learning and reinforced the school's commitment to using the '4Rs' skills framework.
- The links with local employer have the potential to become lasting relationships and provided a model for creating other links in the future.

Impact on the Students:

- Working on real challenges from local employers was a powerful incentive for the children. Although some were initially nervous about the challenge, the sense of pride and satisfaction was enhanced by positive feedback at the exhibition event from business guests, as well as their teachers.
- Children quickly got to grips with the essential facts and terminology about the business and the challenge that was allocated to their form group, undertaking further research.
- Inspired by the business guests and what they had found out about the business, some students expressed career aspirations, such as *'I now want to become a Quantity Surveyor'*.

Impact on the business partners:

- The time requirement from busy employers was limited to attendance at a launch assembly and the final exhibition event, each of which also provided time to meet with the classes that was working on their particular business challenge.
- PowerPoint slides and handouts were used to brief children about the businesses. A short video greeting was used for one employer who could not attend the launch – which helped to convey the real work pressures on a self-employed business consultant.
- Apart from CSR, PR and staff development opportunities, the project produced some practical ideas, including constructive criticism about websites and even a promotional strapline for the lettings agent, which aimed to attract students to high quality accommodation: *'The more you pay – the better your stay'*.



Lettings agent Priestley & Co talked with a class about the business challenge he had set.

Each child recorded progress and skills development using their 'Aspire' booklet, which incorporated '4R' skills embedded in all learning.

Aspire 2014 Activity Record		Date _____	
My description of the activity...			
This photo shows			
What I did well in the activity		The skills I have demonstrated are	

Resourcefulness

I-Change

- 1) I follow the teachers direction
- 2) I try different solutions
- 3) I make efficient use of teachers, peers and resources

I-Do

- 1) I rush into things to get them done
- 2) I plan and complete tasks conscientiously
- 3) I can prioritise tasks and meet deadlines

Responsibility

I-Connect

- 1) I can complete a task using set criteria
- 2) I can connect my learning to a new context
- 3) I can connect ideas and people across subjects

I-Collaborate

- 1) I can perform a role in a group
- 2) I understand the roles of others & help them
- 3) I can facilitate and lead a team

Reflectiveness

I-Reflect

- 1) I can describe my progress and mistakes
- 2) I can say I could improve my learning
- 3) I independently reflect on what went well

I-Ask

- 1) I ask for instructions to be repeated
- 2) I ask my classmates and teacher for help
- 3) I ask a range of inquiry questions about learning

Resilience

I-Persevere

- 3) I stick a tasks for a short time
- 2) I finish a task to a high standard
- 3) I have a positive attitude to making mistakes and can concentrate at length

I-Challenge

- 1) I set myself simple targets when directed
- 2) I set myself targets and know how to achieve them
- 3) I set long term goals which I evaluate accurately myself