

## Meaningful Learning Experiences

Strategic Commitment	✓	Part of a careers initiative across Greater Manchester
Curriculum Provision	✓	Contributing to learning in various KS3 maths topics
Employer Partnerships	✓	Involving managers from a local Asda superstore
Reflective Young People		
Informed Career Choices	✓	Students discovered the range of roles in a supermarket

### Maths tasks applied to Asda and differentiated for the range of abilities across year 9

The brief for this maths project at Essa Academy in Bolton focused on 'Fractions, Decimals and Percentages' to help '*... students to understand that this topic is a part of everyday life ...*' and '*... for students to have a functional understanding of how to use percentages in real life.*'

Contact with the Community Colleague at the local Asda Superstore provided the basis for creating classroom resources, including an informal video message from the 'Loss Prevention Colleague' who talked about her career path and the importance of maths in her role.

The scope of the project was widened to cover a variety of maths skills and draft classroom resources were adapted by teaching staff to suit the wide range of abilities across the large year group of students. Activities ranged from simple calculations about purchasing multiple items and giving customers the correct change to tasks involving staff rotas, monthly pay and income tax.

Classroom tasks also included working in groups to '*Write down three jobs that a store manager would have to complete on a daily basis and link these to mathematics.*' Students were aware that a store manager would visit at the end of the project to see some of their presentations and provide informal feedback.

The Admin Manager who visited the school from Asda spent 5-10 minutes with each of the nine classes. This also providing with an opportunity to share her own career story, which included explaining how her employer is sponsoring her to complete a Business Studies degree at university.

### Benefits for the Students

- '*It was really interesting because usually you wouldn't think there are those kind of jobs – it's not your immediate thoughts. But then, when people actually come in and talk to you about it, you get a different view.*'
- '*I learned that she manages stuff, what managers do ... working out prices.*'

### Benefits for the School

The school's Careers Leader is part of extended leadership team, with responsibility for enrichment activities and managing the 'Essa Experience'. This gives each child four experiences per year and these take the form of drop-down days and activities in form time. A survey of faculty heads had started the process of embedding careers within the curriculum, so this project – and others – would provide the school with exemplars on which they could build their own practice.

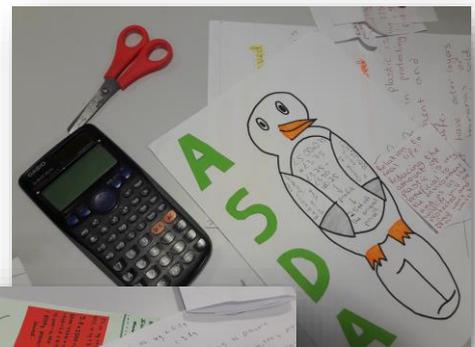
### Benefits for the Employer

The project provided Asda with an opportunity to demonstrate corporate commitments:

- *'... to helping make the local community around our stores a better place to live, work and grow up in.'*
- *'... when you join us, you'll have the freedom to do what you do best. Give customers great service. Respect everyone. Strive for excellence. And act with integrity.'*



Year 9 students applied learning about maths topics to situations at Asda, with classroom resources adapted to suit the wide range of abilities. A manager from the local store visited to provide feedback about their work and the value of maths.



<b>F</b>	<b>ASDA Presentations</b>
Face the speaker	Learning Objective: To present our work.
<b>O</b>	<b>DO NOW TASK</b>
Organised and ready to learn	1. A person buys 2 boxes of chocolates and a bag for life. If they pay with a £20 note how much change do they get?
<b>C</b>	
Communicate clearly	2. The customer goes back to ASDA a week later. They buy 4 boxes of chocolate, how much is there bill?
<b>U</b>	
Understand the task	
<b>S</b>	
Sit up, listen and engage	

