

**Stage 1 Presentation Writing Frame: Generic**  
**(Guidance only – please check alongside verification criteria)**

<b>Name:</b> Mrs Jane Young	<b>Email address:</b> jay@brgs.org.uk
<b>School:</b> Bacup & Rawtenstall Grammar	<b>Name of Coach/Mentor</b> Ms Gillian Spokes

**What is the context of your school?**

**11 – 18 Grammar School with Specialist Status: Maths and Computing, ICT, Training School**

**What is your own context?**

**Head of year 10**

**PREPARING FOR YOUR LEARNING JOURNEY**

**What is the focus of your professional learning?** eg curriculum development; leadership development; coaching and/or mentoring development; community development; action research

I work at Bacup and Rawtenstall Grammar School as Head of Year. I have held this post for 15 years and have seen the role change and develop throughout this time. The biggest change has, however, been the recent shift to an emphasis on teaching and learning and I am keen to learn how to put new principles into practice.

In addition, my school has recently been awarded Specialist School status as a Training School and I feel that this now gives me an opportunity to share my existing experience and knowledge with others.

I am at present Head of Year 10, having taken the year group over from a retiring member of staff. Under normal circumstances at BRGS I would have finished last year as Head of Year 11 and started this year as Head of Year 8, staying with them for the next four years. This change of arrangement has given me the opportunity to work more immediately on some of the areas I feel could be improved at Key Stage 4 at our school.

Therefore, I have decided to learn more about the various ways we can provide students in school with a beneficial experience of the world of business and enterprise.

**How is this relevant to pupils' learning?**

eg expectation of impact on attitude, results, behaviour, motivation etc

To give students an added dimension to their learning experience at Key Stage 4, in accordance with Ofsted requirements and recommendations for enterprise.

To improve team-working skills and provide an opportunity for competition at local, regional and, potentially, national level.

To maximise the value of the existing work experience programme.

**How did you identify the focus for your learning? (remember to refer to the influence of both relevant practice/knowledge and your coach/mentor in helping you to decide/refine the focus)**

eg whole school/departmental focus; personal/professional development; performance management objective; Ofsted/audit recommendation

Ofsted recommendations for BRGS, Key Stage 4 focus.  
Also, my own personal and professional development in the light of the changing role of Head of Year.

**What ethical issues and considerations have you identified?**

eg health and safety, data protection, confidentiality, permissions

- The issue of fair trade will be explored, as one of the possible implications of profit-making operations.
- Permission from parents will need to be sought for the winning team to continue to area levels of competition.
- My own willingness to share the experience with all staff.

**What diversity or equal opportunities issues have you identified in relation to gender, ethnicity, language, disability, SEN or other?**

e.g. underachievement, social inclusion, curriculum content, access to CPD and career development

The project is an event which will include the whole year group, regardless of ability. Everyone will have the opportunity to compete in a national competition. All students will develop problem solving skills, experience task allocation, time management, delegation and team work.

**PLANNING FOR YOUR LEARNING JOURNEY**

**What actions have you planned/did you plan (with timescales)?**

eg external/internal training; meetings; identification of sources of support (internal and external); skills/resource audit; knowledge base research; discussion/planning with coach/mentor/colleagues; work shadowing; observations; identification of target groups of schools/pupils; liaison with relevant colleagues/groups

ACTIONS	TIMESCALES/DATES	RESOURCES/PERSONNEL	SUCCESS CRITERIA
Meeting to discuss Action Plan	22.11.07	Coach G. Spokes	Meeting has taken place
Telephone contact	15.12.07	LionHeart team	Date set for

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with Johanna Dillon, General Manager LionHeart Challenge, to finalise arrangements for visiting business team.			Challenge in school.
Meeting with Senior Management BRGS to check all the arrangements for the Enterprise Challenge day	16.12.07	ECG and premises staff	Programme for the day produced and all staff informed of details and requirements.
Year assembly to explain procedures, aims and objectives to students. To make sure that they knew the broad outline of the Challenge day.	20.12.07	Myself and form tutors	Students understand.
LionHeart Challenge day in school	07.01.08	Lionheart Team 35 staff from BRGS School governors Business personnel from local area	A successful day.

**Sharing your learning and expertise: how do you plan to influence others?**  
eg meetings, presentations, training, coaching and mentoring, modelling practice

Sharing of learning and progress with others

- Discussion of the new ideas and procedures with the tutors in my year group, via year tutor meetings.
- Discussion and feedback to Senior Management and all teaching staff – all invited to share in the day and observe the students at work. In particular, close involvement of present Head of Year 9 with a view to provision of the event next year.
- Invitation to neighbouring schools to share the experience of a Challenge Day – the Headteacher and Deputy from one school came along to watch our students give their final presentations.

**How do you plan to evaluate your progress in relation to the impact on: a) your learning and b) pupils' learning?**

eg data analysis, pupil feedback, testimony from colleagues, via discussion with coach/mentor

How will I know that the learning objectives have been met?

- Evaluation and feedback from students, colleagues and parents.
- Post – project meeting with my TLA mentor/coach.

## **ON YOUR LEARNING JOURNEY (no more than 1500 words)**

**Describe and evaluate how you have carried out your plan, identifying any changes that you have made.**

Initially, I set the following objectives:

### Learning Objectives

- To add to and improve upon the existing year 10 work experience programme by providing students with an experience of the world of enterprise, in accordance with Ofsted requirements and recommendations
- to learn how to document and present my learning effectively in terms of the requirements of the TLA

I then identified outcomes as follows:

### Outcomes

- to give students an experience which would enrich their knowledge and understanding of the term 'Enterprise'
- to provide an opportunity for students to improve their team skills by working in groups which they would not normally find themselves in
- to provide a large audience for students to practise their presentation skills
- to measure the school's performance against other schools in the region and, potentially, even nationwide
- to raise the profile of the school
- in the longer term I plan to share my knowledge with other Heads of Year at BRGS and even from other schools, and learn from them in turn.

**What has been the influence/impact of the knowledge base?**

Progress review

The event was a great success:

- Students were able to focus on developing their enterprise skills within an approach that truly reflected the working world and engaged them in a completely different way to the classroom.
- They developed their team working skills as the grouping arrangements were completely new to them.
- Students worked together to develop their ideas, research the market and formulate a highly detailed finance package for their product.
- Each team then had the chance to practise presentation skills when they explained their proposals to the team of judges.
- Standards were extremely high and the winning team now goes on to a Regional Final.

In summary, this was a real-time, risk inspired and demand driven quality enterprise programme for the whole year group.

Delivery of this activity is in line with the latest Ofsted Recommendations for Enterprise Education.

Local press featured the results of the day, with a photograph of the winning team.

Representation of the school at the Regional Final will raise the school profile, and we may even go through to the National Final to be held at The Palace of Westminster.

**What has been the impact of the support (formal and informal) received (including your coach/mentor)?**

Resources including sources of support and challenge

- The LionHeart Challenge Team for provision of a full day in-school enterprise workshop
- ECG (Development Director) for liaison on the organisation of the Challenge day, including application for funding
- GLS (Assistant Head) for assistance with TLA procedures and also liaison on Specialist School status issues
- LT (Deputy Head) for liaison on pastoral issues, in particular considering the benefits for students of the Challenge and the value of a whole school day off normal timetabled lessons.
- School governors for support and encouragement.

**How have you evaluated the impact on both yourself and your pupils?**

Evaluation

Participation in this national Enterprise Challenge fulfilled my original aim, which was to develop and improve provision for enterprise education at Key Stage 4 at BRGS. It has been especially appropriate as

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the event was timed to take place just a fortnight before students go out of school for two weeks work experience.

Students benefited tremendously. Here are some examples of what teams felt had been their ‘major learning achievement’:

- ‘We have learned to work together more efficiently and appreciate what it takes to build a good company’
- ‘We have learned how to start up a business and work as a team’
- ‘We have learned the meaning of capital and how important financial accuracy is in the world of business’
- ‘We feel that we have bonded as a team and have realised that it is better to share our ideas’
- ‘We have learnt how to communicate well in a group and to listen to and appreciate other peoples ideas and opinions’
- ‘We felt that working with people we don’t usually work with and experiencing the world of business for the first time was our major learning achievement’

Personally, I was satisfied that I had achieved my original aims. I had also learned the enormous value of working with students outside of the constraints of the normal timetable.

I was proud of what I had achieved.

**How did you address any ethical issues which you identified in your plan?**

Specific reference to the issue of fair trade on the challenge day, and also reference to the issue of carbon emissions from transport when teams were discussing the location of their manufacturing base.

**How did you address diversity/equality of opportunity issues?**

Aimed to create balanced teams by mixing gender, race and ability as far as possible.

**What did you learn when you shared your learning with others and what influence have you had on the practice of others?**

Sharing of learning and progress with others

- Discussion of the new ideas and procedures with the tutors in my year group, via year tutor meetings, enabled me to assess the value of the provision and encouraged them to discuss the topic of enterprise with their tutor group when they returned from work experience.
- Discussion and feedback to Senior Management and all teaching staff concerning the value of working with an outside agency as a provider – all were invited to share in the day and observe the students at

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work. In particular, close involvement of present Head of Year 9 with a view to provision of the event next year.

- Invitation to neighbouring schools to share the experience of a Challenge Day – the Headteacher and Deputy from one school came along to watch our students give their final presentations. They are now exploring the provision of a similar experience for their school next year.