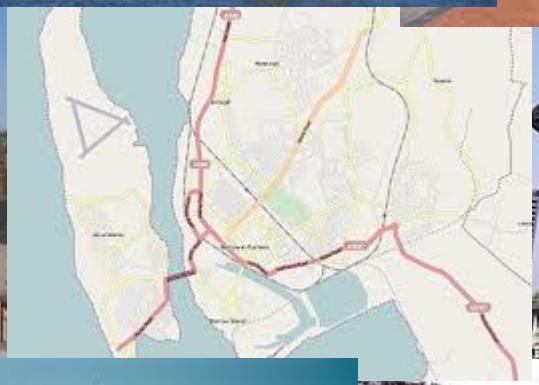
Learning to be Future Ready at Victoria Academy

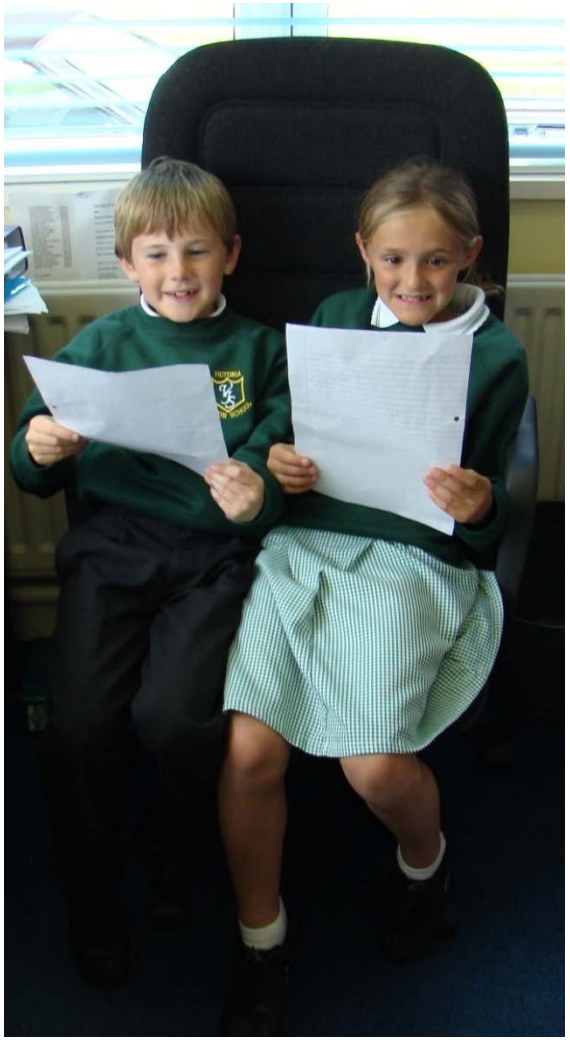
SPORTS



JEFFERSON'S

Q: What do we want our pupils to be like when they leave VJS?

- **What do we want them to know?**
- **What do we want them to be able to do?**
- **What do we want them to be like?**



Aspiration

Knowledge
To know about local businesses and career opportunities
To raise aspiration

Skill/Disposition
Collaborative Working - Sharing learning with business partners
Creative Thinking— developing creative promotional material

Future of Furness Challenge

The Setting
In this time of recession, it is very easy for everyone to feel a bit gloomy. At Victoria Juniors you told us that we should invite businesses into school to work with us and put Barrow on the map. We are very proud that you care so much about our town and that you want other people to know about the fantastic opportunities people have who live here.

The Challenge
Your challenge is to find out as much as you can about the business that will be working with your class. You then need to think of creative ways to promote the business and put Barrow on the map because the business is here in our town. Working in teams, you may like to make leaflets, posters, an advertising slogan, a tv advert....the list goes on..

Things to think about:
- The kind of advertising that has made you want to buy something
- The kind of advertising that you remember—a catchy tune, a funny picture etc
- The special things about the business that make it better than its competitors
- Who the business are trying to target and who you would be advertising to (Barrow or wider a field etc).

Success Criteria
- A high quality product that advertises the business you are working with
- Something on the advert that mentions that the business is in Barrow

Extra Information
Last year when we asked you what you think schools should be like to prepare you for your futures, you said you wanted work zones where you could try jobs. This is an opportunity for you to find out from business the kind of skills they would like schools to prepare children with to meet the needs of their business.

This is a great opportunity for businesses and schools to work together for the success of Barrow in future. Well done all of you for thinking of this project!

Future of Furness

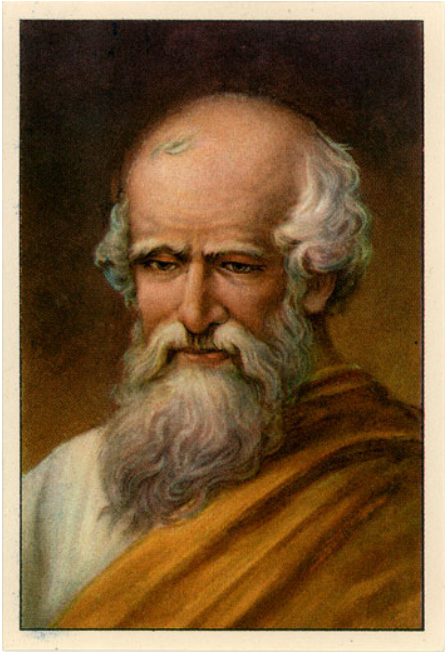
GlaxoSmithKline

Kimberly-Clark

WAX LYRICAL®

ENGLAND

Buoyancy - Archimedes Principle



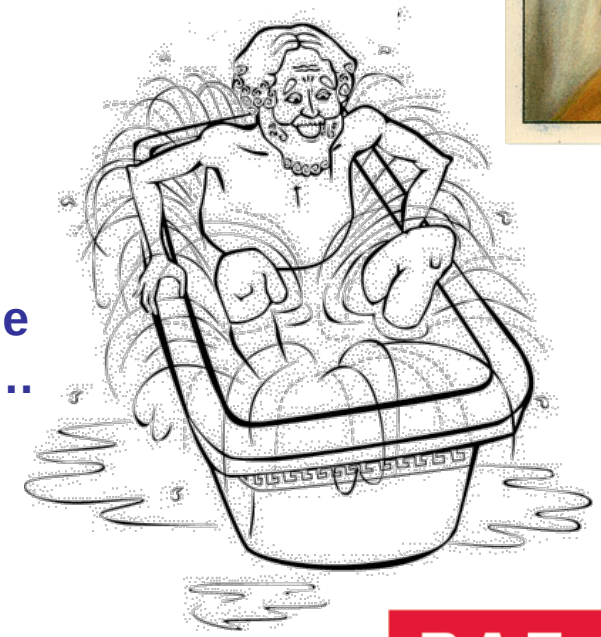
- One of the greatest mathematicians of all time
- Born 2300 years ago in ancient Greece
- What happened? ……

  He sat in the bath and saw the water rise…

  The amount the water rose is the same as the size of his body…

  When he realised this he got so excited he forgot to dress…

  Ran through the streets naked shouting Eureka!!!



BAE SYSTEMS

INSPIRED WORK

If you get buoyancy wrong…..

The Task

In groups, we had to design and make a submarine that can sink, float and sink again. We had many different roles that included: Quality Control, Production and Finance, Media and Promotion and finally, Design and testing. The winning team would be able to go to the board-room at BAE Systems!

These are pictures from our ‘Ask the Experts’ Session.

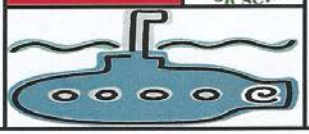
Things you DIDN’T see

- People arguing
- Disagreements leading to people fighting
- People not listening
- People being silly (Swinging on chairs etc)

But luckily things all worked out well in the end!!

Objective

You must design and produce a vessel capable of floating, sinking and then floating again.



Life Skill

'Working with Others'

BAE & VJS Submarine Challenge

The Setting

As local employers, BAE are very interested in the skills that young people in Barrow are developing in school as you may be their employees of the future! Working together, BAE can share their scientific and engineering knowledge with you and you can share your skills in working together as a team to help them solve their problem. A Cargo ship has sunk off the coast of Barrow. This ship was carrying precious cargo with a really high value. They need to rescue this cargo before anyone else gets in first.

Your Challenge

In your challenge groups you must design and build a prototype vessel that is capable of floating, sinking to the sea bed to rescue the cargo, then re-floating back to the surface again.

You must work with each other as a team to:

- Agree on suitable roles for everyone within your team
- Agree on an overall action plan, so everyone knows what they should be doing and when.
- Brainstorm ideas **together** for what will be the essential parts of the vessel's design
- Design, cost and build the 'submarine' model that is able to float, sink then float again.
- Prepare a bid saying what you propose to build and why it has been designed the way it has.
- Prepare a promotional presentation to present to BAE.
- Come together to test all the groups' designs to see which is most effective at floating, sinking then re-surfacing.
- You will be supported by your teachers, BAE Graduates and students from Barrow Sixth Form College.

Success Criteria

- You must produce a set of detailed designs which include drawings and an explanation of the design in relation to Archimedes Principle and buoyancy.
- You must be able to demonstrate, with the use of a spreadsheet, how you have spent your budget.
- You must have designed and completed a fair test to confirm which vessel is the best from the whole year group.
- You must present an advertising campaign that features a company name, logo and slogan that will help promote your design ideas for BAE to convince them that yours is the best.
- You must keep a diary detailing your own personal experiences throughout the challenge.
- You must prepare and practise a presentation detailing everything your team have done to arrive at your finished product, including how you demonstrated your skills in 'Working with Others'.

THE WINNING TEAM WILL PRESENT TO THE BOARD AT BAE NEXT WEEK!

Skills Assessment

The children used these success criterias to self-assess against the key skills necessary for each role within their work groups.

Production and Finance

Do you have what it takes?

- Are you good at making things or are in engineering club?
- Do you understand the properties of different materials and how they are useful when it comes to floating and sinking?
- Are you good at ICT and like spreadsheets and formulas
- Are you confident when carrying out calculations in maths?

If you can say 'yes' to the above questions, this would be a good role for you! :)

Quality Control

Do you have what it takes?

- Have you had experience in being an effective facilitator?
- Are you a good timekeeper
- Are you good at using ICT and making powerpoints?
- Are you good at communication with others?

If you can say 'yes' to the above questions, this would be a good role for you! :)

Design and Testing

Do you have what it takes?

- Are you an accurate drawer?
- Do you have good written presentation?
- Do you understand what a fair test is?
- Do you understand the principles of buoyancy?
- Are you confident when carrying out calculations in maths?

Media and Promotion

Do you have what it takes?

- Are you artistic?
- Are you creative?
- Are you good at drawing?
- Are you good at coming up with ideas?
- Are you good at using ICT?

Business Aspect - Production & Finance

What is it?

Production

•Putting together different parts/materials to make a finished product

Finance

•All costs of the project including:

-Materials (e.g. Notebooks)

-People (e.g. Teachers)

-Building (e.g. Canteen)

What does BAE do?

Production

•Cutting metal into correct shapes

•Welding metal together

•Fitting bits into submarine (e.g. beds, kitchen, toilets)

Finance

•They tell people how much money they can spend

•Work out how much to charge the customer

•Look forward to find out how much money the company expect to make

Why is this important?

Production

•We need production to make our submarines

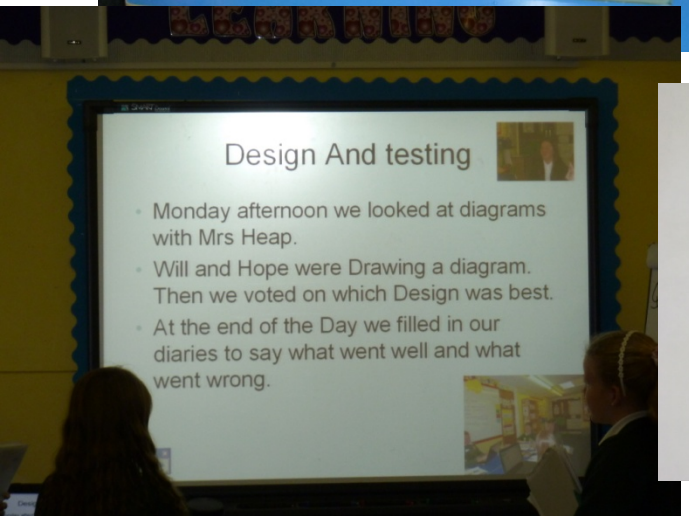
•This is the product that we then go on to sell and make profit.

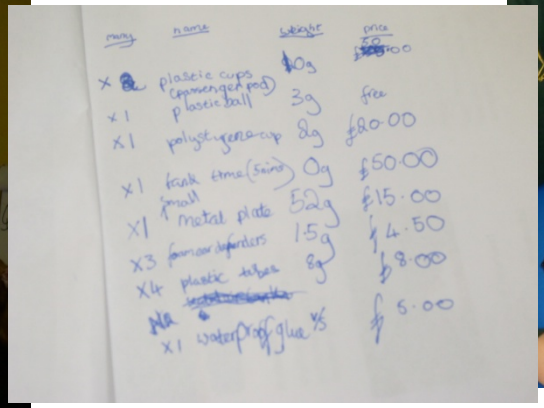
Finance

•To ensure the costs are kept under control

•Make sure the company makes money

What skills do you need to be...
...a great reader?
...a great writer?


Design And testing
Monday afternoon we looked at diagrams with Mrs Heap.
Will and Hope were Drawing a diagram. Then we voted on which Design was best.
At the end of the Day we filled in our diaries to say what went well and what went wrong.


many
name
subtotal
price
plastic cups
plastic ball
polystyrene cup
metal plate
water proof glue

STEM CUMBRIA LTD
Promoting Science, Technology, Engineering & Maths

BAE SYSTEMS

Teachers
Extra Notes

	Special Notes *Sarah Bloggs had a particularly good attitude in leading his team*	**Amusing Story** *Joe Bloggs almost spent double his budget after putting an extra zero at the end of the Total Cost Figure*
Team 1	V. difficult working environment. Arguments. People being bossy. (Kris worked quite hard - rushed though). • Slogan was good as was radio ed).	
Team 2	Presentation good. Caitlin M really stepped up (v. quiet usually).	'Let's have a BOGOF on the submarines!' (Later changed it to 2 free lights or a free set of binocs!).
Team 3	Tyler B - got himself too involved in other things. Took over if given the chance.	
Team 4	• Lots of fussing from the girls. • Good with T.N. when he kicked off.	• Mrs S sat at desk. - Tyler came up to ~~desk~~ for more tape. He was told no, Mrs S was the shopkeeper. 'I'm the shoplifter though!' :)
Team 5	• Rhys + Josh - sitting back + not doing what others had asked. (Josh sulking).	

★ Advert

★ most

★ v. reflective (most of team).

Session 7

Thoughts about your achievements in relation to:

Session objectives – see action plan	WWO targets
What went well: I think me and sharna Worked quicker today and the hole Power point finished and my presentation went really well	What went well: I think the presentation went well because the teacher said that was good.
What went wrong: ~~I think we~~ I Was just sat there helping sharna do her work until I got a go on the computer	What went wrong: When it come to the time to do the presentation we didnt really know what we where doing thats why Rhys didnt speak
Next Steps: Dont just sit there.	Next Steps: Make sure if we have spare time practise the presentation.

Session 8

Thoughts about your achievements in relation to:

Session objectives – see action plan	WWO targets
What went well: The laptops where not working well but I still got on and helped sharna and anybody out of my group	What went well: Me and sharna talked quite with each other we didnt shout.
What went wrong: Seval of the laptops wheudnt work so we didnt get much done.	What went wrong: We wasted a bit of trying to find a computer
Next Steps: People should remember to Plug the laptops in	Next Steps: dont waste time..

Victoria Junior School

Nation's Best Subs (NBS) Systems

Production & Finance

- Liaised with the design team when making any changes
- Good that the team came in close to budget, however in future think about budgeting some extra money for unexpected costs/design changes etc.

Quality

- The team reflected on what went well/ not so well during the whole week
- The team made positive changes to the way they worked based on their reflections
- The team were very supportive of each other

Design & Test

- Worked well as a team
- Demonstrated a solid understanding of the principles of buoyancy
- Used calculations to understand why the design did not work first time
- Final design was able to sink really well and surface evenly

Media & Promotion

- Really good logo – very creative
- The team had some really good thoughts about how to promote the design

‘Tuned In’ Students

Excitement

Purpose

Increased Attainment

Aspiration

Resilience

Creativity

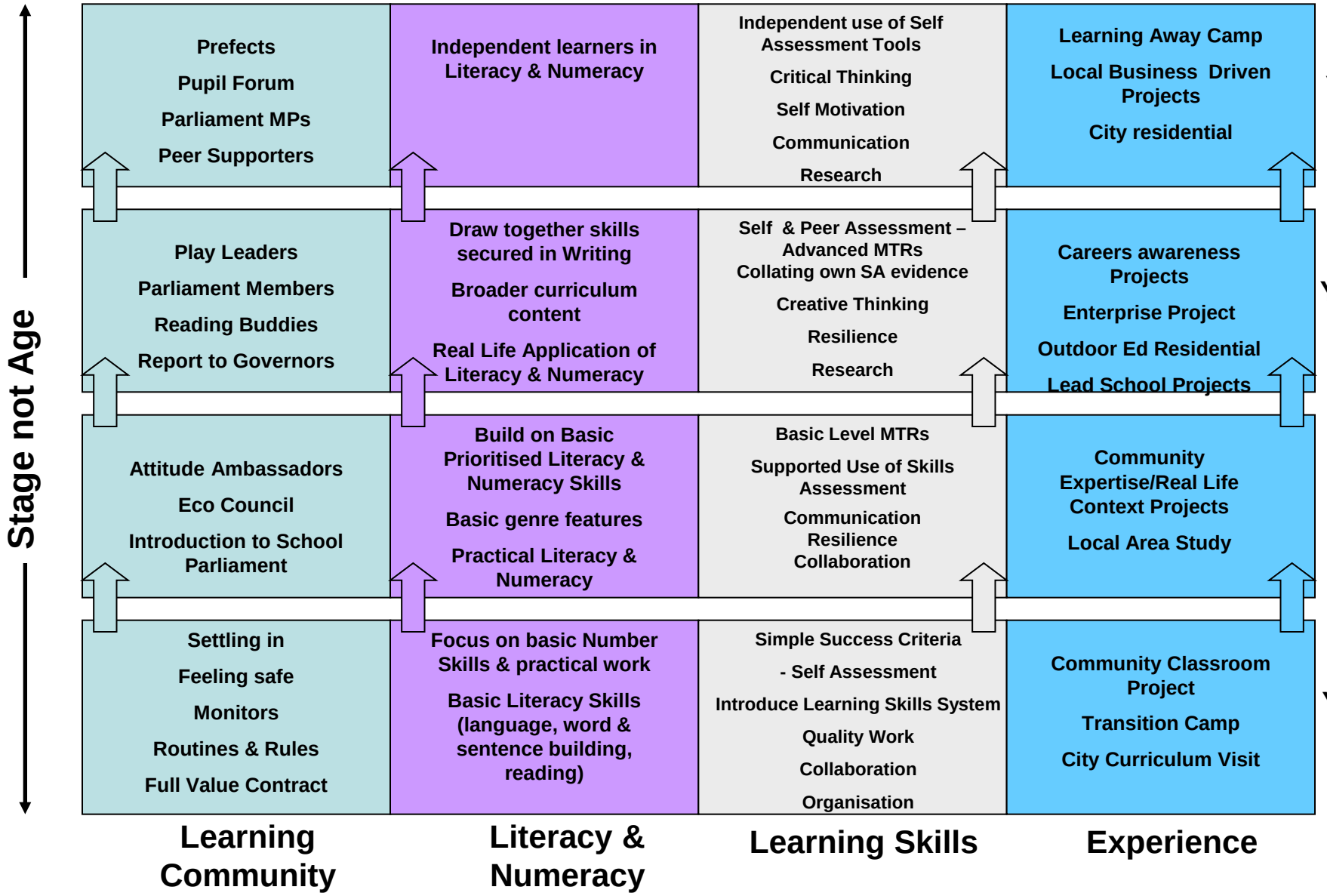
Problem Solving

Self-belief

Talent

FRAGILE
FRAGILE
DISPLAY
BLANKING
PANEL
BAE SYSTEMS
BARROW SUBMARINES

A 4yr Learning Journey



Business Skills List

12 skills have been identified by businesses as the most crucial ones

- Teamwork
- Active listening
- Problem solving
- Commitment
- Reliability
- Resilience
- Self-motivation
- Ability to handle change
- Ability to work under pressure
- Ability to deal with failure
- Time management
- Interview skills

Name:_____

Quality Work	Organisation	Team Work	Communication	Research	Creative Thinking	Critical Thinking
present my work to he best of my ability.	I get to school on time. I get to all my lessons on time.	I do my share of the work.	I speak clearly to adults and other children.	I make my own notes that are relevant. I can use research tools to collect data (e.g questionnaires, surveys, interviews)	I can use my imagination and come up with new ideas.	I am able to brainstorm ideas and then filter out the best ones for the task I am doing.
My work makes sense and it is easy o read and understand.	I have the correct equipment for my lessons. (Pencil case, PE kit).	I treat other people and property with respect.	I listen well to others and concentrate when others are telling me something.	I make sure that I understand what I read and only write down what I understand.	I am willing to try other people's ideas and then I try to make them even better myself.	I think for myself and don't rely on others to tell me what to do.
use success criteria o make sure my work meets the task set.	I hand in my completed homework on time.	I am polite.	I speak clearly when speaking in front of the whole class.	Everything I have written is factually correct. (I don't make things up!)	I don't worry about what others may think about my ideas and enjoy being original.	I ask: WHY? HOW? So that I can find out more about something
am resilient and I do not give up easily.	I remember to change my reading book regularly.	I support and encourage others.	I keep eye contact when someone is speaking to me.	I am able to use more than one source and check if facts are true or not.		I take an active part in Parliament and can come up with a counter argument when discussing Bills.
My work is well structured and set out clearly.	I complete my work within the time given in lessons.	I am honest and trustworthy.	I have appropriate body language when listening to others.	I can carry out a relevant internet search on my own.		I can explain my opinion or how I solved a problem.
use my own targets o try to improve my work.	I keep my workspace, coat peg, tray and locker tidy.	I share my ideas with others and allow others to share theirs and see the value of what others say and do.	I ask for help when I need it.	I can use the contents page and index pages in a book to check for relevant information.		
listen to advice and eedback from others nd use this to	I am able to create a plan for my work or task and use it.		I ask questions about what I am learning to help me	I can use my notes to write non-fiction reports in my own		

Writing - MTR - Level 2

Name _____ Date_____ _

1	I have written simple sentences with some punctuation.	
2	I have written my ideas down and they are easy to understand.	
3	The words I have used suit the task.	
4	I have sounded out to spell all 3 letter words correctly and most simple words correctly.	
5	I can clearly see the difference between my ascenders and descenders and my capitals and lower case letters and they are positioned correctly. I have finger spaces between the words.	
6	I have used any connective (such as "and") to join 2 sentences together.	
7	I have written my ideas down in proper sentences one after the other.	
8	I have written more than 100 words.	
9	I have made some of my writing interesting with extra information or description, it is not just a list of ideas.	
10	I have made my sentences more fun and interesting by using speech, questions or exclamation marks.	
11	I have sometimes used interesting and ambitious words (wow words) that you would not expect me to be able to.	
12	I have read the question and recognise the genre they want and used the features of that genre to organise this piece of work.	
13	I have used capital letters and full stops **correctly** some of the time.	
14	I have spelled most of the common one syllable words correctly. For example with, when, went, are, was.	

PRO/CON DEBRIEF

TEAM NAME: _____

What went well?	
What went wrong?	
How will you improve things next time?	

Name:	Current Skills Targets	SOB What I will see	S What
Skill:			

Name	Current Skills Targets	SOB What I will see	S What
Skill:			

JOIN THE NEAT HANDWRITING GANG!!
COACH
RESOURCE PERSON
FACILITATOR
QUALITY
Sweep
Everyone has the opportunity to speak
Begin somewhere and go in sequence with no interruptions or interference.
People can pass, and if they do, then we will come back to them at the end.
minus
Less than
Subtract
deduct
Difference
Times
Increase
sum of
total of
more
Kleenex
Andrex
3 ROLLS FREE
Aloe Ve

Furness College Questions

Why did you choose your course?

What skills do you need for this course?

What do you do on a typical day?

What do you do if you think you have chosen the wrong course?

Does Furness College give you a lot of help with your career choice and how?

STUDENT

What do we want to achieve at

We want to ensure that all pupils have the opportunity to reach their individual potential through real and purposeful learning opportunities.

Enterprise Manager Role

- **Ensure every child has the opportunity to take part in at least one community project per year**
- **Provide a list of proven employers/deliverers to support real and purposeful learning activities.**
- **Seek opportunities for real learning projects**
- **Support project planning**
- **Link with KS1 and FE**

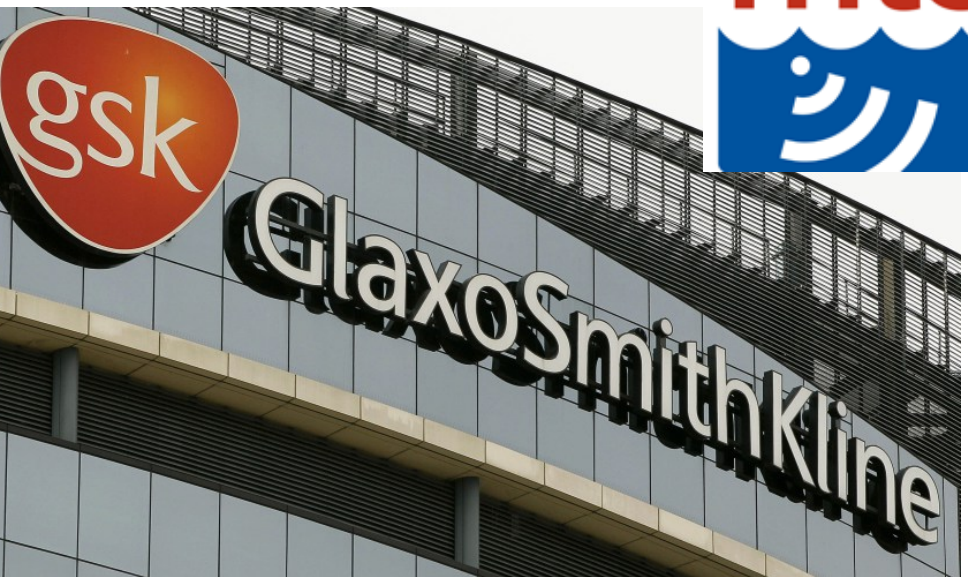
WAX LYRICAL®
ENGLAND

BAE SYSTEMS
INSPIRED WORK

SIGNAL
FILM&MEDIA

Tritech

SIEMENS



Parents...

Needs you!

Exciting new opportunity

VJS and Local Businesses

Victoria Junior School works extremely hard to get involved with local businesses. We work very closely with employers and have enjoyed many opportunities for real and purposeful learning in connection with local companies. We have been lucky enough to have worked in partnership on a variety of projects with Furness College, Furness General Hospital, Glaxo SmithKline, Wax Lyrical, The North Western Evening Mail, BAE and many others.

BAE - by Holly and Will Year 6

Recently, we have been lucky enough to help BAE systems with a project to inspire young people to become the engineers of the future. We had so much fun! BAE is a huge place, it's amazing. We had to pose for photographs showing us smaller people doing engineering jobs that adults usually do. We went in the big offices, we went on the new submarine that's getting built; we even went on a fork-lift truck, (we had to wear overalls and hard hats to keep us safe). We will be the faces on their Campaign posters so look out for us! (There are some pictures below)

So what's the exciting opportunity and how can you help ?

We are going to be planning a joint schools' project where we hope to work in a team with children, parents and local businesses. Lots of local schools will be taking part and the idea is that each school will have £200 as a start-up fund and we have to come up with an idea that will make a profit. We thought it would be great if any of the businesses that our parents' work for might like to get involved as well as some of our parents. We know that this project will help us develop life skills that we will need in the future so we hope that you would like to help us. If you would, please call into VJS and speak to Mrs Simpson or e-mail us - admin@victoria-jun.cumbria.sch.uk

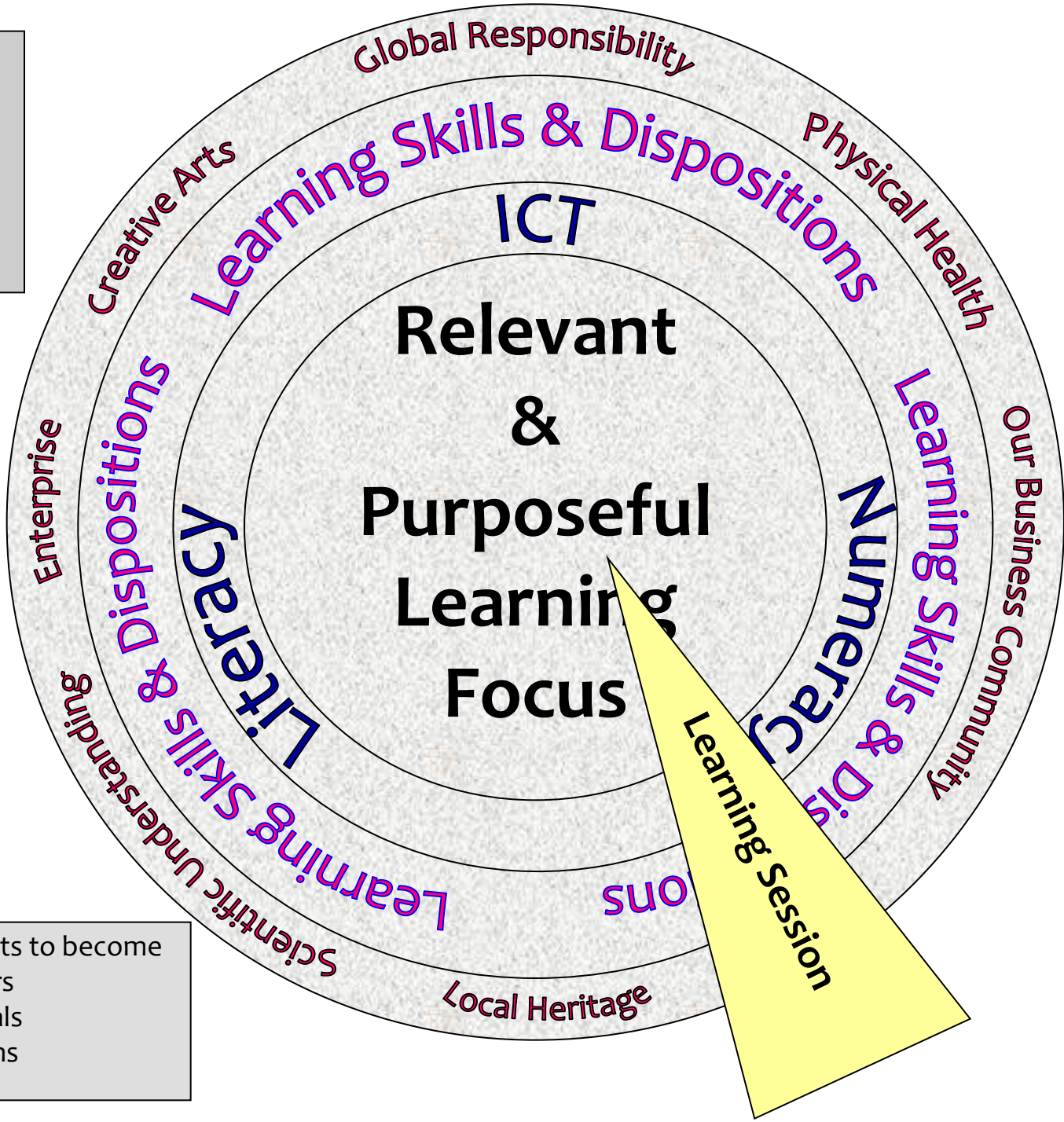
Victoria Junior School Curriculum Map Key Stage Unit – UPPER

	Yr5			Yr6		
Collective Act of Worship: Mon – Global Community Tues – Year Group PHSE Wed – Hymn Practice Thurs – Visiting Religious Leaders Friday – Achievement Assembly						
Learning Skills: Team work Organisation Quality Work Communication Research Creative Thinking Critical Thinking						
Skills Assessment Strategy:	• Write skills in margin – comment made in marking against those skills – targets set before activity and then highlighted on grid when complete. • Challenge activities with key skills focus – individual targets set at beginning – self and peer evaluated at conclusion – grid highlighted when complete.			• Write skills in margin – comment made in marking against those skills – targets set before activity and then highlighted on grid when complete. • Challenge activities with key skills focus – individual targets set at beginning – self and peer evaluated at conclusion – grid highlighted when complete.		
Visits & Visitors **(1x per term min)**	Library enrolment – half termly visit. Furness College Project	BAE systems – submarine/periscope project. 'Read something special'	Coniston Residential Swarthmoor Hall Holker Estates School Nurse (Puberty)	Beamish 'Read something special' ESH – Pulleys and Levers Bikeability Evening Mail – Day as journalist – writing comp.	Library Visit (Archives) Roboloab CADAS	London Residential Junior Citizens Transition Visits Leavers' Assembly School Nurse (Puberty & Sex Ed) Learning Away

Business Link Project (1x per year min)	Furness College Project – Quality work and communication challenge addressed through application for work experience. Holker Estates – Cartmel Racecourse – Creative Thinking and Teamwork challenge to design a race meet program. BAE systems – submarine/periscope project – Teamwork challenge to produce a model submarine.			Evening Mail – Day as journalist – writing comp. ESH – Pulleys and Levers Leavers' Assembly			
	Yr5			**Yr6**			
PSHE, Pupil Voice & Social Skills	WoW Be the Best you can be → Bluebirds →		WoW	WoW School Nurse (Puberty) WoW Young Researchers?	WoW CADAS WoW	Junior Citizens School Nurse (Puberty & Sex Ed) Evening Mail – Day as journalist – writing comp.	
Challenges; setting own targets; choosing own levels of task; self and peer assessment; trips; Business projects and visitors; healthy tuck shop and dinners; after school clubs; Parliament; fundraising; competitions; school productions.							
Children Leading Learning & G&T Opportunities		'Children as Teachers' Challenge		Guiness Book of Records News report for entrance hall.	Evening Mail – Day as journalist – writing comp.	Learning Away	
Children actively involved in evaluation and adaptation of the curriculum through questionnaires and evaluations. Chn choosing own level of task; Children have input into direction of topics based on experience and questioning.							
Roles & Responsibilities (Monitors & Ambassadors)	• Attitude Ambassadors • Gate monitors • Play Leaders • Peer Supporters • School ambassadors			• Prefects • Librarians • Posties • Tuck shop • Dinner time support			

Victoria Academy

Learning Format



Aim: to enable all of our students to become

- Successful Learners
- Confident Individuals
- Responsible Citizens

Talk Partners

Learning Maps

Learning

Journey

arning Wall

Up-Level

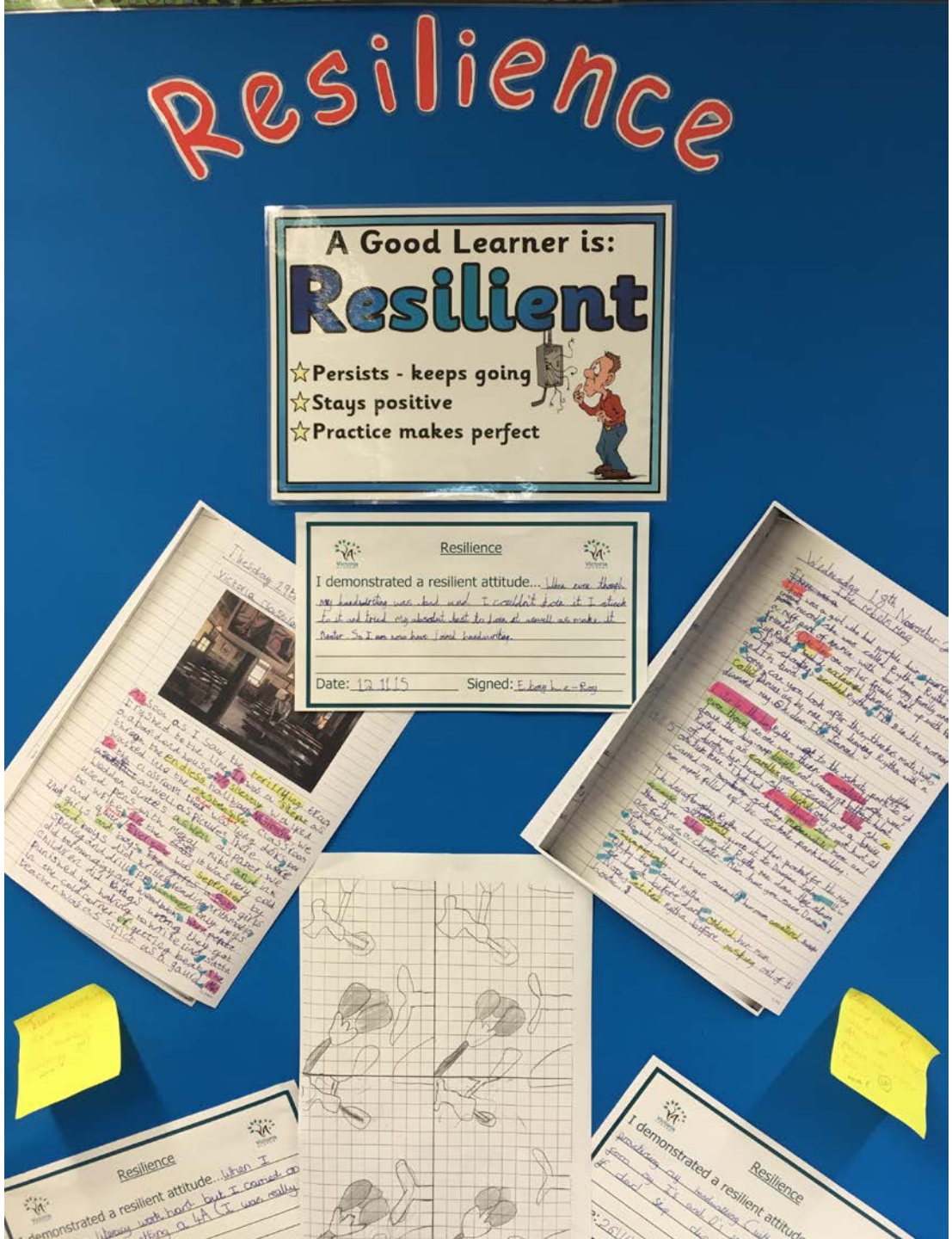
M.T.R

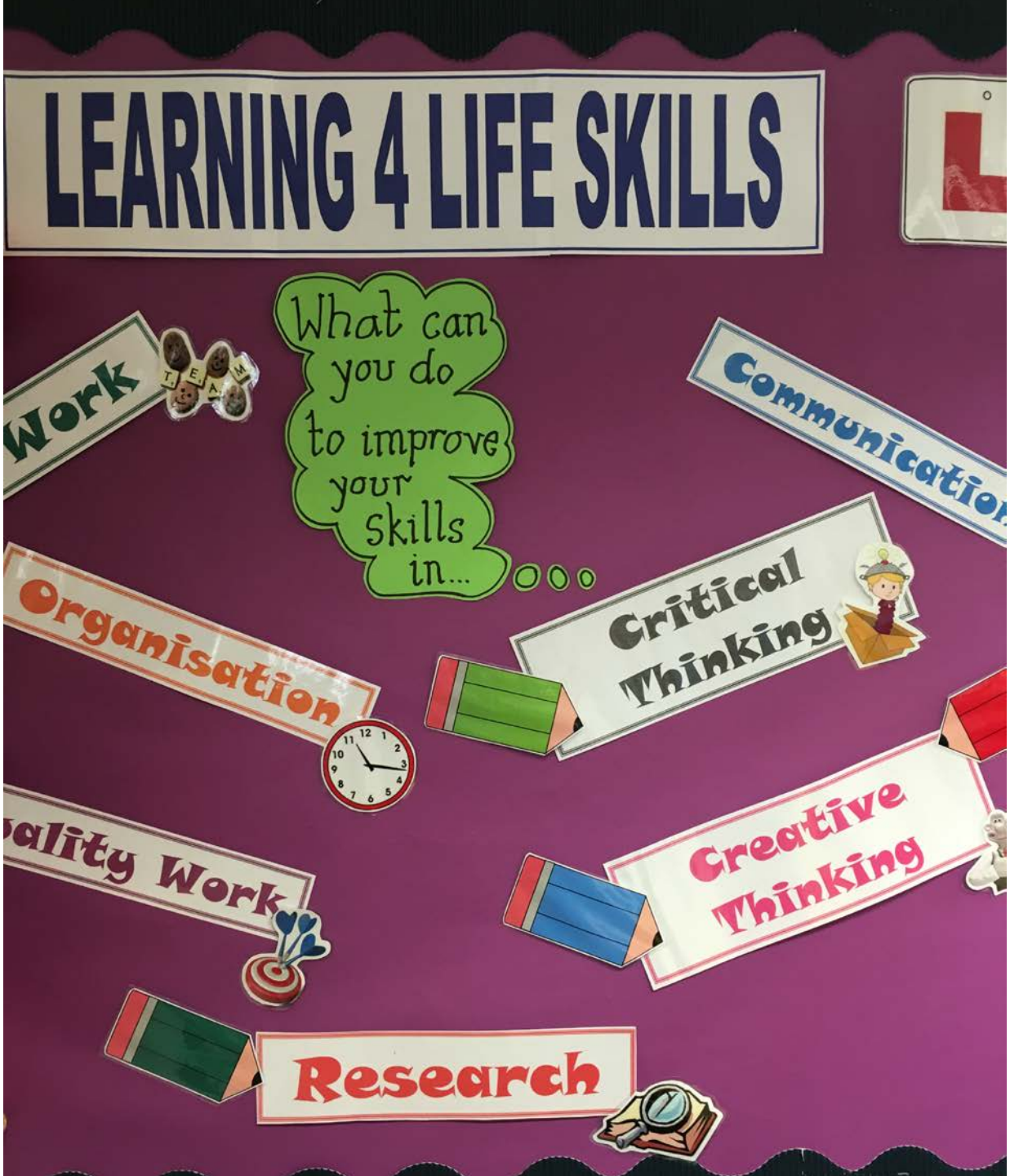
Asking Questions

My Learning

Community Builders

Independent Learner


Resilience
A Good Learner is:
Resilient
Persists - keeps going
Stays positive
Practice makes perfect
Resilience
I demonstrated a resilient attitude...
Date:
Signed:
Resilience
I demonstrated a resilient attitude...
Resilience
I demonstrated a resilient attitude


LEARNING 4 LIFE SKILLS
What can you do to improve your skills in...
Work
Communication
Organisation
Critical Thinking
Creative Thinking
Research

We were so proud and happy
to receive so many Thank yous.

Ryan Bickle

Just a note to say...

Thank You

THANK YOU VERY
MUCH FOR MY HARVEST
GIFT. IT WILL COME
IN VERY HANDY THIS
WINTER. HOPE YOU ALL
HAVE A LOVELY
CHRISTMAS WITH LOTS
OF good THINGS

X X X FROM
MRS DOT BUTLER

I am skilled in
Dealing with Failure
I am skilled in
Resilience
I am skilled in
Commitment
I am skilled in
Communication
I am skilled in
Teamwork
I am skilled in
Problem Solving
F
E
S
P
Linking Education and Bus

Institution of MECHANICAL ENGINEERS
IMPROVING THE WORLD THROUGH ENGINEERING.
We are the Institution of Mechanical Engineers. Wherever there is an engineering challenge, you'll find us. Our members work at the heart of the country's most important and dynamic industries.
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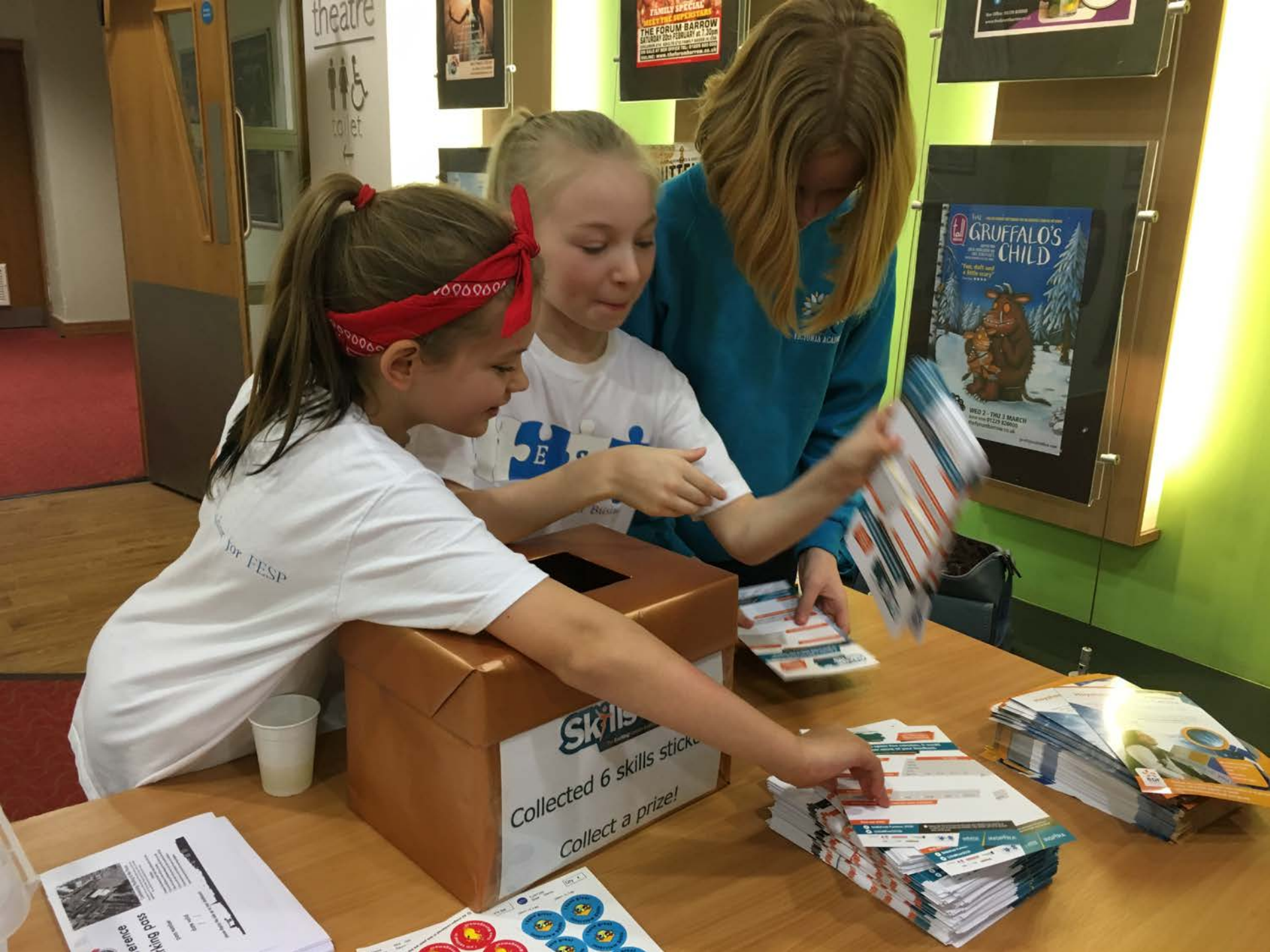
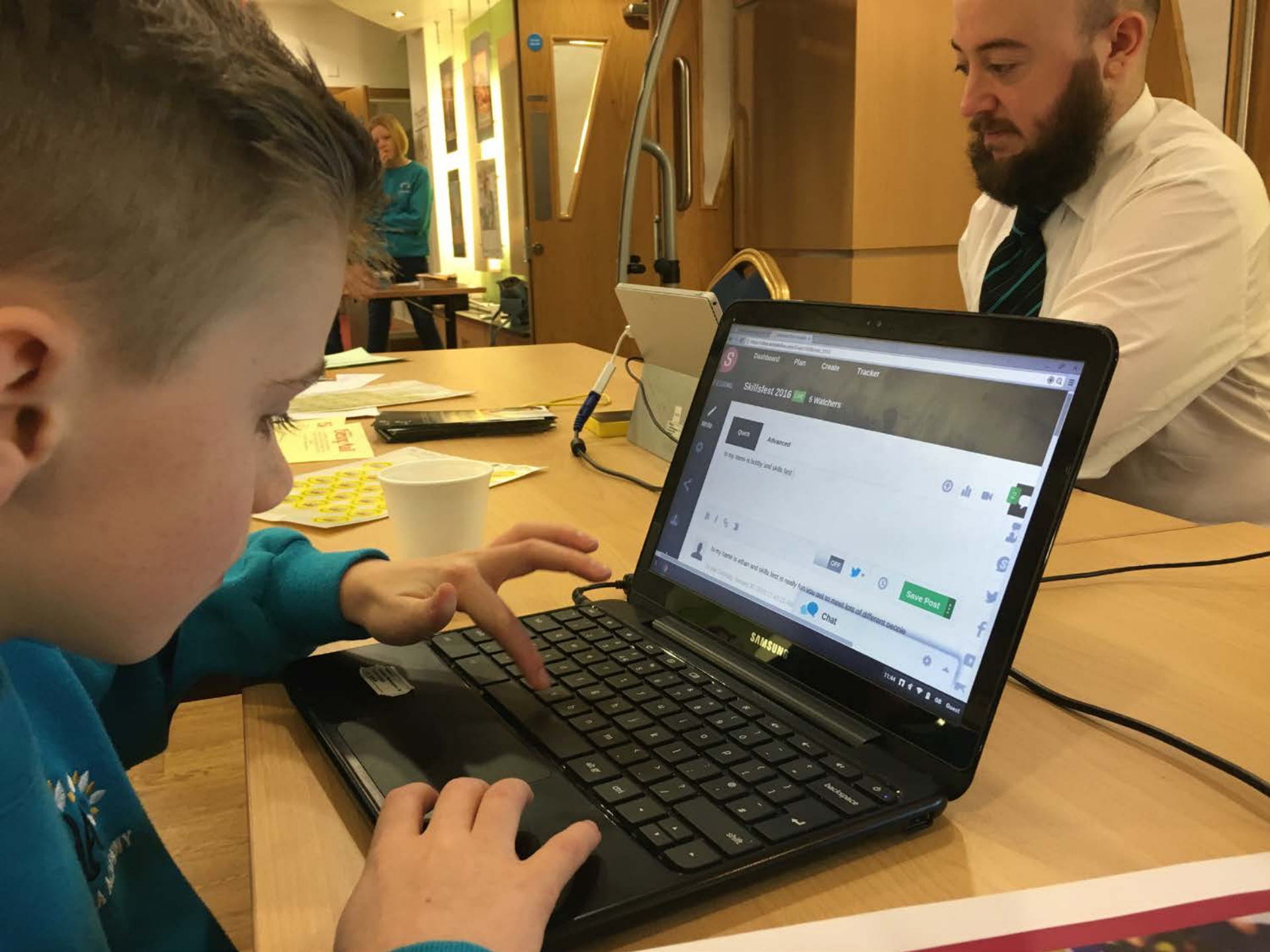
HARIBO
Tangfastics
Smart Satellites


theatre
toilet
GRUFFALO'S CHILD
Collected 6 skills stick
Collect a prize!


Dashboard
Plan
Create
Tracker
Skillsfest 2016
5 Watchers
Quick
Advanced
Save Post
Chat
SAMSUNG

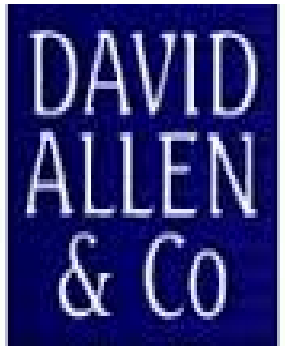
WHAT IS BUILDING MY SKILLS?

A free programme delivered by business to local schools with purpose of making young people more employable…

Academic success makes up only 1 small part of a young persons ‘workplace toolbox’.

It is our responsibility as employers to help prepare the workforce of the future...

DELIVERY BUSINESSES



Character Attributes and Key Skills

Learning	Business	Youth Social Action
Deep Engagement	**Positive Attitude**	**Passion**
Resilience	**Resilience**	**Resilience**
Teamwork	**Team Player**	**Teamwork**
Creativity	**Creative Thinking**	**Curiosity**
Self efficacy	**Confidence**	**Empowered**
Self Evaluation	**Critical Analysis**	**Reflective**
Child led	**Self Directed**	**Youth Led**

Writing My Own Future

Making Positive Contributions

Furness Future Leaders Academy

Meet the Young Campaigners!

46 children explored and developed leadership skills by learning and leading their own social action campaigns.

Cumbria Development Education Centre

Victoria ACADEMY

There were lots of different sessions which helped us think about taking action to make the world more **fair or sustainable...**

Generating electricity using lemons, with Oxley's (a local company that makes LED lights) helped us think about ways of reducing CO2 emissions.

...and we realised that lots of the challenges the world faces are **interconnected...**

Learning about hygiene with apprentices from GSK, and learning about the work that they have done supporting the charity ‘Save the Children’ to help reduce disease in poorer countries

Here's the website we created, with help from the NW Evening Mail

solution4pollution.doodlekit.com

Google Calendar | Google Maps | Scans | Blackboard | GLP | cdec-trustees | Cisco Systems - Gue...

Login

Enter search keyword(s)

Solution4Pollution

Pollution's bad, get mad!

Home | Facts | How you can help? | Quiz | About us | Useful links

This website has been built by Furness Future Leaders - a group of children from Cumbria who are campaigning to raise awareness of the causes of pollution, and encouraging people to make small changes to that have a big impact!

Home

Pollution is a well known word but what does it really mean? If you look it up in a dictionary you will find
"the introduction of harmful substances or products into the environment". The emission of greenhouse gases particularly CO2 is leading to global warming. Every other day new industries are being set up, new vehicles come on roads and trees are cut to make way for new homes. All of them, in direct or indirect ways, lead to an increase in CO2 in the environment. The increase in CO2 leads to melting of polar ice caps which increases the sea level and pose danger for the people living near coastal areas.

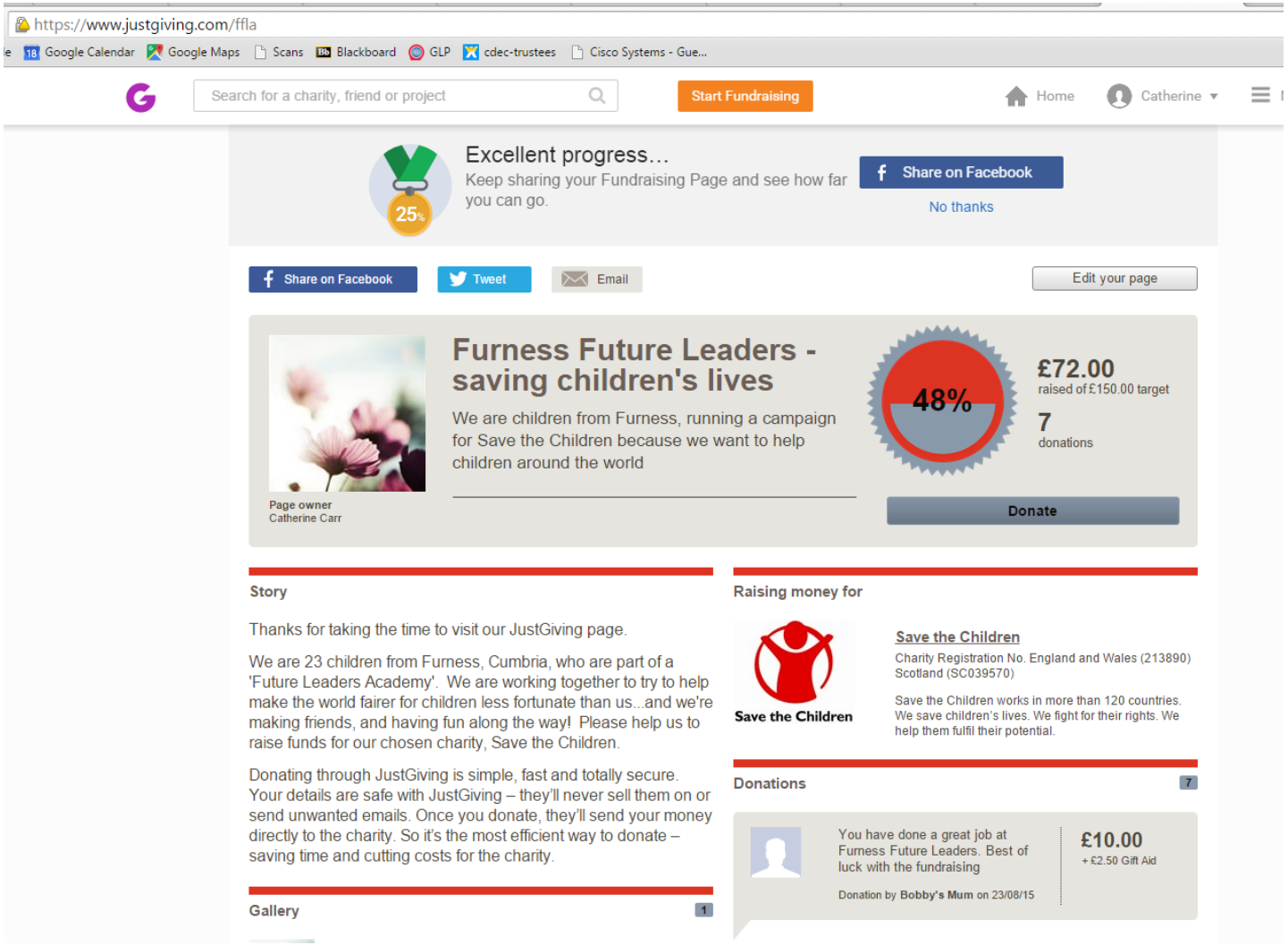
Did you know..?

Factory farming pollutes environments, contaminating the natural world

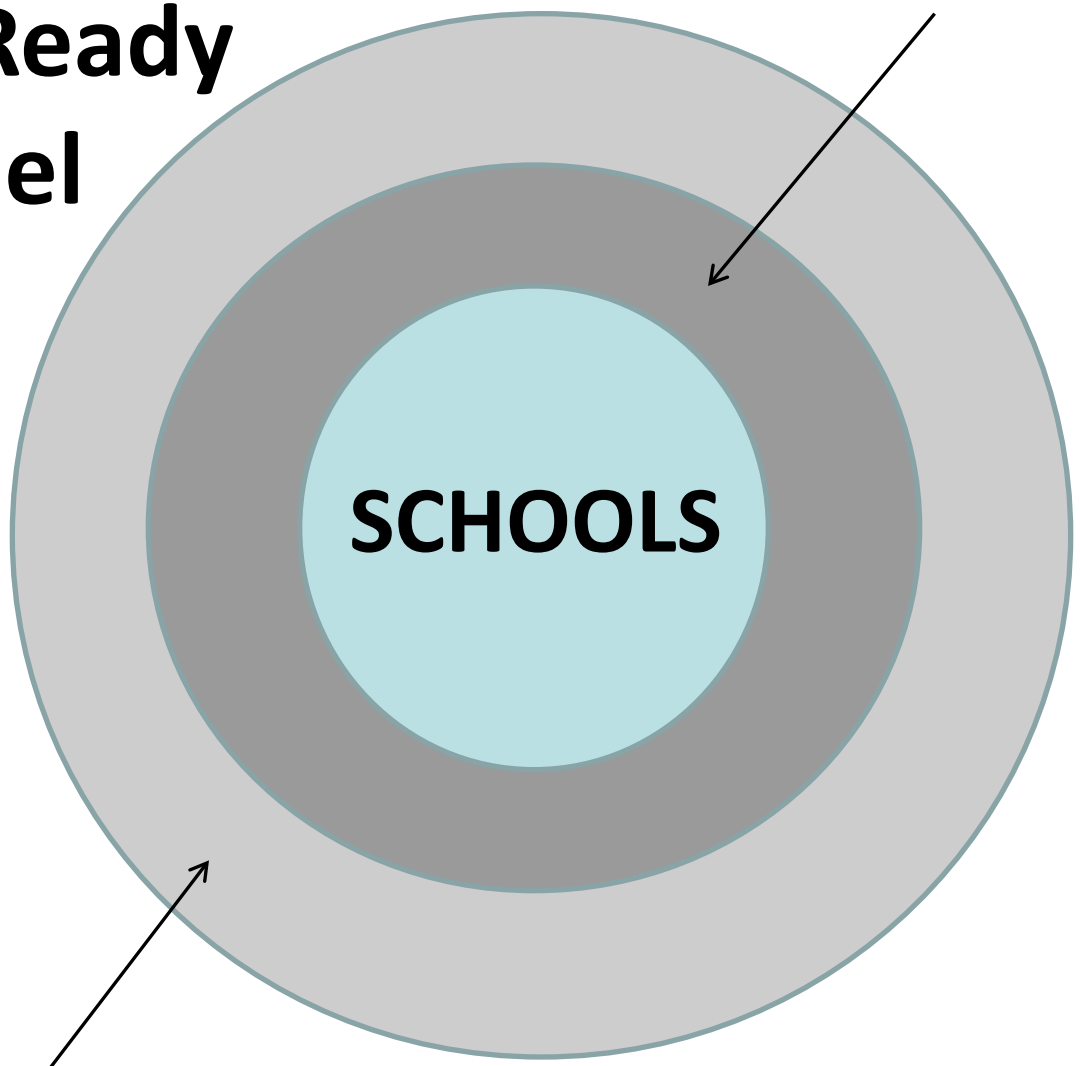
Recording a radio feature with CanDoFM

In a local supermarket, we told people about our campaign, gave out leaflets, and asked people to donate.

And just two days later we had reached 50% of our fundraising target!



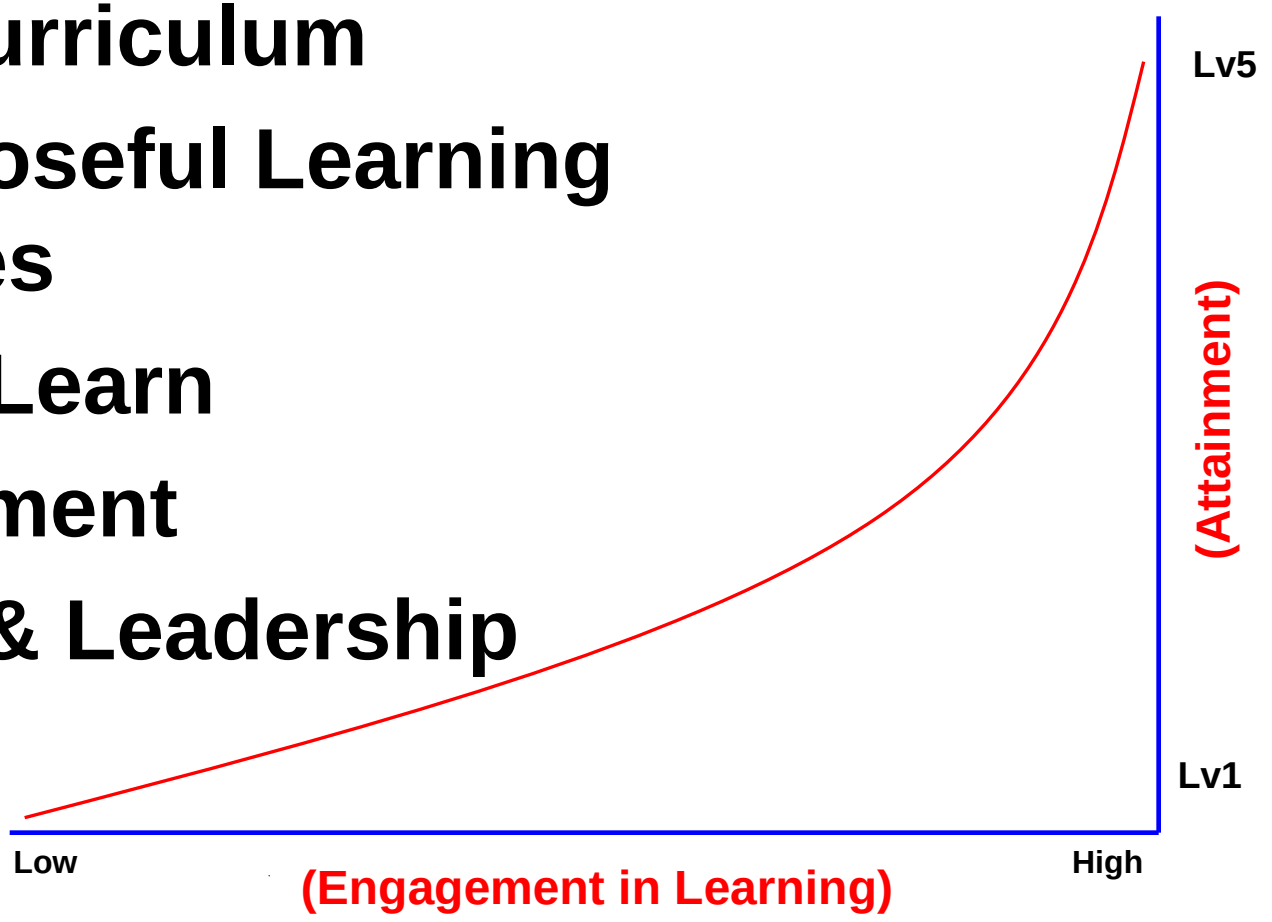
Furness Future Ready Model



	Beginner (KS2)	Phase 1 (KS2)	Phase 2 (KS3)	Phase 3 (KS3)	Phase 4 (KS4)	Phase 5 (Post 16)
Risk Taking and Can do attitude	I understand what a can do attitude is and will sometimes try new things I have not done before	When I try new things, I understand that I will sometimes have to take risks and make mistakes but I don't let this put me off	I am confident to try new things, I apply what I have learned from previous experience and mistakes to enable the new things I try to be more successful	I understand that risk can mean change and not all risks are equal. I can weigh up the risk and make calculated judgements based on potential outcomes. Through a 'just do it' attitude I am able to seek positive solutions	I seize new opportunities as they arise and have a positive attitude towards change. I have the confidence to take a calculated risk and drive things forward knowing the benefit of the potential outcome will be worth the risk	I have the confidence and vision to look for new opportunities and try new things. I have a willingness to rise to any challenge with resilience and determination and never give up
Self Management (including planning, organisation, time management and goal setting,) using initiative	When given a task I can complete it in a set time I understand that not everything will be done for me.	I can find out what I need to do and when it needs to be done I can plan the steps I need to achieve a goal I have been set and can complete that goal on time I can see when it is good to do something without being told and can evaluate my process and end product	I am beginning to decide for myself what I need to do to achieve a task I can set my own goals, meet milestones and through supported evaluation can adapt my plans and product throughout a task	I feel confident to have ideas and can organise and carry out a plan, evaluating throughout, to achieve a high quality end product in a set timeframe	I can plan effectively setting my own goals and deadlines I can effectively multi task and use my initiative to realise these goals and manage the workload I can offer options or solutions to others to support their work	I can organise myself showing personsal responsibility, intitative and be enterprising with a commitment to learning and self improvement

The Key Elements
- increasing learner engagement

- Learning Community
- Localised Curriculum
- Real & Purposeful Learning Opportunities
- Learning to Learn
- Self Assessment
- Pupil Voice & Leadership



MONITOR
I am skilled in
Problem Solving
I am skilled in
Communication
VICTORIA ACADEMY

Key Questions

- What made us keep going?
- What were the challenges
- Top Tips

…any thoughts/questions?