

5

- 100 Develop a student-led allotment or garden
- 99 Visit a university open day with a parent
- 98 Plan a visit away from school on your own
- 97 Lead young peers in a community project
- 96 Join a national-level organisation or club
- 95 Organise and manage an entire charity event
- 94 Help to plan and organise a family trip
- 93 Present to a whole year group or lead an assembly
- 92 Get a letter published in the local newspaper
- 91 Lead a course based on a new area of learning
- 81 Mentor five younger peers over the course of a year
- 82 Represent a county or higher level in a sport of choice
- 83 Lead a reading group to support younger peers
- 84 Develop a complete learning schedule
- 85 Attend a performance of unfamiliar art form
- 86 Sustain a society for 3 months or more at least
- 87 Attend an information session at a university
- 88 Organise an event or festival of creative work
- 89 Plan and cook a meal for the whole family
- 90 Visit a major city and explore its sights

4

- 80 Organise an environmental effort in the local area
- 79 Research university courses with a parent
- 78 Go on a foreign visit with a school group
- 77 Plan a community project to help a local cause
- 76 Achieve a qualification in an out of school activity
- 75 Present about your charity efforts to other peers
- 74 Support a family member in need of help
- 73 Present in front of senior staff from school
- 72 Support a local political change in the community
- 71 Take a course to learn a new skill
- 61 Plan and deliver a whole lesson to a class of peers
- 62 Coach a sports activity for peers in school
- 63 Read a classic and discuss it with a teacher
- 64 Plan a revision timetable for examinations
- 65 Go to the theatre to watch a full-length play
- 66 Form a group or society within school
- 67 Complete a placement in work for at least a week
- 68 Write a full-length novel, play, poem, dance
- 69 Complete the family's shopping on your own
- 70 Learn a language to conversation standard

3

- 60 Regularly take part in a local effort for environment
- 59 Select your options with parents involved
- 58 Helping to plan a school visit with a teacher
- 57 Contact a local official about a project you support
- 56 Perform a skill or attribute in front of peers
- 55 Volunteer regularly to help a charity or group
- 54 Help a sibling or family friend to study
- 53 Present to a group of more than fifty people
- 52 Support an elderly person in the local community
- 51 Research a new skill or interest area for 1st time
- 41 Plan learning activities to help others improve
- 42 Plan and follow a healthy diet for a month
- 43 Join a reading group or form one with friends
- 44 Discuss your progress at school with a parent
- 45 Go to a concert to see a band or artist you like
- 46 Plan an activity for a school club session
- 47 Research a future career pathway of interest
- 48 Share your creative work with peers for feedback
- 49 Clean the whole of the house without help
- 50 Make contact with a student from abroad

2

- 40 Plant something to improve local environment
- 39 Discuss future career plans with parents
- 38 Attend a residential visit away from school
- 37 Get involved in a community project for a half-term
- 36 Play music or take part in a performing arts activity
- 35 Give some time to help a charity or social group
- 34 Look after a younger sibling or relative
- 33 Plan and lead a session for a whole form group
- 32 Help a neighbour with a simple task or chore
- 31 Share a hobby or interest with others
- 21 Teach a peer about some learning that you know well
- 22 Play regularly for a sports team in your own time
- 23 Read a challenging book in a new genre/culture
- 24 Involve a parent in some school learning or homework
- 25 Go to see a film at an independent cinema
- 26 Support leading a club alongside a teacher
- 27 Consider options with career goals in mind
- 28 Write poetry, prose, song or drama for pleasure
- 29 Mow the lawn and complete the gardening
- 30 Try foods from a wide variety of cultures

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- 20 Contribute to a local nature or wildlife effort
- 19 Find out about a parent's career choices
- 18 Take part in a school visit of any description
- 17 Find out about the work of a community group
- 16 Join an out of school organisation or club
- 15 Research a charity or social group you endorse
- 14 Reflect on your role within your family
- 13 Present something to a group in a lesson
- 12 Have a conversation with a nearby neighbour
- 11 Regularly engage in a hobby or interest
- 1 Help another student to learn when they struggle
- 2 Play a sport/ keep fit inside or outside of school
- 3 Read a book of your choice from start to finish
- 4 Organise a place to work effectively at home
- 5 Listen to a critically-acclaimed album in full
- 6 Take part in a school club or activity voluntarily
- 7 Plan some possible career or life goals
- 8 Keep a regular diary of your life experiences
- 9 Complete a regular chore or task to help out at home
- 10 Research a culture other than your own

**COMMUNITY**  
 Students should try to be active, positive presences in their local community. They should seek opportunities to be a positive force for change, supporting projects and charities which make a difference for local residents.

**SCHOOL**  
 Students should find opportunities to develop the wider learning skills that will help them to make effective progress in school. They should be confident, articulate presenters and use their abilities to support other learners in their own studies.

**HOME**  
 Students should be a supportive presence in their own home, building productive and mutually beneficial relationships with their parents. They should seek to appreciate the challenges of running a household and assist where they can in this.

**ENRICHMENT**  
 Students should look outside of both school and their own comfort zones to seek wider personal development experiences. They should look to other clubs, activities, organisations and courses to develop themselves beyond the school day.

**CULTURAL**  
 Students should actively seek to engage with other cultures, both in their own country and beyond. They should also positively seek to explore new cultural experiences, enhancing their knowledge of arts and culture in the world outside.

**PERSONAL DEVELOPMENT**



## EXCELLENCE — ACADEMY —

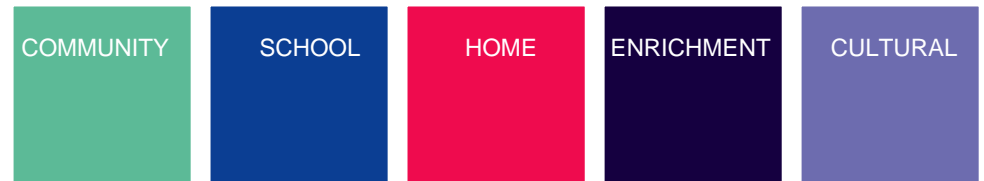
The Excellence Academy strategy is based around ensuring that students reach their full potential through a combination of focused mentoring, experiences outside of the classroom and outstanding teaching. We make a commitment that all Excellence Academy students will be taught by highly effective teachers in their core subjects, offering them the very best chance to succeed. Students from Coppice regularly achieve the very highest grades at both GCSE and A Level, and we aim to ensure that record numbers have the opportunity to attend the very best universities in the future.

We also expect our Excellence Academy students to contribute significantly to life at Coppice and provide a benchmark for their peers to follow. To ensure the group has a real 'challenge-plus' ethos, there is an expectation that students stay for additional study periods after school, participate in extra-curricular activities and are willing to give up their time to act as ambassadors at whole school events throughout the calendar year. We aim for these students to gain maturity, responsibility and leadership qualities, so these additional expectations are essential to the Excellence Academy experience and a mandatory part of the programme.

The Excellence Academy begins in Year 7 with opportunities to attend extra-curricular society meetings such as Up for Debate, The Shakespeare Society, and others covering topics such as art, film and the humanities. The programme then continues in to Year 8 with further opportunities to attend societies. Both years also enable Excellence Academy students to take part in trips to extend their knowledge and experience beyond the curriculum. Year 9 Excellence Academy students begin to look at the world of work and employability skills. This includes the opportunity to be part of the Young Enterprise competition run by HSBC. Year 10 students will be encouraged to think beyond Coppice, and explore opportunities for the future. In Year 11, the Excellence Academy focuses on study skills and team building activities to enable students to become better learners and prepare for exams, whilst developing their social skills too.



As well as developing their academic skills and knowledge, the Excellence Academy seeks to develop students into model citizens too. We want them to be thoughtful, committed and curious individuals who have social consciences. In order to achieve this, we have come with a hundred things that a young person can do outside of the classroom to develop themselves, separated into five areas: Community, School, Home, Cultural and Enrichment.



By completing as many of these activities as possible both within school and outside of it, we will have all worked together to develop a well-rounded young person who is ready for academic challenge and social success. Staff within school will be involved in seeking out and providing these experiences, but many of them can be accessed and arranged outside of the school curriculum. All we ask is for proof that these activities have taken place, and the opportunity to discuss them with students subsequently. Evidence can be collected in your scrapbook. Level 1 equates to Year 7, and level 5 equates to Year 11.

We firmly believe that what a child achieves outside of the classroom should be given equal weight to what they achieve within it, and with this programme we will give our most able students the best chance to be successful.

## COMMUNITY

Students should make an effort to be active, positive presences in their local community. They should seek opportunities to be a positive force for change, supporting projects and charities which make a difference for local residents.



# 5

**100**  
Develop a student-led allotment or garden

**97**  
Lead young peers in a community project

**95**  
Organise and manage an entire charity event

**92**  
Get a letter published in the local newspaper

# 4

**80**  
Organise an environmental effort in the local area

**77**  
Plan a community project to help a local cause

**75**  
Present about your charity efforts to other peers

**72**  
Support a local political change in the community

# 3

**60**  
Regularly take part in a local effort for environment

**57**  
Contact a local official about a project you support

**55**  
Volunteer regularly to help a charity or group

**52**  
Support an elderly person in the local community

# 2

**40**  
Plant something to improve local environment

**37**  
Get involved in a community project for a half-term

**35**  
Give some time to help a charity or social group

**32**  
Help a neighbour with a simple task or chore

# 1

**20**  
Contribute to a local nature or wildlife effort

**17**  
Find out about the work of a community group

**15**  
Research a charity or social group you endorse

**12**  
Have a conversation with a nearby neighbour

SCHOOL

Students should find opportunities to develop the wider learning skills that will help them to make effective progress in school. They should be confident, articulate presenters and use their abilities to support other learners in their own studies.



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81  
Mentor five younger peers over the course of a year

98  
Plan a visit away from school on your own

86  
Sustain a society for 3 months or more at least

93  
Present to a whole year group or lead an assembly

61  
Plan and deliver a whole lesson to a class of peers

78  
Go on a foreign visit with a school group

66  
Form a group or society within school

73  
Present in front of senior staff from school

41  
Plan learning activities to help others improve

58  
Helping to plan a school visit with a teacher

46  
Plan an activity for a school club session

53  
Present to a group of more than fifty people

21  
Teach a peer about some learning that you know well

38  
Attend a residential visit away from school

26  
Support leading a club alongside a teacher

33  
Plan and lead a session for a whole form group

1  
Help another student to learn when they struggle

18  
Take part in a school visit of any description

6  
Take part in a school club or activity voluntarily

13  
Present something to a group in a lesson

# HOME

Students should be a supportive presence in their own home, building productive and mutually beneficial relationships with their parents. They should seek to appreciate the challenges of running a household and assist where they can in this.



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|   |  |  |  |
|---|--|--|--|
| 99  | 84   | 94                                       | 89   |
| Visit a university open day with a parent | Develop a complete learning schedule                 | Help to plan and organise a family trip  | Plan and cook a meal for the whole family            |
| 79  | 64   | 74                                       | 69   |
| Research university courses with a parent | Plan a revision timetable for examinations           | Support a family member in need of help  | Complete the family's shopping on your own           |
| 59  | 44   | 54                                       | 49   |
| Select your options with parents involved | Discuss your progress at school with a parent        | Help a sibling or family friend to study | Clean the whole of the house without help            |
| 39  | 24   | 34                                       | 29   |
| Discuss future career plans with parents  | Involve a parent in some school learning or homework | Look after a younger sibling or relative | Mow the lawn and complete the gardening              |
| 19  | 4  | 14                                       | 9  |
| Find out about a parent's career choices  | Organise a place to work effectively at home         | Reflect on your role within your family  | Complete a regular chore or task to help out at home |

## ENRICHMENT

Students should look outside of both school and their own comfort zones to seek wider personal development experiences. They should look to other clubs, activities, organisations and courses to develop themselves beyond the school day.



# 5

**82**  
Represent a county or higher level in a sport of choice

**96**  
Join a national-level organisation or club

**87**  
Attend an information session at a university

**91**  
Lead a course based on a new area of learning

# 4

**62**  
Coach a sports activity for peers in school

**76**  
Achieve a qualification in an out of school activity

**67**  
Complete a placement in work for at least a week

**71**  
Take a course to learn a new skill

# 3

**42**  
Plan and follow a healthy diet for a month

**56**  
Perform a skill or attribute in front of peers

**47**  
Research a future career pathway of interest

**51**  
Research a new skill or interest area for 1st time

# 2

**22**  
Play regularly for a sports team in your own time

**36**  
Play music or take part in a performing arts activity

**27**  
Consider options with career goals in mind

**31**  
Share a hobby or interest with others

# 1

**2**  
Play a sport/keep fit inside or outside of school

**16**  
Join an out of school organisation or club

**7**  
Plan some possible career or life goals

**11**  
Regularly engage in a hobby or interest

## CULTURAL

Students should actively seek to engage with other cultures, both in their own country and beyond. They should also positively seek to explore new cultural experiences, enhancing their knowledge of arts and culture in the world outside.



5  
4  
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|   |  |  |   |
|---|--|--|---|
| 83  | 85   | 88   | 90  |
| Lead a reading group to support younger peers   | Attend a performance of unfamiliar art form      | Organise an event or festival of creative work   | Visit a major city and explore its sights |
| 63  | 65   | 68   | 70  |
| Read a classic and discuss it with a teacher    | Go to the theatre to watch a full-length play    | Write a full-length novel, play, poem, dance     | Learn a language to conversation standard |
| 43  | 45   | 48   | 50  |
| Join a reading group or form one with friends   | Go to a concert to see a band or artist you like | Share your creative work with peers for feedback | Make contact with a student from abroad   |
| 23  | 25   | 28   | 30  |
| Read a challenging book in a new genre/culture  | Go to see a film at an independent cinema        | Write poetry, prose, song or drama for pleasure  | Try foods from a wide variety of cultures |
| 3   | 5  | 8  | 10  |
| Read a book of your choice from start to finish | Listen to a critically-acclaimed album in full   | Keep a regular diary of your life experiences    | Research a culture other than your own    |

