

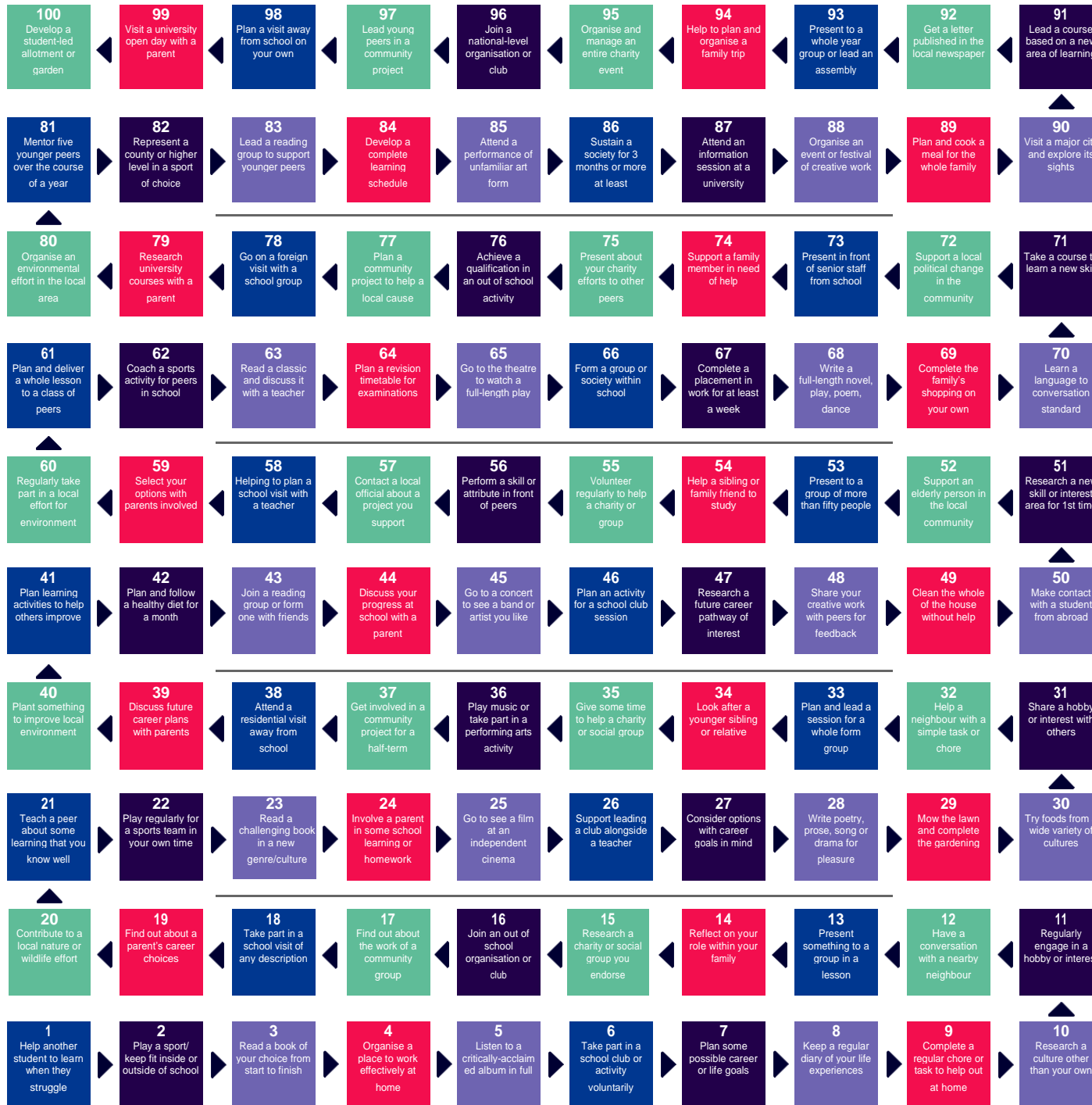
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COMMUNITY

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 —

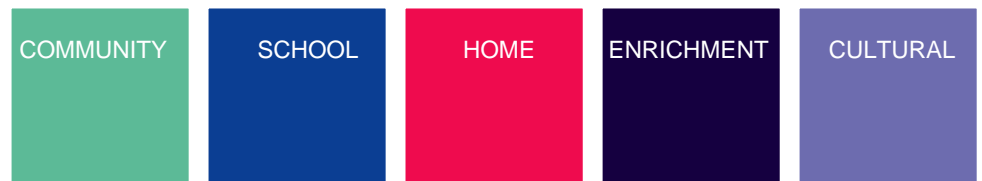
The Excellence Academy strategy is based around ensuring that students reach their full potential through a combination of focused mentoring, experiences outside of the classroom and outstanding teaching. We make a commitment that all Excellence Academy students will be taught by highly effective teachers 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.



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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



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



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



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



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

4

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

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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

2

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

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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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Visit a university open day with a parent

84

Develop a complete learning schedule

94

Help to plan and organise a family trip

89

Plan and cook a meal for the whole family

79

Research university courses with a parent

64

Plan a revision timetable for examinations

74

Support a family member in need of help

69

Complete the family's shopping on your own

59

Select your options with parents involved

44

Discuss your progress at school with a parent

54

Help a sibling or family friend to study

49

Clean the whole of the house without help

39

Discuss future career plans with parents

24

Involve a parent in some school learning or homework

34

Look after a younger sibling or relative

29

Mow the lawn and complete the gardening

19

Find out about a parent's career choices

4

Organise a place to work effectively at home

14

Reflect on your role within your family

9

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.



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82 Represent a county or higher level in a sport of choice <input type="text"/>	96 Join a national-level organisation or club <input type="text"/>	87 Attend an information session at a university <input type="text"/>	91 Lead a course based on a new area of learning <input type="text"/>
62 Coach a sports activity for peers in school <input type="text"/>	76 Achieve a qualification in an out of school activity <input type="text"/>	67 Complete a placement in work for at least a week <input type="text"/>	71 Take a course to learn a new skill <input type="text"/>
42 Plan and follow a healthy diet for a month <input type="text"/>	56 Perform a skill or attribute in front of peers <input type="text"/>	47 Research a future career pathway of interest <input type="text"/>	51 Research a new skill or interest area for 1st time <input type="text"/>
22 Play regularly for a sports team in your own time <input type="text"/>	36 Play music or take part in a performing arts activity <input type="text"/>	27 Consider options with career goals in mind <input type="text"/>	31 Share a hobby or interest with others <input type="text"/>
2 Play a sport/ keep fit inside or outside of school <input type="text"/>	16 Join an out of school organisation or club <input type="text"/>	7 Plan some possible career or life goals <input type="text"/>	11 Regularly engage in a hobby or interest <input type="text"/>

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.



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83

Lead a reading group to support younger peers

85

Attend a performance of unfamiliar art form

88

Organise an event or festival of creative work

90

Visit a major city and explore its sights

63

Read a classic and discuss it with a teacher

65

Go to the theatre to watch a full-length play

68

Write a full-length novel, play, poem, dance

70

Learn a language to conversation standard

43

Join a reading group or form one with friends

45

Go to a concert to see a band or artist you like

48

Share your creative work with peers for feedback

50

Make contact with a student from abroad

23

Read a challenging book in a new genre/culture

25

Go to see a film at an independent cinema

28

Write poetry, prose, song or drama for pleasure

30

Try foods from a wide variety of cultures

3

Read a book of your choice from start to finish

5

Listen to a critically-acclaimed album in full

8

Keep a regular diary of your life experiences

10

Research a culture other than your own

