

WCSQM Student Character Campaign – COMPLETED SAMPLE FORM - Secondary



The secondary assessment framework has six areas:



Each area has a number of characteristics.

This is a WCSQM completed sample form which provides examples for every characteristic across every area.

It is

- for the school’s internal use as they see fit
- to help complete the student submission form.

Use the student submission form to **nominate students for the WCSQM Student of the Month Award**. Students only need to prove ONE characteristic from one area on the student submission form for the **Award**.

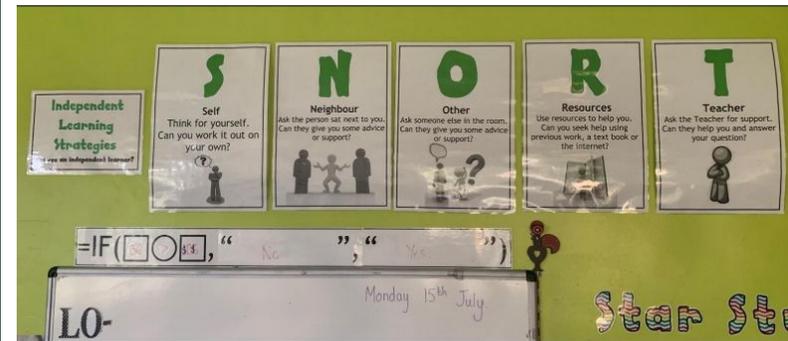
 1. I am an excellent learner, dedicated to life- long learning because I...	
Characteristics	
a...understand the importance of learning from mistakes, and build up intellectual and emotional resilience <i>I am in the student team which runs assemblies for our year group. We run assemblies on, for example, learning from mistakes, and resilience. We have to understand the issues that we are presenting on.</i> Description of evidence: <i>Sample of assembly power point that I created.</i>	



b...exercise intellectual curiosity, and work independently, creatively and inventively

I have learned at my school, something called the 'SNORT' method. This means that if I am struggling with a task, I must not go straight to the teacher. Instead, I must work independently to solve my problem. I can be inventive and creative by asking other people to help me. I can show my curiosity by researching information to help me solve my problem.

Description of evidence: School display for independent learning strategies.



c...demonstrate an entrepreneurial spirit

In order to raise money for our chosen Charity of the Year 'Operation Orphan,' each year group was challenged against each other to raise the most money. I led the challenge for our year group. Our year group raised £539 for the charity through organising bake sales, discos, games, penny drives and sponsored silences.

Description of evidence: A page from the charity's website featuring me working for our campaign.

A few of the students from our school spend time at the project today. The managing Director spent some time sharing special stories of how their amazing donation will help boys and girls around the world but also in our local community through the Forget-Me-Notts project. After they had been filled with stories from around the world the team headed to the warehouse where they completed important tasks for the local project.



All of these pillows as seen in the above picture and many other items are brand new but were heading to be recycled. Instead of this waste kindly the company donated all of this stock to Operation Orphan where it will now be given to at risk children across the Midlands who may not otherwise have a bed to sleep in.

d...reflect on my achievements, revise and improve my ideas
We have the 4Rs at my school to help me and these are all about reflection, revision and improvement. I won the class certificate for carrying out the 4Rs most consistently.
 Description of evidence: *The 4Rs.*

What do we want them to be?

- **Responsible**
 - I will be actively involved in a school or community event.
 - I will learn about someone else's culture.
 - I will be kind and polite at all times.
 - I will represent the school in an academic, sporting or community event.
 - I will make an active contribution to improving the environment.
 - I will attend a national sporting or cultural event.
- **Resilient**
 - I will try something that I have not tried before.
 - I will regularly attend an extracurricular activity.
 - I will learn something that I thought I could not do.
 - I will experience the natural environment and learn outside.
 - I will attend an overnight residential or trip.
 - I will overcome a challenge.
- **Ready to Learn**
 - I will be proud of my work.
 - I will be ready to learn at all times.
 - I will play my part in creating a positive environment so that everyone can learn.
 - I will make the most of learning opportunities available to me.
 - I will work independently to research something that interests me.

By achieving the three 'R's I have achieved the fourth. I am 'Roundhill.'

e...use strategies for effective learning, such as the ability to memorise, summarise, rephrase and review
I follow the system at school that helps me be an effective learner - SHINE (Sit up straight; Hands still; In silence; Never interrupt; Eyes tracking the teacher). When the teacher says SHINE, I follow the instructions immediately and can move on with the lesson efficiently. Those who do not follow it receive a warning. I have never received a warning in the three years I have been at the school.
 Description of evidence: *My SHINE certificate.*



f...practice reading for enjoyment, accompanied by high levels of critical thinking

I participate in 'The Accelerated Reader Scheme' in the Library. It is an online reading comprehension quiz used to enhance my understanding and love of books- while also recommending further books for me to read based on previous books I've enjoyed. I was the first person to achieve 'Accelerated Reader Word Millionaire' this term, in the school.
 Description of evidence: *Me reading in the library.*



g...am an excellent researcher
I submitted a piece of research to the STEM festival about the addictive nature of video games and received a 'Highly Commended' award.
 Description of evidence: *My certificate for the STEM festival.*



h...am an exceptional learning role model to members of the school community, at all ages, and levels.
At my school we have Our School Way. It summarises the key fundamental values that we have to role model at the school, highlighting the importance of high expectations, and student responsibility. I have achieved a STAR certificate for demonstrating these values, every term I have been at school.
 Description of evidence: *Our School Way*





2. I am an exceptional leader and organiser because I...

Characteristics

a...inspire, encourage and recognise others

At the beginning of the year at school, we are shown rewards that each house can achieve, if we work together, and encourage each other to win each house challenge. I am the head of house for my year, and this year we have achieved all our rewards.

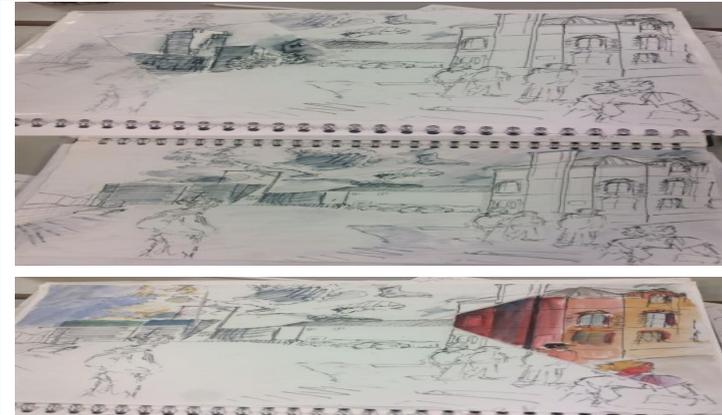
Description of evidence: *My house, with me, enjoying the rewards*



b...know how to plan effectively

I like art, and I plan my drawings effectively, by working through several drafts until I am confident of the outcome.

Description of evidence: *An example of my drafting process.*



c...am efficient

I ran the charity cake stall for our form class this year. I had to be highly efficient, because I was organising a team, making sure the cakes got sold, managing the finances, getting everything completed in one break time. We made the largest amount that any cake stall had made at our school.

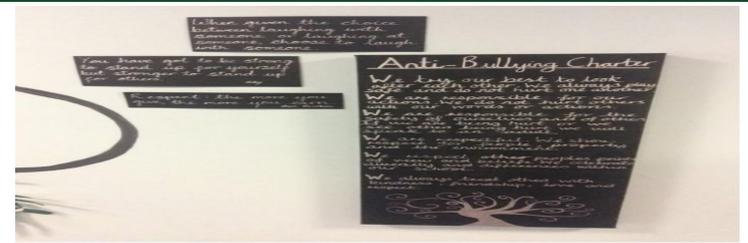
Description of evidence: *Our cake stall.*



d...am fair, trustworthy and ethical

We take anti-bullying very seriously at this school. I was chosen as a member of the student team to write the anti-bullying charter, because I am fair, trustworthy and ethical.

Description of evidence: *Anti-bullying charter.*



e...make effective decisions according to reliable evidence

At our school we follow the : HEAD, HEART, HANDS system. This means we start with evidence. We use our head to find evidence to support what we want to do. We put our heart into everything. We carry out our intention with our hands.

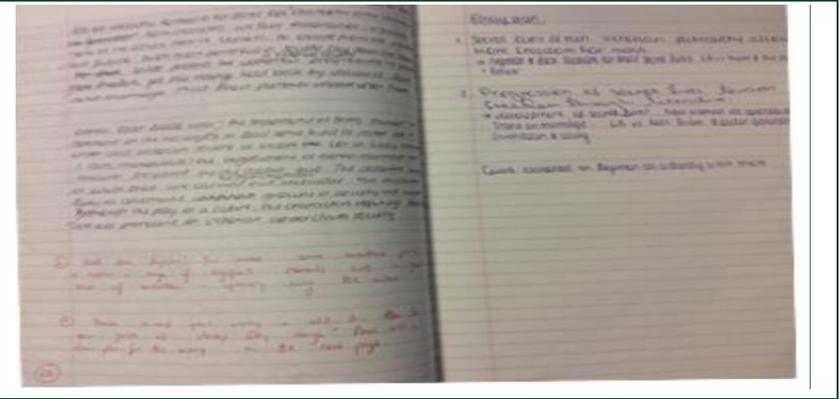
Description of evidence: *Head. Heart. Hands system.*



f... set myself goals and targets that enable me to reach my potential

The STAR marking system at our school means that we learn to consistently and relentlessly set ourselves targets to improve.

Description of evidence: *Example of my work with my self- set targets.*





3. I consistently out-perform students from similar contexts, and I am committed to continually improving my performance because I

Relevant skills and competences

a...know how to develop positive relationships with different groups of people

I am a student mentor. I have been trained to support other students who sometimes find it difficult to behave well. We have been trained to develop positive relationships with our mentee student, and all the staff they work with.

Description of evidence: *My mentor badge.*



b...achieve my potential and overcome obstacles

My teacher showed me my exam results last year. I had underachieved, and not reached my potential. My key obstacle was I was not spending enough time on homework. I got put in a target group and improved the quality of my homework. This year, I have achieved my potential in my exams.

Description of evidence: *Data from the target group showing improvement.*

2018 AP4 v 2019 AP4 Predicted

2018

Measure	All	Dis	LAC	Care Plan	Support	Male	Female	LAP	MAP	HAP	FFT5 Target
Cohort Size	163	19	1	4	3	65	98	13	75	72	163
P8	0.42	0.06	0.05	-0.23	-0.08	0.20	0.57	0.51	0.50	0.32	+1.13

2019

Measure	All	Dis	LAC	Care Plan	Support	Male	Female	LAP	MAP	HAP	FFT5 Target
Cohort Size	164	18	2	4	5	82	82	7	93	62	164
P8	0.386	0.481	1.321	-0.235	-0.211	0.076	0.696	0.753	0.458	0.235	0.820

c...have an area of expertise or specialism

I am a skilled crafter. For example, I won the competition to design and make a bag for the local museum, to be sold in their shop as the official museum bag.

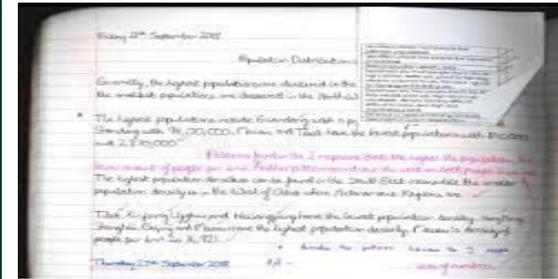
Description of evidence: *My bag (first on the left).*



d...can demonstrate methods and tools of continual improvement

We are taught lots of different ways to help us improve our work. For example, we can see how setting our own success criteria, marking our own work, and using a checklist improves our achievement.

Description of evidence: *Sample of my self-marking.*



e...am agile in response to changing needs and circumstances

Every week, what we do in tutor time changes. What we do depends on what is going on in the world, and what is going on locally. We have to prepare for a new debate every week. This means I am quick and efficient in my response to changing circumstances.

Description of evidence: *Tutor time timetable.*

Mon	Part 1 Register, planner and equipment check, student check in Part 2 Personal Development	Part 1 Register, planner and equipment check, student check in Part 2 Personal Development	Part 1 Register, planner and equipment check, student check in Part 2 Personal Development	Part 1 Register, planner and equipment check, student check in Part 2 Personal Development	Register and straight to assembly
Tues	Part 1 Register, planner and equipment check, student check in Part 2 PD - PD data log on 'BW' Part 3 Literacy reading	Part 1 Register, planner and equipment check, student check in Part 2 PD - PD data log on 'BW' Part 3 Literacy reading	Part 1 Register, planner and equipment check, student check in Part 2 PD - PD data log on 'BW' Part 3 Literacy reading	Register and straight to assembly	Part 1 Register, planner and equipment check, student check in Part 2 English/Maths focus
Wed	Part 1 Register, planner and equipment check, student check in Part 2 Attendance Planner Focus: 'Every day matters' Part 3 Literacy reading	Part 1 Register, planner and equipment check, student check in Part 2 Attendance Planner Focus: 'Every day matters' Part 3 Literacy reading	Register and straight to assembly	Part 1 Register, planner and equipment check, student check in Part 2 Science focus	Part 1 Register, planner and equipment check, student check in Part 2 English/Maths focus
Thur	Part 1 Register, planner and equipment check, student check in Part 2 Debate - the big question	Register and straight to assembly	Part 1 Register, planner and equipment check, student check in Part 2 Attendance Planner Focus: 'Every day matters' Part 3 Independent study	Part 1 Register, planner and equipment check, student check in Part 2 Science focus	Part 1 Register, planner and equipment check, student check in Part 2 Personal development
Fri	Register and straight to assembly	Part 1 Register, planner and equipment check, student check in Part 2 Debate - the big question	Part 1 Register and student check-in Part 2 Debate - the big question	Part 1 Register, planner and equipment check, student check in Part 2 PD - PD data log on 'BW' Part 3 Independent study / reading	Part 1 Register, planner and equipment check, student check in Part 2 PD - PD data log on 'BW' Attendance Planner focus

f...want to improve my learning continually

I have local public library. I visit it every Saturday, and work for three hours, doing extra research on whatever my homework subject is. If I have not got homework, I take an area that I am interested in. At the moment, my focus is psychology.

Description of evidence: *Photograph of me in the library.*



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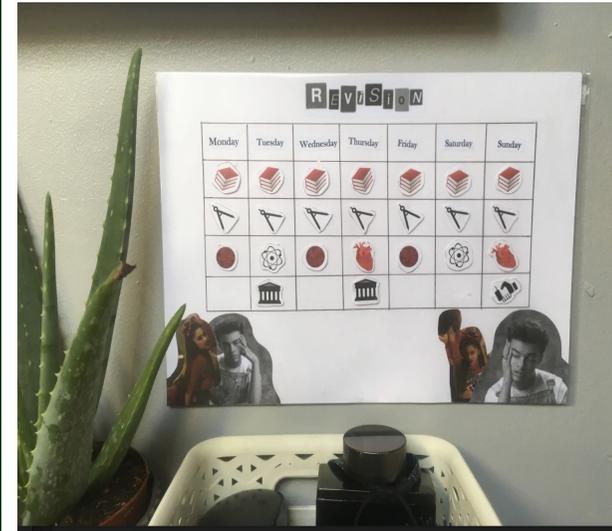


4. I am an active participant in my school, local or relevant communities because I ...

Relevant skills and competences

a...ensure I am accountable for my performance; *I identify constraints to my performance and accept ownership of problems and responsibility for solving them. I learned to be accountable for my performance when I learned to revise. I set up my own revision timetable, and changed it weekly depending on how well I revised, so I revised better the next week.*

Description of evidence: *My revision timetable.*



b...have a balanced approach to satisfying a range of interested parties with conflicting demands

As a Prefect I put together the Green Tree School's Award to encourage the students at a neighbouring primary school to be more environmentally friendly. We had to meet the needs of the primary school pupils, the local council and the local environmental group. They did not want the same thing. We had to work hard to bring the three groups into agreement. We got all the trees planted to our deadline. The primary pupils, the council and the environmental group were all happy.

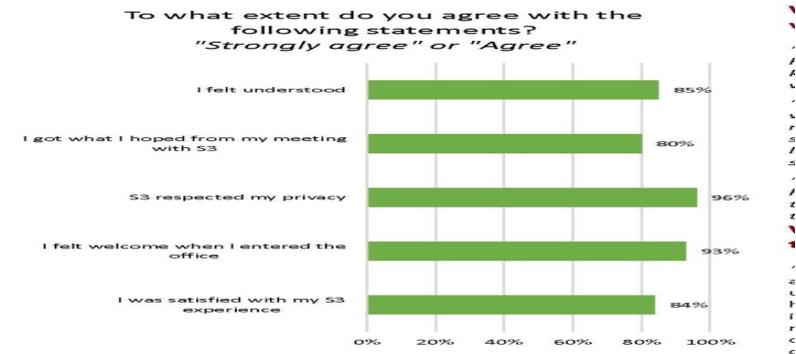
Description of evidence: *Me giving the introductory presentation.*



c...measure the impact of what I do, and change my actions accordingly

As a Prefect, I am part of the student leadership team. We send out a survey to rest of the students to ask them how well we are doing, and what we should be doing better. We always act on the survey, and our approval ratings among the student body have increased term on term since I have been a Prefect.

Description of evidence: *Survey*



d...communicate effectively

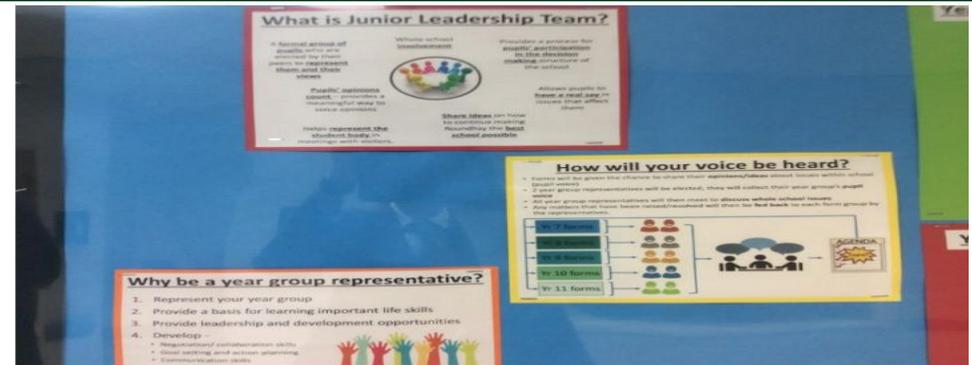
I am a radio presenter at our school radio station. You have to communicate effectively to be a radio presenter. The station won two national awards at the inaugural ARIAS School radio awards.

Description of evidence: *Me at the radio station*



e...make sure the objectives of any activity I carry out are understood and accepted by the community I am serving

I was elected to the Junior Leadership Team in November. To get elected, I participated in a hustings, where I made a speech. I explained what my objectives were, and what I would do if I were elected. I was successfully elected because other students were clear about, and liked, what I wanted to do as a member of the Leadership Team. Description of evidence: School publicity around the Junior Leadership Team.



f...research and understand what the community I am serving needs

I work as a mentor in our primary school. I researched what the Year 6s wanted for their leaving celebration. What they wanted most was a cake with all their names on it that they could photograph and eat! So I made it.

Description of evidence: *Cake.*



g...am totally committed to and engaged with the community I am serving

I am a Prefect. The Prefect team are totally committed to improving the experience of the student body, and the local community, with activities such as a charity car wash, shopping for those in the community who cannot leave their home, and afternoon tea at the old people's home.

Description of evidence: *Extract from minutes of Prefect team meeting.*

Academy
Agenda/Minutes

DATE: 06/03/19
VENUE: LT
APOLOGIES:
CIRCULATED TO:

ISSUES ARISING FROM PREVIOUS MINUTES	
-	- N/A
AGENDA ITEMS	MINUTES
Fundraising	<ul style="list-style-type: none"> - Y9 meet PTF at the end of the meeting - Powerpoint for assembly - Y9 to meet with ptf 20/03/19 - Each year group to discuss upon an idea for an activity that can be done with the whole school and an activity that the school council can get involved in. - Y7 - STUDENT COUNCIL - Afternoon tea with old people home residents with entertainment. - WHOLE SCHOOL - litter picking - Y8 WHOLE SCHOOL - litter picking - STUDENT COUNCIL - Cook dinner for dinner staff - Y8 STUDENT COUNCIL - Charity car wash - donation. - Collecting shopping for homebound local residents. - WHOLE SCHOOL - Secret compliment activity in tutor time. - King notes under flowerpots around school. - Y10 - WHOLE SCHOOL - tutor time design a media campaign for Better World Day.
Better World Day	<ul style="list-style-type: none"> - Y10 - WHOLE SCHOOL - tutor time design a media campaign for Better World Day. <p><small>Favorite idea - Food collection for a local food bank/homeless charity. Everyone brings at least one item of non-perishable food/ toiletry. All items to be donated to the charity. Order created by GC. Year 10 will be responsible for collection. Items to food bank/charity on the day if more suit.</small></p>
ITEMS FOR NEXT MEETING	
-	
DATES OF MEETINGS	

Academy

h...make sure the community I serve are able freely to share, and actively seek, opportunities to enhance their own competence, knowledge and experience

As a Prefect group, we devised a programme. It was called 'Every student should...' According to the programme, all students in the school have to share and develop their skills out of school and at home. For example, every student has to help cook a meal at home and wash up.

Description of evidence: *Extract from 'Every student should...' programme*

Description of evidence: *Extract from 'Every student should...' programme.*

Every student at MEA should ...

Year 7:

- Help to cook a meal then wash up
- Get out for a walk in the countryside
- Fundraise
- Read for pleasure regularly
- Take part regularly in an extra-curricular activity
- Learn to swim
- Travel further than Huddersfield
- Know how to contact emergency services if needed
- Be confident in greeting a visitor to the academy
- Been kind to someone who needed help

Year 8

- Take part and get involved in some form of community activity e.g. charity work, volunteering
- Travel to a town or city via public transport
- Care for an animal
- Find a sport or exercise that they enjoy and know how to access it out of school life
- Know how to post a letter including sealing an envelope, writing the correct address, locating a stamp and using it correctly
- Go to a live show, concert or play
- Know basic life- saving skills- first aid, self- defence and how to react in an emergency
- Studied an artist or genre that is not appreciated or known in their own home
- Read a newspaper article (voluntarily)
- Be part of a team working towards a shared goal

Year 9

- Raise funds or awareness for a charity
- Stay away from home overnight on a planned school activity
- Effectively participate in a constructive debate/discussion
- Entertain themselves for an evening without using a screen
- Have a strong handshake
- Know how to use public transport - have planned and carried out a journey



5. I am the best candidate in my field for higher education and/or employment because I ...

Relevant skills and competences

a...have high quality work experience

I carried out my work experience at a special school, I was privileged enough to be given the opportunity to design and create a sanctuary room for the children.

Description of evidence: *The sanctuary room I created.*



b...have involvement in partnerships with business and public organisations, locally, nationally and internationally

I entered Google's the 'Big Deal' competition to design a new product. I won the regional competition and then was shortlisted for the national and international competition.

Description of evidence: *Me at the Google headquarters – New York.*



c...have worked with, and learned from individuals, among the best in their field, with appropriate local, national, and international experience.

Our school Achievement Manager supports schools all over the world to get the Mental Health Award. He is an exceptional teacher. I worked with him and led the school in achieving our school's Gold Mental Health Award. We were the first school in the country to achieve it.

Description of evidence: *Our award*



d...have exceptionally well developed skills of collaboration

This year, I went on the school trip the 'Bushcraft Initiative'. The expedition meant that I had to work with other students to build shelter, cook and clean as teams to survive a weekend 'off the grid'.

Description of evidence: *Me at 'Bushcraft.'*



e...am highly employable

I have taught myself to touch type. I have now passed a typing speed test of 85wpm. When I did work experience at an engineering firm, they were delighted at my typing speed and said I was the best placement student they had ever had.

Description of evidence: *My speed test results.*



f...have developed skills in languages and/or an understanding of global issues

At our school, if you cannot go on all the foreign trips, they have a policy of bringing the trips to you. I participated in the 'Bringing Paris to You' event, where I achieved 'French fluency' level, proving I have the language skills to survive in Paris.

Description of evidence: *My French fluency photo montage 'Bringing Paris to You.'*





6. I am highly literate scientifically, mathematically, technologically and culturally because I...

Relevant skills and competences

a...have an awareness of how science, mathematics and technology shape our environment

I took part in a STEM day. We explored solar power technology and how renewable energy sources like can be used to provide power. We then investigated the positive effects this has on the environment compared to fossil fuels, and saw mathematical projections of what the effects would be over ten years.

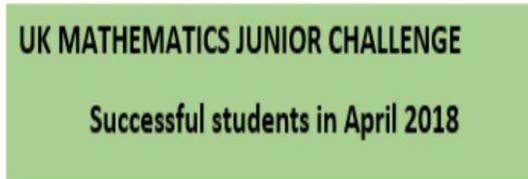
Description of evidence: *Me at the STEM day.*



b...make well-founded mathematical judgements

I won the Gold Award in the UK Mathematics Junior Challenge

Description of evidence: *Extract from the school newsletter, celebrating my win.*



GOLD AWARD

YEAR 8
Tycho Twohig
Millie Allinson
Byron Abdulla

YEAR 7
Arnav Benoy
Sophia Valenton

c...identify and understand the role that mathematics plays in the world

.

In my mathematics lesson, I learned about import and export tax on products

Description of evidence: *The power point I created for my homework*

Who pays the most tax the **importer** or the **exporter**?

I'm a fisherman and I export my my fish to the Netherlands.
The value of my exports per month are on average £78,600.
I can export £16,000 without paying tax.
I then have to pay 3% export tax.



I'm own my own clothes store.
I import clothes from China.
I have purchased £32,000 work of stock.
I can import £8000 without paying tax.
I then have to pay 9% import tax.

d...successfully take the initiative to develop innovative school-based or external technological systems and processes

To raise funds for my trip to Malawi, I helped organise and hosted a 'Spring Showcase' at our school. I took responsibility for project managing the event, for collecting the funds and distributing the tickets using Excel.

Description of evidence: *A sample of my spreadsheet that I used to project manage.*

	A	B	C	D	E	F	G	H	I
1	Concert budget								
2									
3	Costs								
4	Venue: # seats	300							
5									
6	Talent	4,000							
7	Venue rental	500							
8	Amplification	300							
9	Lighting	250							
10	Ticketing	200							
11	Security	150							
12	Insurance	100							
13	Total costs	5,500							
14									
15									
16	Revenues								
17	Price/ticket	30							
18									
19	Ticket sales	9,000							
20	Merchandising	1,500							
21	Food & beverage	4,500							
22	Total revenue	15,000							
23									

f...am willing to engage in science-, mathematical- and technology-related issues, as a reflective citizen

I took part in 'energy quest' where students are put into teams and build a solar panelled car. The car had a capacitor and needs to be charged based on distance. We reflected as a team on the positives and negatives of solar energy compared to other options.

Description of evidence: *Resources we were given for 'energy quest.'*

The Energy Mix Challenge

Activity 2

Read your scenario and complete this mind map – try to write down any other relevant information you already know about that country.

Current non-renewable mix

Coal =

Natural gas =

Nuclear =

Oil =

Natural resources

Your country:

Geographical characteristics

Other relevant information

Activity 3

Research the pros and cons of each renewable technology listed below, before ranking which might provide the most feasible solution for your country.

Renewable source	Pros	Cons	Is this technology feasible? Why or why not?
Biomass			
Geothermal			
Solar			
Wind			

Rank your technologies from most feasible to least feasible:

1. _____
2. _____
3. _____
4. _____

g...have been exposed to a breadth of texts which develop my general knowledge *This year, in English I covered a variety of texts, skills and topics. For instance, the Year 9 scheme of work prepares students for GCSE level studies and aims to improve skills and knowledge across the three areas of English studies: Reading, Writing and Oracy. The Media unit integrates the A Level Media specification. I also analysed a Shakespeare text.*

Description of evidence: *The Year 9 English scheme of work.*

Year 7	Identity - Non-fiction writing	Creativity - Indiana Jones	Analysis - Introduction to Shakespeare	Research - Ballads	Reflection - Super Furry Animals	Evaluation - <i>Cocaine</i>
Controlled task	Writing a letter to a Year 11 pupil Individual presentation - explanation of a collage	Writing a narrative / descriptive response	Reading response to the opening scene of <i>Hamlet</i> Drama - role play	Reading response to a ballad Group discussion - What happened on Flannan Isle?	Writing a narrative from the perspective of Christian the Lion (reflect on Autumn 2 narrative) Individual presentation/group discussion on <i>Zoots</i>	Media link?
Year 8	Identity - Anglo-Welsh	Creativity - Gothic fiction	Analysis - <i>A Midsummer Night's Dream</i>	Research - Poetry from different cultures and traditions	Reflection - <i>Beowulf</i>	Evaluation - <i>Our Day Out</i>
Controlled task	Writing an article persuading people to visit Wales	Writing a narrative/descriptive response - <i>Frankenstein</i> Group discussion - Press conference	Reading response - How is the theme of love explored in the play? Drama -			
Year 9	War Poetry	<i>A Christmas Carol</i>	Analysis - <i>Romeo and Juliet</i>	Haiti	Edward Scissorhands	<i>Of Mice and Men</i>
Controlled task	Reading response - Compare and contrast how war is presented in two poems.		Reading response - How is violence and conflict presented in the play? Drama -	Writing an article - newspaper reports about earthquake.	Analysis of the film	Reading and studying GCSE text in preparation for examinations

h...appreciate the systems of beliefs, values, attitudes, customs, institutions and social relations relevant to global developments and am able treat all people respectfully and in a suitable manner appropriate to their culture

I was lucky enough to go to Thailand. This trip was a Buddhism Trip organised by the Religious Studies department. On the trip we visited many temples and were lucky enough to be blessed by monks. We also took part in the providing food for of the monks. Monks are not allowed to prepare food themselves so live on donations. We got up at 4am one morning, prepared food and then donated it to the monks and they blessed us for it. We also spent a day with a monk called Kai-Kai and whilst he learnt English from us, he taught us all about the Buddhist culture and way of life.

Description of evidence: *Me giving food to the monks.*

