

The P*i*xLEdge

Develop these LIFE ATTRIBUTES
and gain The Edge

- »» Leadership
- »» Communication
- »» Resilience
- »» Organisation
- »» Initiative

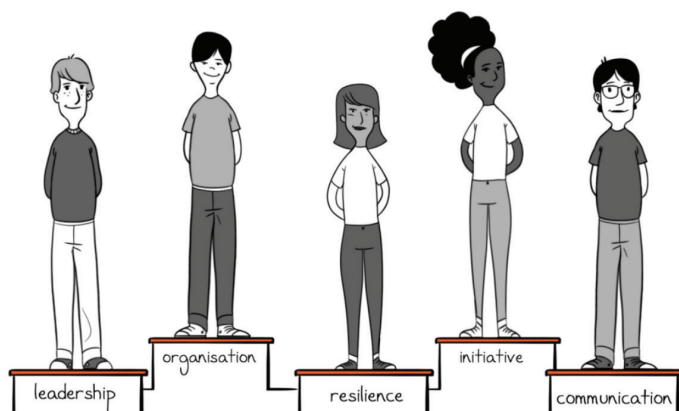
THE EDGE 2015

theedge.pixl.org.uk



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PiXL – who we are

The PiXL Club, Partners in Excellence, works with over 1300 secondary schools, 500 Sixth Forms, 40 PRUs and 170 Primary Schools. Our focus is on raising standards at GCSE, A level and Key Stage 2.

PiXL aims to support the promotion of excellence for pupils. It is determined to do all it can to improve life chances for young people through improved educational achievement, a better understanding of life attributes in order to connect them to worthy progression routes in the next stage of their education, and to give them the edge in life.

PiXL is dedicated to offering practical opportunities and resources to schools to achieve academic outcomes and personal development.

The EDGE is a practical programme to introduce the development of five life attributes into schools to benefit young people.

This booklet outlines details of this exciting programme leading to national accredited qualifications.

"At the heart of PiXL there remains the moral imperative to do the best we can for all students whatever their ability."

The PiXL Edge

The PiXL Edge is a framework for schools to develop and accredit in students those personal attributes essential for employability and life.

The scheme will focus on five key attributes:

- › Leadership (red)
- › Organisation (green)
- › Initiative (purple)
- › Resilience (blue)
- › Communication (yellow)

Students will qualify at three levels:

Level 1: PiXL Apprentice

Level 2: PiXL Graduate

Level 3: PiXL Masters

At each level there are a variety of approved activities that students can undertake for each of the key attributes, the number of activities that need to be completed varies depending on the level (1). We anticipate that each level will take between one and three years to complete. For the remainder of this term and next academic year only, we are allowing students in Year 10 or above to skip Apprentice and start on the Graduate programme.

The completion of each of these levels leads to a recognised (unregulated) qualification from NCFE.

Number of Activities needed to complete

The table below shows the number of activities that need completing at each level.

Key attribute	Apprentice	Graduate	Masters
Leadership	2	1	1
Organisation	2	1	1
Initiative	2	1	1
Resilience	2	1	1
Communication	2	1	1
Any of the above	0	3	0

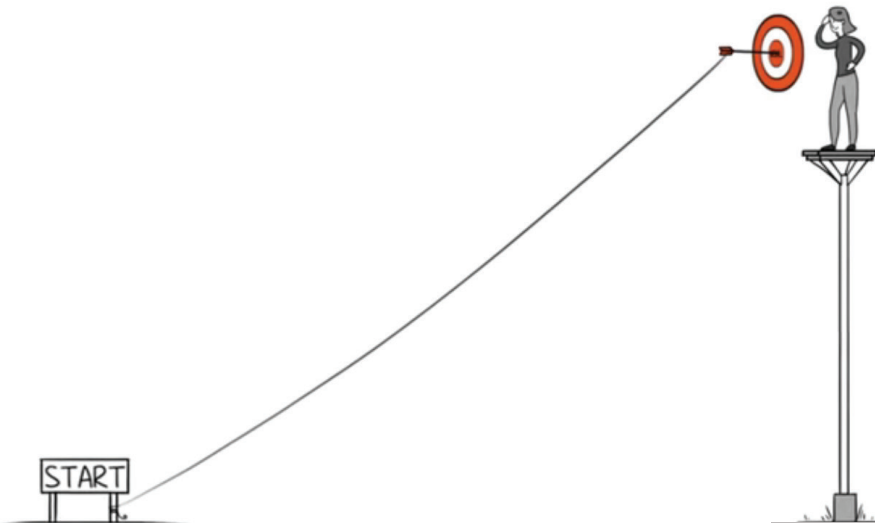
Number of activities you need to complete for each level:

Apprentice	10 activities (2 for each key attribute)
Graduate	8 activities (1 for each key attribute and 3 additional of your choice)
Masters	6 activities (1 for each key attribute and 1 additional of your choice)

Approved activities

The approved activity database will grow over time. Its purpose is to ensure rigour and consistency. Each approved activity will be assigned a unique activity code (UAC) using this format – Level, Attribute, Number eg GR004 means Graduate Level, Resilience, number 4. Activities involve doing something. Therefore each activity description will begin with a command word that links the activity to the attribute. After this, the description will follow a common format – context, group, location. This will facilitate users wanting to search the database by type of activity or subject etc. It will also provide new activity ideas for students which they may not have considered.

Assigning activities at Apprentice, Graduate or Masters level is based on three parameters, duration (planning/training and execution), team (the number of people involved), and exposure (the audience exposed to the activity). Inevitably, there will be occasions where activities do not easily fit the criteria. The PixLEdge team will be responsible for assigning these as appropriate. Should schools have ideas of additional activities that they would like to be included in the activity database, they can submit these for approval via the Edge platform.



Using the activities database

When a student selects an activity from the database, they will be prompted to complete a short form that asks:

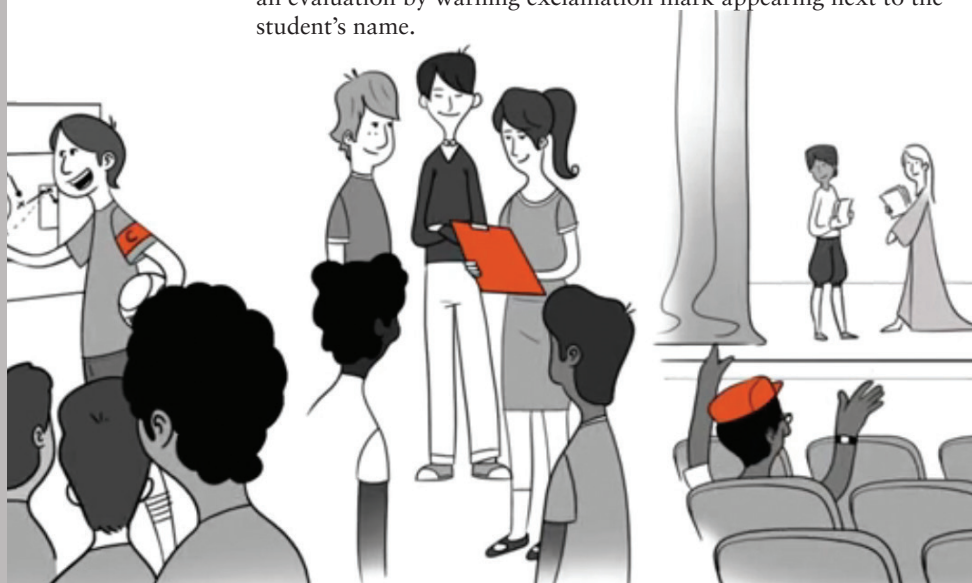
- › Describe your activity, mention what you are going to do and how you are planning to achieve it.
- › A target completion date.

Once a student has selected to undertake an activity, this will show up in the student's progress bar as a block of faded colour, making it easy to track progress visually.

When a student believes they have completed an activity, they will complete a short evaluation form and submit this for approval. The student evaluation will include:

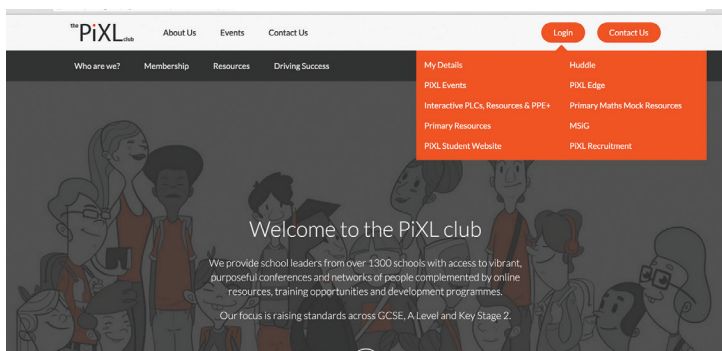
- › What they have learnt from completing the activity, with particular reference to the key attribute and relevant associated skills. (Please see pages 9 and 10 for exemplar responses.)
- › The location and nature of the evidence if required.

The summary page on the teacher view lists all students and their progress bars. Staff will be notified when a student has submitted an evaluation by warning exclamation mark appearing next to the student's name.



Online accessibility

Students and teachers can manage their accounts easily online – on a number of different platforms. These include PCs, tablets or smart phones.



How to log on to the PiXL Edge website.

Example: student profiles

See below for a student profile for an Apprentice.

"The Edge
has made
me more
confident in
myself now,
and I enjoy
experiencing
all the new
challenges!"

The screenshot shows a web browser window with the URL <https://theedge.pixl.org.uk/studentui>. The page is titled "PL Edge Student" and features a progress bar with segments for Student, Apprentice, and other categories. The profile is for a student named Katie. The page is organized into several sections, each with a list of challenges and a thumbs-up icon to indicate completion.

- Leadership**
 - Take responsibility for teaching an element of a Spanish
 - Obtain a position to represent
- Organisation**
 - Organise a fundraising activity
 - Compose a musical piece for a single instrument or voice which is performed
- Initiative**
 - Establish a personal vocabulary list at the back of my Language exercise bo...
 - Volunteer and take part in a public speaking competition
- Resilience**
 - Complete a 5k fun run
 - Achieve a grade 3 music qualification
- Communication**
 - Prepare a two minute formal speech on a topic of your choice to be deliver...
 - Perform a musical item in the school's outdoor performance area

Example: student profiles

See below for a student profile for a Graduate.

The screenshot shows a web browser window with the URL <https://theedge.pixl.org.uk/studentui>. The page is titled "PL Edge Student" and features a progress bar at the top indicating the user is an "Apprentice" with "6 more to achieve" towards becoming a "Graduate". The profile is organized into five categories, each with a list of achievements:

- Leadership**
 - Lead a lower school coding club after school (with a thumbs up icon)
 - Captain an inter-school competition in French (with a right arrow icon)
- Organisation**
 - Take responsibility for the planning, organisation, promotion, delivery an... (with a right arrow icon)
 - Compile the sports tournament fixtures and refereeing rota (with a right arrow icon)
- Initiative**
 - Establish a street performing act (with a thumbs up icon)
 - Volunteer to read with a group of Primary School children (with a checkmark icon)
- Resilience**
 - Persevere and qualify as a life guard (with a right arrow icon)
- Communication**
 - Perform in a regional round of a Mock Trial competition (with a right arrow icon)

The PL Edge logo is visible in the bottom right corner of the page.

Student evaluation examples

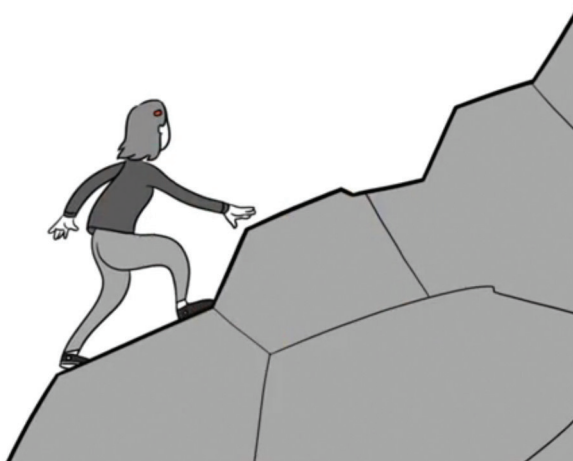
Resilience – “Complete a 5k fun run”

I’m not a very strong runner, and wanted to improve. My dad suggested that I compete in the local charity 5km fun run with him.

At first I found it really difficult, as I wanted to be as fast as my dad straight away. To help me, I came up with a training programme where I would go for a run 2 times a week, running a bit further each time.

I made really good progress at first but kept hitting a ‘wall’ at about 4km. My dad told me that I just had to keep pushing and I’d get past it – and I did! I set myself a target of 35 minutes for the race, and came in at 33 minutes so I’m really pleased. I think this activity really taught me to believe in myself but also that you need a strategy and a plan if you want to succeed.

"I think this activity really taught me to believe in myself but also that you need a strategy and a plan if you want to succeed."



Student evaluation examples

Organisation – “Organise a fundraising activity”

I volunteered to coordinate 7C’s cake stall at this term’s bake sale, which is raising money for the charity Mind.

I made a list of lots of different types of baked goods and, in form time, asked everyone to volunteer for whichever type they wanted to bring in eg cookies, brownies, flapjacks, fairy-cakes. This meant that we would have a good range of cakes.

I organised a quick survey of the form to find out what everyone’s favourite item was at the last bake sale, and cookies was the most popular. Therefore we prioritised bringing in different kinds of cookies, with 8 people bringing different kinds in.

I then designed posters with Sam J, to make sure people knew about our stall. I also compiled the price list so that we all knew how much things cost.

In the end, we raised £124.50. This task taught me that a lot goes in to planning an event – even something small like a bake sale! I think my ability to multi-task has really improved, as well as my ability to plan and think ahead.

“I think my ability to multi-task has really improved, as well as my ability to plan and think ahead.”



Top tips to make The Edge work in your school

"In general, superb, a breath of fresh air into education and most importantly one that will suit our students.."

1. Active support from the Principal – providing tangible support, addressing barriers.
2. A crisp, high-profile launch event to students, key staff and parents.
3. Energetic implementation from a nominated and willing senior leader.
4. Choose the path of least resistance for the pilot – the most enthusiastic and committed head of year and most effective tutor team.
5. Emphasise the responsibility of the students for initiating and following through.
6. Emphasise the link and pay-off in terms of impacting teaching and learning.
7. Overcoming inevitable issues with a “can do” attitude.
8. Supporting staff through thorough preparation – building awareness, providing knowledge.
9. Providing “quick wins” to build confidence.
10. Emphasising the programme as a framework to tie-in existing, not new initiatives.
11. Engaging with businesses and industry in the local community.

Case study 1

Joshua



Josh is a Year 9 student from Charters School in Sunningdale, Reading. Josh has completed some really exciting and challenging activities both in and out of

school, while working towards his Apprentice level.

In school, Josh represented his tutor group and house on the school council, attending regular meetings and discussing key student issues in the school. High on Josh's agenda were keeping the school library open later, and lowering the cost of meals in the cafeteria. Josh also developed his resilience skills during his time playing on the Charters Rugby team, for which he plays scrum half.

Josh flexed his public speaking muscles by volunteering to take part in a mock trial at school, where he played the prosecution. Josh not only had to prepare his argument in advance, but also improvise and think on his feet!

Working with his cousins outside of school, Josh organised a car boot/cake sale to raise money for Great Ormand Street Children's Hospital. Josh took ownership of the promotional and marketing materials, and also organised the pricing strategies on the day.

Finally, Josh even came down to a PiXL Conference in London where he worked on our Edge stand, talking to conference attendees about the Edge and how it works. Josh spoke with clarity, passion and enthusiasm about his experience of the Edge, and was a huge asset on the day.

Case study 2

"I enjoy the Edge at Swakeleys because it allows me to track my progress and improve my personal skills and attributes. I am really looking forward to moving onto the Graduate scheme!"

Abisha



Abisha is a Year 7 student from Swakeleys School for Girls in London. During the Apprenticeship scheme, Abisha has consistently challenged herself in her activities and shows a strong understanding of how she can constantly improve on her skills.

Abisha was elected to captain a competition in her French class. During this task, she worked individually with her team-mates to help identify the topics they were struggling with and then created a targeted group revision plan to help them prepare for the competition.

Continuing in her development of team-working skills, Abisha co-composed a song with a group of students using instruments that they had no prior experience playing. They took an instrument each and worked together as a team to create a cohesive composition.

Having never given a presentation to class before, Abisha challenged herself and delivered a formal speech on, aptly named 'Stretch and Challenge', to her English class, and then led a Q & A session afterwards.

After noticing that she constantly relied on the same words in her extended writing, Abisha used her initiative in the creation of a word bank in the back of her English book. She used a thesaurus to come up with synonyms for her most commonly used words, in an effort to improve the quality of her writing.

Abisha is completing a first aid course for her final activity!

Costs

PiXL or YST schools

- › £500 for the remainder of this term and next academic year.
- › £300 in addition for schools who also want to run the scheme in their Sixth Form.
- › £500 for Sixth Form only.
- › £100 for schools renewing, having piloted in 2014-15.

Non-PiXL or YST schools

- › £1000 for the remainder of this term and next academic year.
- › £500 in addition for schools who also want to run the scheme in their sixth form.
- › £1000 for Sixth Form only.

How to sign up

If you are a member of PiXL then please register for The Edge via the PiXL website www.pixl.org.uk, click on events and the booking form is under PiXL Initiatives. If you are not a member of PiXL then please email Hannah on hannah@pixl.org.uk.



Contact details

If you are interested in finding out more about The Edge, or signing up then please contact Hannah on hannah@pixl.org.uk or telephone her on 07778 703319.

