pixledge

TEACHER
Handbook

January 2021

CONTENTS

WHY PIXL EDGE?

"Intelligence plus character, that is the goal of true education"

- Dr Martin Luther King

The Edge was developed to provide a structure that schools can use to inspire and develop students as individuals. The Edge is a framework to develop and accredit in students those personal attributes that are essential for employability and life.

It is a framework designed to be:

- **Systematic** – no child left behind; structured over time to build competency

- **Nurturing** – developmental and celebrates the small steps that students make

- **Immersive** – embedded into the school curriculum and community culture

- **Manageable** – not burdensome on staff and affordable

- **Valued by business** – "Employers look for young people who are rigorous, rounded and grounded, with not only skills and knowledge, but also the wider behaviours and attitudes that are needed for success in life and work. Programmes such

as The Edge that support and encourage this wider development in young people as a part of their school journey are a welcome step towards ensuring that all young people can fulfil their potential"

Neil Carberry - (Director for Employment and Skills, CBI)

- **Scalable at National Level** – PiXL membership now stands at 1150 Secondary, 400 PiXL6, 35 TRIP, 1000 Primary. Nationally there are over 600 schools enrolled onto the Edge scheme.

The Edge framework enables schools to give recognition to that enormous amount of time successfully spent on activities, both in and outside the classroom, which can be associated with developing the 'whole' pupil.

The aim of the Edge is to support and focus the development of pupils as not only independent learners, but confident young people who are prepared for the next challenge in their lives – be that Higher or Further Education, or first-time employment.

The key aims of the Edge are:
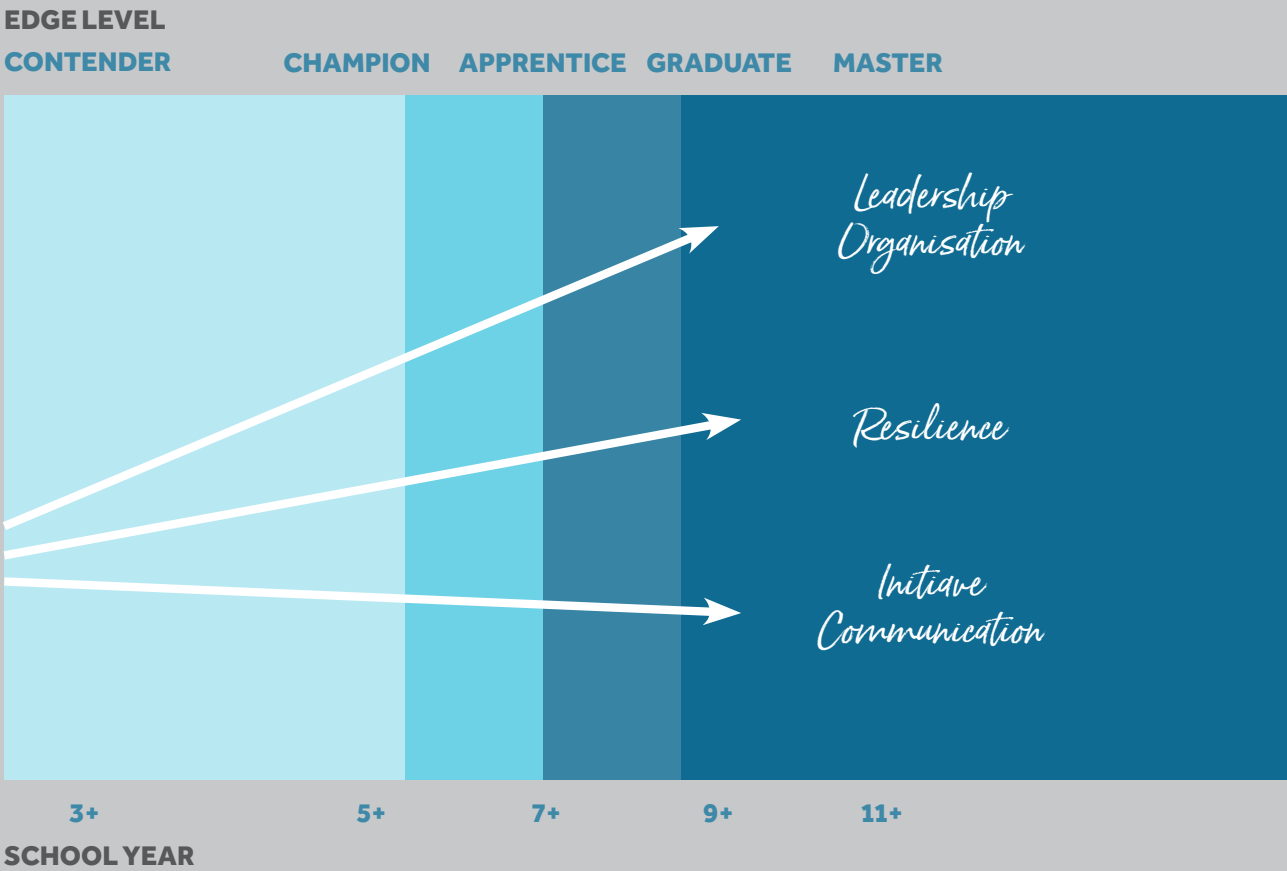
Capture

Develop

Accredit

- to inspire and expand students as individuals.
- to develop and accredit those personal attributes that are essential for employability and life.
- to help students discover their own strengths and aptitudes and to provide opportunities for self-analysis and choice.
- to create a culture in schools which is enhanced by the added dimension of education provision which develops the 'whole' student.
- to prepare leavers for life and citizenship beyond school.
- to give students a competitive edge in the recruitment process.
- to monitor and progress development of these skills and to embed and sustain this wider provision.

WHAT IS THE EDGE?

In conjunction with primary colleagues, the Edge has been designed for students aged 7 to 18 years.

In primary, there are four levels: **Foundation, Challenger, Contender** and **Champion.**

In secondary, there are three levels: **Apprentice, Graduate** and **Masters.**

EDGE LEVEL

| CONTENDER | CHAMPION | APPRENTICE | GRADUATE | MASTER |

Leadership
Organisation

Resilience

Initiave
Communication

| 3+ | 5+ | 7+ | 9+ | 11+ |

SCHOOL YEAR

These three levels have been written to roughly correspond to the key stages.

Therefore:

Apprentice - approximately KS3
Graduate - approximately KS4
Masters - approximately KS5

The Edge framework gives students the opportunity to develop **five key life attributes** through a series of targeted activities and challenges.

What are the five key attributes?
We began by looking at research into 'employability skills', conducted by organisations such as the CBI and the National Careers Service.

From their findings, we identified the following five attributes as key to success.

L LEADERSHIP	🏆	Making decisions, leadership skills, accepting responsibility
O ORGANISATION	📖	Time management
R RESILIENCE	🔗	Showing commitment, flexibility, ability to work under pressure
I INITIATIVE	💡	Creativity and problem solving skills, being a team player
C COMMUNICATION	💬	Communication

The Edge framework gives students the opportunity to develop **five key life attributes** through a series of targeted activities and challenges.

We often refer to these five key attributes using the acronym **LORIC**.

Below you can see how **LORIC** fits in with the National Careers Service list of **top ten desirable soft skills**.

PROGRESSION THROUGH THE LEVELS

The expectation is that students must start at Apprentice level, and then work systematically towards completing the Masters level.

We allow students in Years 10 and above the option of skipping the Apprentice level and going straight on to the Graduate programme.

Masters Level: No student can start straightaway on the Masters level – they must have completed **at least** the Graduate level first.

The stages are designed to be developmental, but also manageable alongside academic work. The key is to strike the right balance of traditional academic and character education. It aligns the best of character education with employability skills.

There is no benefit, we feel, in a student trying to complete a level as quickly as possible.

We want students to choose activities that will address specific areas to develop skills, rather than treating the Edge programme as a checklist of things that they have already completed.

Students cannot credit activities on the Edge that have been completed outside of their current academic year.

- To that end, we have introduced **age restrictions** on the higher levels.
- No student can begin **Apprentice level** until **at least** Year 7, even if they have completed the Primary Champion level.
- No student can begin **Graduate level** until **at least** Year 9, even if they have completed the Apprentice level.
- No student can begin **Masters level** until **at least** Year 11, even if they have completed the Graduate level.

What differentiates each level?
At each level, students must complete a set number of activities selected from our online database (more on this on page 7).
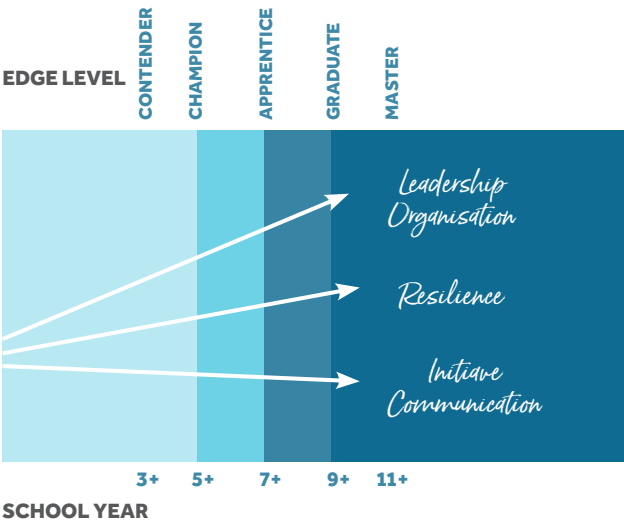
Apprentice – 10 activities (2 per key attribute)

Graduate – 8 activities (1 per key attribute, then 3 'free choice' activities)

Masters – 5 activities (1 per key attribute)

Why do the numbers of activities decrease as the levels progress?

Students are required to complete fewer activities at the top levels, because the rigour and demand of the individual activities increase with each level.

Activities on the database are classified based on three key parameters – duration, team and exposure.

Duration – the length of time taken, including planning/training and execution

Team – the number (and location) of the people involved in the completion of the activity

Exposure – the audience exposed to the activity

EDGE LEVEL

CONTENDER CHAMPION APPRENTICE GRADUATE MASTER

Leadership
Organisation

Resilience

Initiave
Communication

3+   5+   7+   9+   11+

SCHOOL YEAR

	Apprentice	Graduate	Master
Duration	One-off to less than one term (approximately < 15 hours equivalent)	At least one term but less than 1 academic year (approximately 15 – 50 hours equivalent)	At least one academic year (approximately > 50 hours equivalent)
Team	Between 1 and a class/form at school, in school hours	At least 1 class/form and up to a year group at school OR Individual/small team out of school hours	Over 1 year group and up to the whole school OR A small team external to the school
Exposure	Between 1 and 50 people	Between 50 and 250 people	Over 250 people, some of whom are external to the school

Not all activities will hit all 3 requirements at each level, but the above table should give you a clear idea of the relative demands of each level.

The activities on the database have been pre-set at each level by the Edge team. When a student logs in to the Edge platform, they will only see the activities that are relevant to the level they are currently working on.

THE ACTIVITY DATABASE

To complete each level, students are required to select activities from the approved activity database. The purpose of this is to ensure rigour and consistency across our schools.

In many ways, the activity database is a collaborative creation. When the programme was launched in 2014, the database comprised of approximately 200 activities across the three levels.

Thanks to the regular suggestions from our existing partner schools, this database has grown steadily over the course of the pilot year to over **800 activities.**

Any Edge school can suggest activities to be included on the database. The Edge team then moderates these suggestions on a weekly basis.
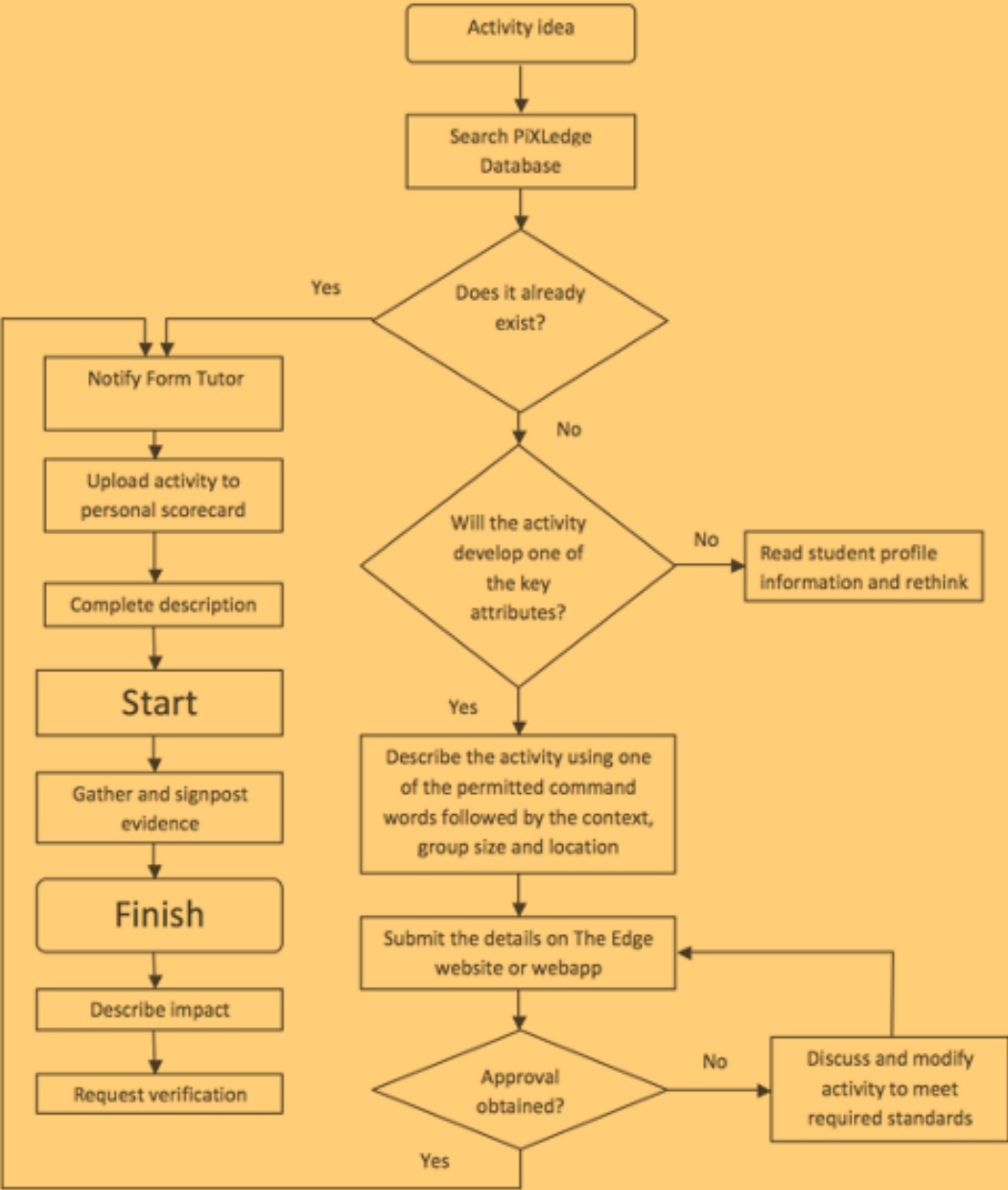
The activity database is available to all Edge schools and therefore any activity included will need to be generic enough so that all schools can utilise it. As a result, sometimes the Edge team needs to change the wording of suggestions.

The team may also feel that the activity better fits within a different key attribute – for example, they may change an organisation activity to initiative if they feel that the activity suggestion more specifically develops initiative.

The key thing to remember with activity suggestions is that completion of the activity must **specifically develop** that key attribute.

SUGGESTED ACTIVITIES

STUDENT PROFILES

The information on the following pages will give you an idea of whether the activity you are suggesting is appropriate.

🏆 **LEADERSHIP**

Attribute	Leadership
Key Focus	Working with other students and adults to develop interpersonal skills
Characterised by:	Successfully directing/managing/leading groups or individuals
Command Words	The characteristics of Leadership will be demonstrated when students...

- **CAPTAIN**
- **DIRECT**
- **LEAD**
- **MAKE**
- **MANAGE**
- **MENTOR**
- **OBTAIN A POSITION**
- **PRODUCE**
- **RUN**
- **TAKE RESPONSIBILITY**
- **UNDERTAKE**

At Apprentice Level:
- Understand their strengths/weaknesses
- Monitor and regulate their emotions
- Demonstrate the ability to collaborate
- Lead a known team in familiar situations
- Begin to take risks and step up

At Graduate Level:
- Recognise their responsibilities towards others
- Put themselves in other people's shoes
- Become more confident in collaborating in unfamiliar situations
- Become a good listener
- Confidently ask questions

At Masters Level:
- Become aware of the motives and feelings of other people
- Seek to create opportunities to collaborate
- Are willing to challenge other contributions which detract from the positive
- Monitor themselves and adapt to seek out the best in others
- Use praise to motivate
- Enjoy new opportunities for original thinking
- Appreciate trying others' ideas

STUDENT PROFILES

STUDENT PROFILES

ORGANISATION

RESILIENCE

Attribute	Organisation
Key Focus	Working to develop organisational skills on a personal level and in a wider context
Characterised by:	Successfully demonstrating self-organisation and the ability to bring ideas or people together for a planned activity and oneself
Command Words	The characteristics of Organisation will be demonstrated when students...

- ASSEMBLE
- ASSIST
- COMPILE
- COMPOSE
- CONDUCT
- CREATE
- DESIGN
- DEVISE
- FORMALISE
- ORGANISE
- PLAN
- PREPARE
- SUPPORT

At Apprentice Level:
- Can break down an activity into achievable steps within a given time-frame
- Within a friendship group, promote solutions not problems
- Accept and enjoy their role within a team in problem solving

At Graduate Level:
- Can analyse situations and find solutions involving/multiple stages
- Develop a comfortable sense of self that allows them to operate successfully in familiar situations
- Are happy to engage in all learning situations

At Masters Level:
- Become self-aware and self-confident
- Accept responsibility for their successes and failures and will change tack
- Have clear future goals and know the best use of actions to achieve them
- Enjoy new opportunities for original thinking
- Appreciate trying others' ideas

Attribute	Resilience
Key Focus	Working to develop perseverance and strength of character
Characterised by:	Successfully achieving sustained personal growth towards a goal
Command Words	The characteristics of Resilience will be demonstrated when students...

- ACHIEVE
- ATTEND
- COMPLETE
- LEARN
- OVERCOME
- PERSEVERE
- QUALIFY AS
- RECORD AND MAINTAIN
- SUSTAIN

At Apprentice Level:
- Regularly demonstrate being self-disciplined
- Begin to work independently
- In familiar contexts, see the value of trying hard
- Will tackle known difficulties but on occasion might revert to fixed mind-set when early attempts don't bear fruit

At Graduate Level:
- Become able to defer gratification
- Achieve a goal despite obstacles
- In familiar situations, confidently embrace challenge
- Understand that failing to persist always leads to disappointment

At Masters Level:
- Respond to all challenges by trying harder
- Understand that there will always be things they cannot do yet
- Seek guidance to secure improved performance
- Are pleased to find weaknesses as targets for improvement
- Are comfortable when doubtful
- Understand that confidence can be bolstered by adopting the correct mind-set

STUDENT PROFILES

INITIATIVE

Attribute	Initiative
Key Focus	Working to develop the skills of independent learning and an increasing readiness to seek new challenges
Characterised by:	Successfully demonstrating the willingness to generate and action new ideas
Command Words	The characteristics of Initiative will be demonstrated when students...

- AUDITION
- BE EMPLOYED
- BEGIN
- CREATE
- ENTER
- ESTABLISH
- FORMULATE
- INAUGURATE
- INITIATE
- INTRODUCE
- JOIN
- LAUNCH
- OFFER AND TAKE PART
- PARTICIPATE
- RESEARCH AND DEVELOP
- SET UP
- START
- VOLUNTEER (AND TAKE PART)

At Apprentice Level:

- Take an interest in experience
- Find things fascinating
- Begin to see value in being proactive but might on occasion revert to passivity if unsupported
- Begin to recognise the value of service to others

At Graduate Level:

- Expect the best in the future
- In familiar contexts, confidently accept responsibility and independence
- Will engage in partnerships even when they perceive that others are more skilful
- Offer sustained support in the service of others

At Masters Level:

- Become highly motivated by the challenge to learn
- Are happiest when given opportunity for how and what they learn
- Value learning partnerships and see themselves as equals
- See the advantage of prioritising the needs of others and make an impact upon them adopting the correct mind-set

STUDENT PROFILES

COMMUNICATION

Attribute	Communication
Key Focus	Working to inform, engage, motivate and inspire students and adults
Characterised by:	Successfully choosing the correct form of communication dependent upon context/audience
Command Words	The characteristics of Communication will be demonstrated when students...

- ACT
- CONTRIBUTE
- DELIVER
- EDIT
- PERFORM
- PREPARE
- PRESENT
- PRODUCE
- RECITE
- REPRESENT
- SHOW
- SPEAK
- TRANSLATE
- WRITE

At Apprentice Level:

- Become more consistent especially in one form of communication
- Increasingly choose to match form and content to audience
- Develop more fluency as a communicator

At Graduate Level:

- Are able to use all forms of communication
- Select the best form and content to match the audience
- Become confident and consistent in several forms of communication
- Sustain performance in unfamiliar situations

At Masters Level:

- Show confidence when communicating in all situations
- Develop a strong sense of audience
- Communicate in ways which are perceptive, imaginative, insightful and clear

WHAT IS THE OUTCOME OF THE PiXLEDGE?

... FOR STUDENTS?

At the completion of each level, students will receive a certificate (a PDF that the school can print) and a digi-badge.

... WHAT IS A DIGI-BADGE?

A digi-badge contains details of the award that students can add to future CVs or online profiles such as LinkedIn. The digi-badge is an interactive icon, which future employers can click to find out more about the scheme, and what the student has achieved.

Figure 2. What the digi-badge will look like if a student chose to upload it to an online backpack.
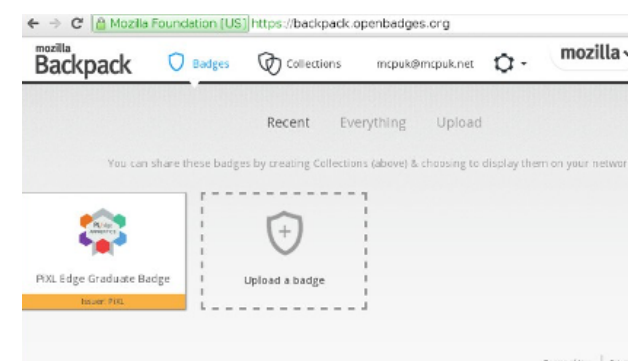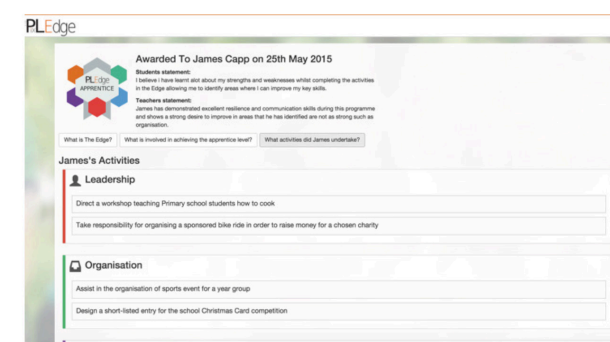
Figure 3. The interface that the digi-badge will link to. The information stored includes general information about the PiXL Edge, the specific level that the student has completed and the specific activities that the student has undertaken.

At Apprentice and Graduate levels, the awards are endorsed by PiXL. At Masters level, the award is accredited by NCFE a formal, unregulated qualification.

Figure 1. How the digi-badge will look on a printed CV

pixledge

APPRENTICE

The digi-badge can also be stored in an online Mozilla Backpack alongside any other digi-badges that the student may have achieved on other initiatives. Students will be given information on how to access this when they are awarded their badge.

Beyond what the student physically receives for completing each level, we believe the really valuable outcome of the Edge will be students who are self assured and confident young people, who have received a quality and well-rounded education.

... FOR SCHOOLS?

A model of character education that allows schools a way of systematically developing these attributes in a way that is clear, focused and consistent, not just across the school but across the country.

"It really is delivering. I am much happier about the education we are offering."

– Wyll Willis, Headteacher at Wallingford School, Oxford

Schools can monitor and evaluate the steps they are taking to develop LORIC in young people.

"We were inspected last week and the team commented explicity and positivley on the impact that the Edge programme is having."

- Neil Walker, Headteacher at Benfield School, Newcastle

Staff have access to a system which captures the activities that students are engaging in, both within and outside of school.

- Student activity information can be used as a starting point for tutors' reports home and, at higher levels, for school-based conversations surrounding Careers.
- Edge can spark a shift in the culture of the school.

It provides an opportunity for professional development of staff, reaching across departments and year groups.

"After many years of being a Sports College, the development of leadership and associated competencies has had a profound effect on our students confidence and levels of engagement. This was fundamental in raising outcomes for students at Charters, and underpins what the Edge will deliver."

- Richard Pilgrim, Co-Headteacher at Charters School, Sunningdale

Improving behaviour and attendance

"The Edge programme has had a significant impact on our provision, with exclusion reduced by 50% and improvement in attendance."

– Nicky Thomas, Deputy Headteache, The Key Education Centre, Gosport

WHO RUNS IT?

GOVERNANCE AND LEADERSHIP

The Edge Trust – key role is to raise the national profile of the Edge scheme. Representatives from:

- PiXL (Primary and Secondary)
- Youth Sport Trust
- Career Ready
- E4Education
- NCFE (Northern Council for Further Education)
- Harper Collins
- Sky Sports

Edge Executive – Oversee National strategy and finances.

Edge Operations – Day-to-day running of the Edge, first point of contact for schools, small-scale initiatives within Edge, conferences and training events.

Edge Associates – Collaborative implementation group comprised of key Edge leaders from pilot schools. Ground level support for schools new to the programme.

Leading Edge Co-ordinators (LECs) – you.

WHAT IS THE LEC?

The person who takes overall responsibility for the running of the Edge programme within their school.

This includes:
Planning, development, implementation and evaluation of the programme.

The PiXL Edge is a very flexible programme and how it looks in practice will vary from school to school depending on any number of factors.

On the next few pages are some key questions and points for consideration as you plan and deliver the programme in your school.

Firstly,

are you aware of the different kinds of support available to you?

Operations Team
When to contact? General enquiries and advice, school contacts, queries regarding specific events/training, technical issues.

Face-to-Face Main Meetings
Edge exhibition stand at main meetings where you will be able to speak to members of the operations team and representatives from leading Edge schools.

Who and How to contact?

Edge@pixl.org.uk
07799 892120

Alyx Logan
Programme Operations Lead
alyx@pixl.org.uk
07880 438521

Rose Griffiths
Cross-Phase Coordinator, PiXL Operations
rose@pixl.org.uk
07827 317155

Edge Associates – key leaders within pilot schools

When to contact?
• Advice regarding the day-to-day running of the scheme

How to contact?
• Contact Alyx or Rose to be put in touch with an associate

RESOURCES
There are a number of resources available to you, which we feel will help you plan and implement a successful launch.

This Handbook

LORIC Book - This is an interactive PDF with links to a wealth of resources designed to help teach these key attributes. Resources include inspirational videos, assemblies and tutor time activities.

Student Handbook - Gives students an overview of the programme, a space to keep a note of their progress (ideal for schools with limited access to IT), and gives them extra activity ideas to keep them thinking about the skills. (Apprentice/ Graduate level handbook available now, and Masters level handbooks to be available in January 2016).

Resources: - There are numerous resources on the PiXL Website under the character button, in the "implementation documents" folder. You also have the LEC Handbook, PiXL Edge Student Handbook and Character Strategy Guide available on the Edge website.

PROPOSED STRUCTURES – CASE STUDY

There is no right or wrong way to structure the PiXL Edge in your school. However, below is an example of how one of our schools launched.

Daniela O'Rourke – *Blessed Thomas Holford Catholic College*

After being part of the pilot year in 2014, at Blessed Thomas Holford Catholic College we recently launched the PiXL Edge with our Year 7 and 8 pupils. The launch assembly was a huge success and was followed by a balloon launch where 35 pupils watched their ambitions and goals take off. Before our launch it was essential that we introduced the Edge in the first instance to our Form Tutors as they would be one of the key driving forces behind the success of the Edge in our College. We did this in a breakfast meeting with a presentation and each Form tutor received a pack with their Pupil User Guides and username/password log on labels. I directed them to the five PowerPoints which they would be using over the half term to introduce LORIC to their Form groups. Once Form tutors were aware of their role as verifiers it was received well; it is important to highlight to them that the ownership and responsibility lies with the pupils not the Form tutors.

After this, we dedicated a half term of weekly activities during Form time to allow pupils to gain a sound understanding of the five key attributes for the Edge. This was extremely important as we felt pupils needed to really understand the different areas they would be recording activities in. A schedule was then written for Year 7 pupils to log activities on our class set of iPads during 'Ready to Read' time (approximately 10 sessions per Form group over the academic year).

Each Year 8 Form group were to have an extended registration period twice in a half term. In addition to this we reminded pupils that although this was a great opportunity to update activities; they would still need to show initiative and resilience by working on their Edge logs out of school hours. We selected Edge Ambassadors to champion the Edge across the College and encourage inter-House competition.

I delivered a short presentation to Heads of Department which highlighted the importance of the Edge across all subject areas and we introduced a reward scheme linked to the existing school merits and postcards home system. These were made with our "BTH Has the Edge" logo. This enabled us to reward pupils in lessons across all subject areas when they displayed any evidence of the five key attributes.

Our school website has a link for the Edge where pupils and parents can find out more information about the program as well as find my contact details for any further questions. We also sent a letter home to all parents with their child's username and password explaining about the Edge and how we valued their support in ensuring their child made the most of this opportunity. We will very soon be looking at our first Apprentices which is both very exciting for us as a College and rewarding for all pupils involved.

IMPLEMENTATION PLAN

L LEADERSHIP

Choose tutors who will be advocates and oversee students' engagement.

Choose the path of least resistance for the pilot – the most enthusiastic and committed Head of Year, and the most effective tutor group.

TOP TIP: Feedback from pilot schools has noted that NQTs/NQT+1s have responded brilliantly to the responsibility of running the Edge with their tutor groups.

Discuss and agree with the Headteacher how the Edge will be implemented and introduced in school.

Identify how many pupils will engage initially as a pilot group.

Have you spoken to the tutors to ensure they understand not just the programme, but their key role within it?

Key ideas for tutors

- Introducing students to potential activities.

- Assisting students in accessing the system.

- Working with each student to draw up a personalised plan.

- Setting aside some tutor time to engage with tutor group as a whole, and on a one-to-one basis (less frequently).

- Consider, and agree with colleagues, the internal system for monitoring and tracking progress of the pupils as they undertake the award.

IMPLEMENTATION **PLAN**

◎ ORGANISATION

- Has a date been set for the launch?
- With a pilot group of students ....and their parents? With the wider cohort of students ....and their parents?
- Plan and deliver staff training for whole staff, if possible, and more detailed training for colleagues who will be delivering PiXL Edge (including familiarisation with key ideas, resources and IT system).

- Discuss with tutors how Edge sessions will be timetabled. Will all form groups work in the same order? Will student votes decide which attribute is focused on each week?
- Discuss with colleagues how opportunities to practise and consolidate the attributes and characteristics will be threaded through the wider curriculum.
- Support staff through thorough preparations – building awareness, providing knowledge.

R RESILIENCE

- What are the likely obstacles to success in your school?
- Access to IT? Student handbooks, strict timetabling of computer time
- Under-staffed? Use student ambassadors
- Lack of finances? Securing funding – local industry sponsor or a whole-school fundraiser run by students?

- Lack of engagement from staff/students? Find your advocates, start small
- How do you plan to overcome these obstacles? Where/who can you turn to for support?
- Do staff know they can turn to you for support? What support are you able to offer?

IMPLEMENTATION **PLAN**

I INITIATIVE

- Have you contacted the Edge Operations team to find out if there are Edge schools local to you? Or schools with a similar context? Have you arranged a conversation?
- Can you use the IT system? Have you pre-empted any issues?
- Have you considered a school-specific rewards system? Eg a set number of house points for

completion of an activity?
- Have you identified any points of intersection with existing school initiatives? How can these work to your advantage?
- Have you devised some school-specific branding for the Edge – a theme song? Posters?
- A school Edge slogan?

C COMMUNICATION

- Are all staff aware of what the Edge is? Have you shown them the animation as a starting point?
- What are your key messages about the Edge?
- Who will you need to communicate to?
- What will your key communication channels be?
- Consider the launch of the Edge to all stakeholders
- Have you prepared letters to parents/carers?

- Is there a need for any information to be reproduced in additional languages?
- Emphasise the programme as a framework to tie-in existing, not new, initiatives
- How regularly should you be communicating and on what platforms – a Twitter countdown to the launch?

LAUNCH ●●●●●

L LEADERSHIP

- Make yourself available to staff – ensure they know they can approach you if they have any issues or questions.
- Check back with key staff to ensure they are happy and comfortable with their role – can they log in, do they know how to access the LORIC book?

I INITIATIVE

- Do check the IT system before giving students log ins – in particular, check that any students who should be starting on Graduate level are on the correct level.
- Do ensure that the Edge has a presence around the school – posters, flyers, TV screens if available

O ORGANISATION

- Organise a high-profile launch, something exciting – a time capsule, or balloon launch? Could you invite local business or press?
- Print the student handbooks (if you are using them) – make sure all students have them before they embark on the Edge process online!

C COMMUNICATION

- Do have a clear and concise message about the Edge in your school.
- Do discuss ideas and skills and purpose with staff and students before students log onto the IT system.

R RESILIENCE

- Try to ensure key members of staff (SLT, HoDs) attend the launch, even if they are not actively involved in the scheme.
- It is difficult with the current climate to shift the focus away from academics but STICK WITH IT, STAY POSITIVE, STAY ENGAGED.

- Do ensure students (and staff!) have a good understanding of the key attributes before the launch.

POST-LAUNCH

Delivering the scheme and maintaining momentum

L LEADERSHIP

- Make the moderation process clear – check that staff signing off activities have read the award overviews and are familiar with expected standards.
- **Tutor signs off activity in first instance.**
- **LEC conducts regular sampling of student and staff responses to ensure standards are being sustained.**
- Empower students and staff so that they feel ownership over the scheme.

- Emphasise the responsibility of the students for initiating and following through.
- Consider incorporating the Edge into the job roles for Heads of Year/Heads of House/Tutors (and also for Prefects, House Captains if appropriate).
- Ensure that students are working at an appropriate pace – if they rush through Apprentice in Year 7 they still can't start Graduate until Year 9.

O ORGANISATION

- Timetable regular meetings with HT/SLT to update on implementation and impact (possible recommendation: Edge is a monthly agenda item at SLT meetings).
- Plan a moderation timetable for quality assurance – small, bite-size chunks will be easier to manage!
- "Have you organised with tutors when/how often they will revisit the Edge in their tutor time? Weekly? Fortnightly? What about in year group assemblies? Do your tutors have copies of the LORIC book?

- Are students coming up with action plans with support of student ambassadors/staff?
- Has the year been taken into account when planning e.g. Year 9 will want to work at a faster rate than Year 7 to stay on track.
- Plan a few large scale events (especially at the start) which can be used as a student's Apprentice level activity to help boost progress.
- Consider planning the Edge into transition week for Year 6s.

POST-LAUNCH

R RESILIENCE

- Have clear channels for discussion of any issues/problems been established for both staff and students?

- Consider training a group of student ambassadors who can assist with the delivery of the programme and the training of new staff.

- Ensure that work already in place in the school is recognised and acknowledged by the Edge – suggest new activities online if appropriate.

- Undertake regular moderation and don't put off difficult conversations.

- Consider lessons learned as you launch with the pilot group – what, if anything, would you change next time?

I INITIATIVE

Shout about your success!

Speak to Alyx about contributing an article to the Edge bulletin.

- Source additional events for pupils to engage with local business and community projects?

- Set up an Edge twitter account for your school.

- Attend PiXL Edge meetings and networking sessions – share your experience with others.

- Consider the 'next steps' - How will the Edge grow in your school? What are your targets?

- Shout about your success!

- Regular competitions to produce Edge marketing materials such as posters.

- Is there a way the Edge could be incorporated into your House system? Could you utilise the competitive nature to spur the students on?

- Interview staff about the key skills as they relate to their specific subject – focus on different subjects each term so that information circulating about the Edge is always new.

- Make sure tutor display areas are utilised effectively.

- Encourage students who show enthusiasm for the scheme by giving them a leadership role.

C COMMUNICATION

- Consider the regular communication of PiXL Edge within your school – newsletters, mailings, assemblies, website, social media.

- How will you communicate and celebrate success? Prize-givings, celebration ceremonies? Attend PiXL Main Meetings.

- Contact local businesses – could they support the programme?

- Foster a relationship with the local press – build the profile of your school in the wider community.

- Regular meetings between Tutors/Ambassadors (line managed by the LEC) – are tutor groups moving at a similar pace – why/why not? Are all students being given the same attention?

- Are you aware of/clarifying any misconceptions/misunderstandings about the programme?

The Edge is not a G&T scheme.

The Edge is not a programme for those who are 'not academically-minded'.

The Edge is for every student.

- Do keep the PiXL team updated on your progress.

- Do share your experiences of the Edge with other schools.