



Gyrfa Cymru  
Careers Wales

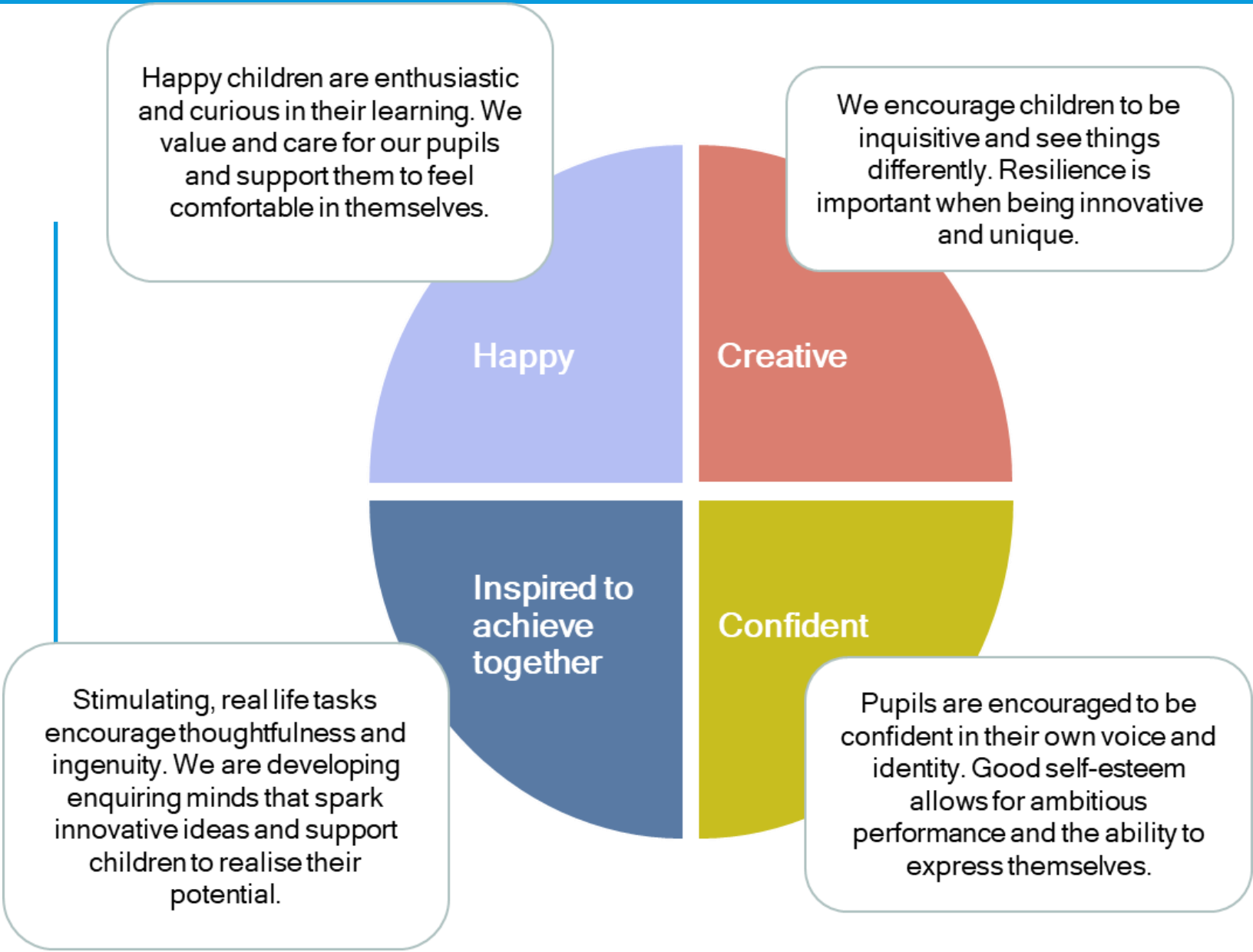
# THE ROFFT SCHOOL, MARFORD

Happy, Creative, Confident - inspired to achieve together

Our school vision statement is the foundation of our curriculum design.

Aim: We want our children to be happy, confident individuals ready for life beyond the educational setting - positive, aspirational contributors.

Q: Are we realising that potential?



Authentic, real-life experiences -  
At The Rofft, we have really focused our attention on planning alongside the children for authentic contexts where real-life skills are promoted and all their learning is purposeful and relevant.

Q: Are they accumulating the skillset to attain their goals by becoming more adaptable, resilient and enterprising as they move through the Progression Steps?



The Explorers find solutions to a problem by respectfully asking Marford motorists to slow down on the roads. They produced posters and a video for Marford and Gresford Councillors who shared it on their Facebook page.



Projects completed by The Adventurers such as: The Scotland Road Trip and Anglesey Staycation allow children to problem solve, budget and learn more about future life skills and areas such as marketing and advertising. A big thank you to Delmar World who in their presentation highlighted valuable marketing and branding techniques that the children could then utilise and consolidate in a poster competition that they held for the Adventurers and displayed in their window.



Shopping for our cake ingredients at our local Co-op



A visit from our local policeman - PC Reeves



A big thank you to Lakeside Bakes for making special cakes with the Explorers for Wrexham Foodbank.



The Explorers' children-influenced planning wanted to know what it was like to be a vet.

Supporting Local Businesses - The skills and knowledge imparted by experts in their field enriches our children's experiences and provides a real-life authentic context to their learning.

Q: Have we forged strong enough links with local businesses and the community for CWRE experiences?

Life Skills Project -  
This year, the pupil-influenced planning in year 6, led naturally to the creation of a Life Skills project where activities such as: touch typing, life-saving, learning new languages, riding our bikes safely on the road, baking, helping out in the community at the Caffi, plus the Finance Project using barclayslifeskills resources were naturally incorporated into the curriculum.

Q: Are we exploiting every opportunity for CWRE?

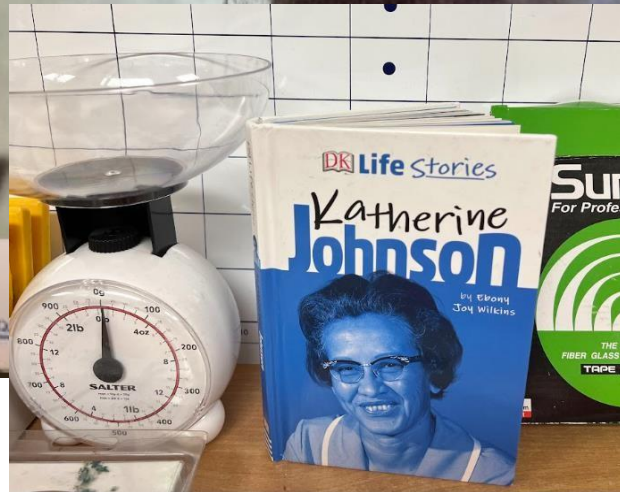
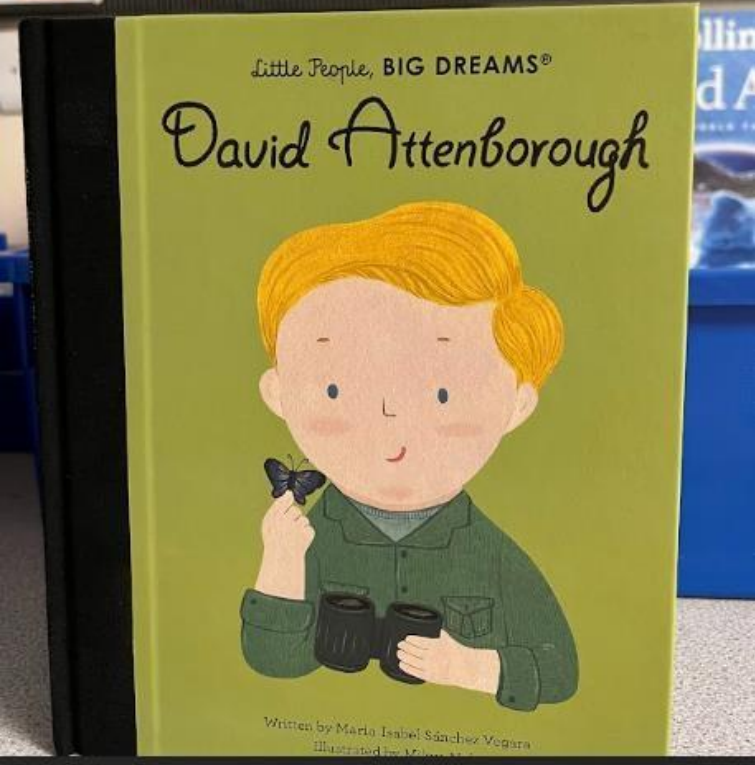
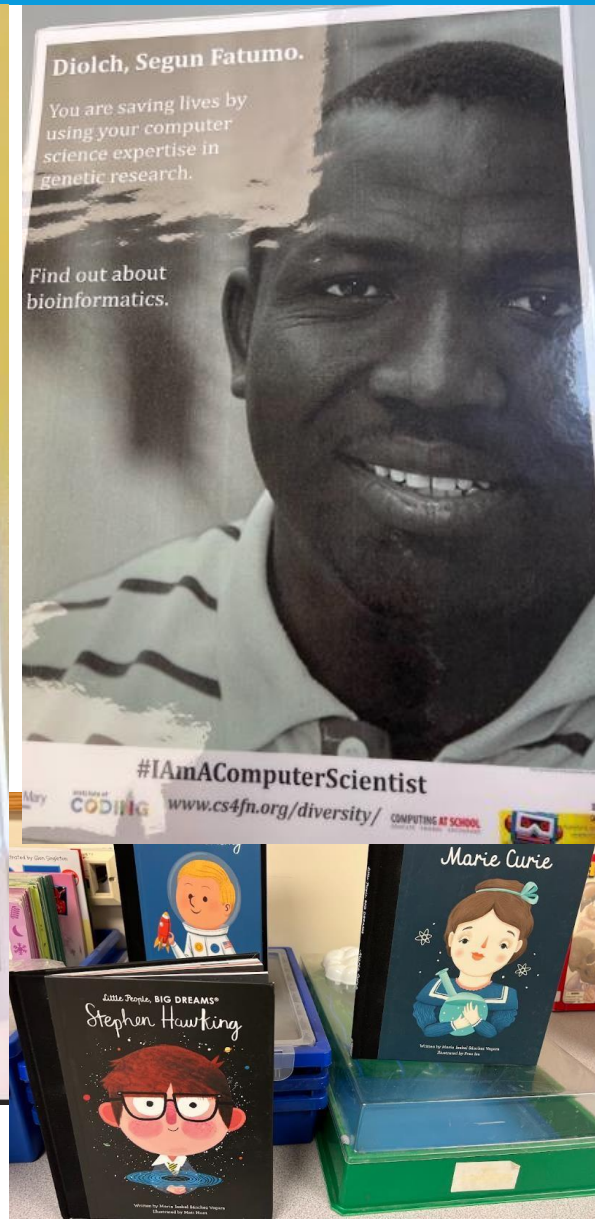


Cycling proficiency completed to level 2

Learning Mandarin on Bitesize and Duolingo as part of our Chinese New Year Project

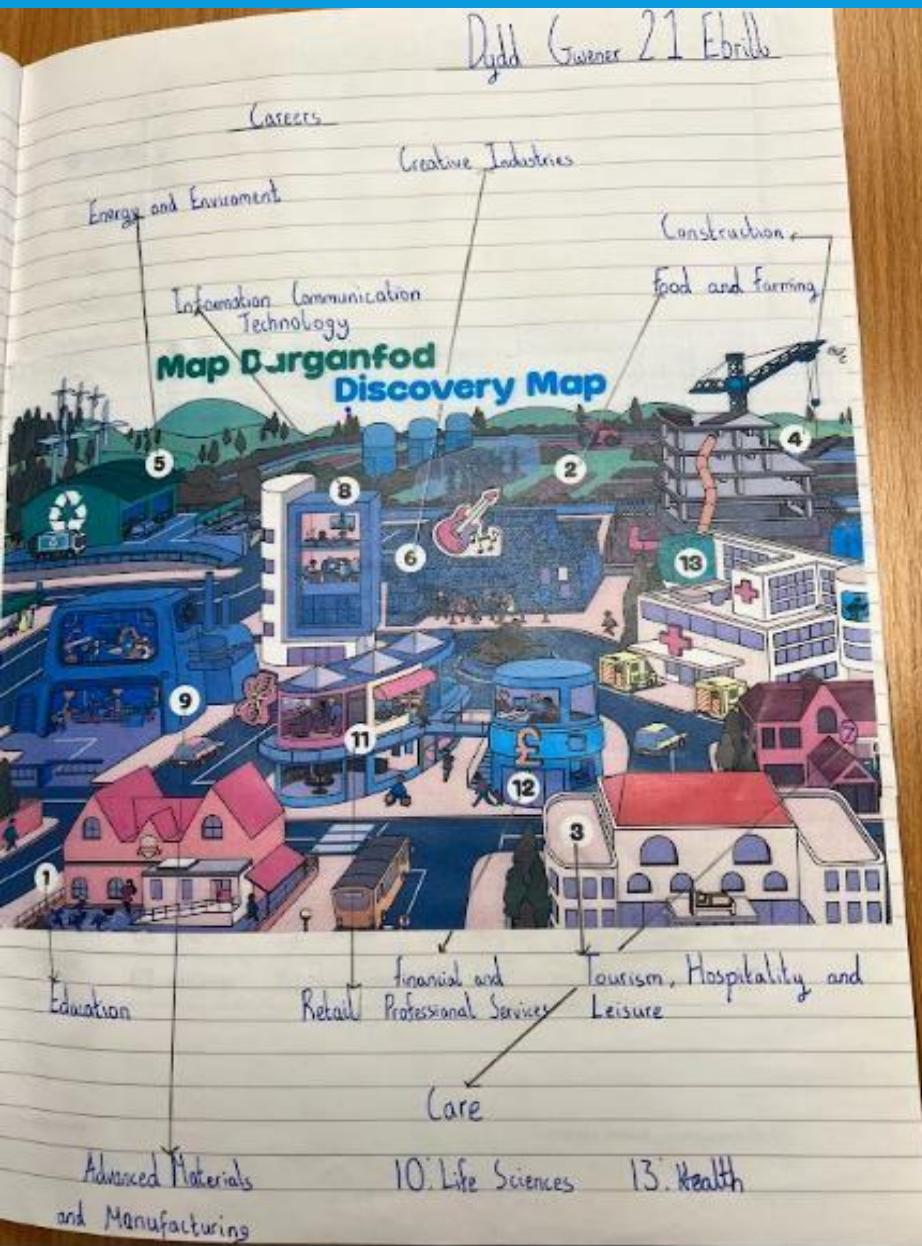


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AoLE display areas have been established to reflect CWRE elements. Posters and books of leading experts in their field have been included to instill curiosity and to inspire, plus enthuse the next generation.

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## Careers Wales

On one of our Cluster Schools' collaborative working days, The Rofft attended an inspirational presentation led by Chris Brayshay which highlighted how we could incorporate resources from Careers Wales naturally into the curriculum, in order to motivate, enthuse and prepare children for the future - a pathway we had already started and an ethos we wished to implement and embed consistently throughout the school.

In year 6, we started at the beginning - looking at the different job sectors and understanding which jobs fitted into which sector. The children particularly thought about their parents' jobs and had a discussion at home with them about their working lives.

## Buzz Quiz

Next, year 6 completed the Buzz Quiz to find out what animal they were. The series of questions in the quiz helps children to establish what kind of person they are and which jobs/sectors would best utilise their strengths.

We piloted the quiz on the staff first during our staff meeting. By the next day, husbands, partners plus sons and daughters and in fact all staff had completed the quiz and were comparing animals and jobs.



Year 6 found that the quiz was surprisingly accurate and jobs they would like to pursue, or they could see themselves undertaking were listed. There was much excitement and a real buzz to the lesson. They found the task purposeful, informative, fun and incredibly motivating.

# Strengths, goals and aspirations

**Skills**  
Your skills are the things you're good at; they are what enable you to do a whole range of tasks at school, at home, in your hobbies or in your future job. Tick between two and seven of the skills below that you think you have.

<input checked="" type="checkbox"/> Aiming high <sup>3</sup>	<input checked="" type="checkbox"/> Analytical	<input type="checkbox"/> Communication skills	<input type="checkbox"/> Creative thinking <sup>1</sup>	<input checked="" type="checkbox"/> Decision making
<input type="checkbox"/> Innovative	<input type="checkbox"/> Leadership	<input type="checkbox"/> Numeracy	<input type="checkbox"/> Organisation	<input type="checkbox"/> Presenting
<input type="checkbox"/> Proactivity	<input type="checkbox"/> Problem solving	<input type="checkbox"/> Resilience <sup>4</sup>	<input checked="" type="checkbox"/> Staying positive	<input type="checkbox"/> Teamwork <sup>2</sup>

**Interests**  
Your interests are the things you like to do. They may be things you enjoy doing on your own or with friends and family. Tick between two and seven of the interests below that you have.

<input checked="" type="checkbox"/> Animals <sup>3</sup>	<input checked="" type="checkbox"/> Art <sup>1</sup>	<input checked="" type="checkbox"/> Current affairs	<input type="checkbox"/> Environment	<input type="checkbox"/> Fashion
<input type="checkbox"/> Finance and business	<input type="checkbox"/> Fixing things	<input type="checkbox"/> Food	<input type="checkbox"/> Reading <sup>2</sup>	<input checked="" type="checkbox"/> Science
<input type="checkbox"/> Social media and writing	<input type="checkbox"/> Sport and fitness	<input type="checkbox"/> Technology	<input type="checkbox"/> Travelling <sup>4</sup> and languages	<input checked="" type="checkbox"/> Vehicles

**Personality traits**  
Your personality traits are your behaviours and attitudes. Even though every situation is different people have ways that they usually behave in. Your mix of personality traits make you unique. Tick at least two personality traits from below that you think you have.

<input type="checkbox"/> Adaptable	<input type="checkbox"/> Confident	<input type="checkbox"/> Curious	<input checked="" type="checkbox"/> Debater <sup>1</sup>	<input type="checkbox"/> Empathetic
<input type="checkbox"/> Enthusiastic	<input type="checkbox"/> Integrity	<input type="checkbox"/> Inventive	<input type="checkbox"/> Observant <sup>3</sup>	<input checked="" type="checkbox"/> Outdoor enthusiast
<input type="checkbox"/> Patient	<input type="checkbox"/> Respectful <sup>2</sup>	<input checked="" type="checkbox"/> Responsible	<input type="checkbox"/> Social	<input type="checkbox"/> Thorough

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## 1. Your Skills

## 2. Your Interests

## 3. Your Personality

**Therapist**  
Specialises in helping solve emotional or physical issues.

**Veterinary nurse**  
Responsible for the treatment and welfare of animals

**Graphic designer**  
Combines images and text to communicate visually

**Recruiter**  
Responsible for matching candidates to the right jobs

*If you develop more skills this could open up a wider range of job roles. Develop my Aiming high skills ...*



We used a variety of sources to look at the children's skills, interests and personality traits. Next Steps: To research the different sectors and jobs of their choosing.

## Skills action plan

### Skill

### What I'll do to work on it

### Completion date

Communication

1. Volunteer to read in class more often
2. Practise speaking in front of people in class presentations
3. Play recall games with friends and family to practise listening skills

December

Staying positive  
(resilience)

1. I need to not give up and quiet when I'm faced with a challenge (I can look at the growth mindset wall)
2. I need to try and read my work out and take in the ideas I'm giving as they will help in my work.
3. I need to stay positive when I get things wrong and remember mistakes help me <sup>LEARN</sup>.

Problem solving

1. I can look back at previous work to help.
2. I can focus on the present task not the one I'm doing next.
3. I can look at the walls of the classroom to help if I'm ever stuck.

Next Steps  
Action Plan -  
The children in  
year 6 looked  
at the skills  
they would  
most like to  
improve on to  
help them in  
the future.

They thought about how they could improve their own particular skills in the classroom environment.

Careers Wales -  
 As part of our children-  
 influenced  
 planning on Power  
 and Speed,  
 a parent who works in  
 Airbus offered to talk to  
 the class about his  
 working life experiences  
 to date. This is part of a  
 bigger picture for the  
 near future - a Careers  
 Fayre. Here are the  
 questions the class  
 posed:

What skills do you need for your position in Airbus? By Arwen

How long have you been working in the plane industry for? By Evelyn

How long on average does it take to transport the wings? Daniel

What qualifications do you need to be able to work for Airbus? by Martha

When you were our age what did you want to be when you grew up and was it anything to do with the job you have at Airbus? Oliver D

How heavy are the wings that you transport? Geraint

How does the Beluga fly with such thin wings and also with all that extra weight? Geraint

How long does it take to build a plane? DYLAN

Why do you have to ship the wings to France? Geraint

When was Airbus founded? Who was it founded by? Why is the beluga called the beluga? Lily

What is the fastest and most powerful plane Airbus have made? By Imogen

What part of the plane do you work on? What material is it made from and what are the benefits of that material? By Isla

How many wings can the Beluga hold at max capacity and the weight it might weigh at max capacity? (Ruben).

How many pairs of wings do they make a year? by Elias

Can you fix everything on a plane if it breaks? AS

What is the most important role at Airbus and why? By Ellis

How many people are working on one set of wings? Sam

What's your favourite aspect about Airbus? Daniel

What is the most important role at Airbus and why? By Ellis

How long does it take to make the wings? by Mia

What is it like working in Airbus? By Isabelle

What do you think future planes will be like? How could planes improve? HBA

Does the plane happen to carry any other things apart from wings, for example, engines, helicopters or small planes or materials etc? (Ruben)

Who was the company founded by and how do you transport the wings? Abi P

How many wings are inside a beluga plane for weight distribution? - Charlie

How big are the plane wings and how long does it take to make the plane? by Seb

Do you recommend Airbus as a place of work? Elias

Does the plane happen to carry any other things apart from wings, for example, engines, helicopters or small planes or materials etc? (Ruben)

What happens to the planes when they cannot be used any more? Emily

Who was the company founded by and how do you transport the wings? Abi P

How many wings are inside a beluga plane for weight distribution? - Charlie

How big are the plane wings and how long does it take to make the plane? by Seb

Do you recommend Airbus as a place of work? Elias

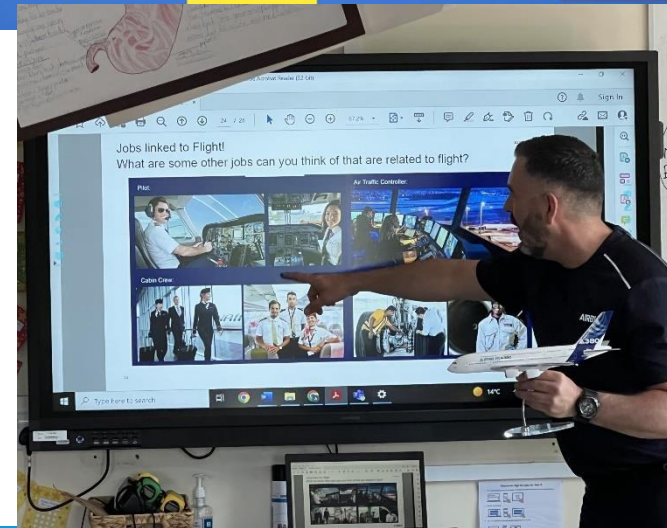
Does the plane happen to carry any other things apart from wings, for example, engines, helicopters or small planes or materials etc? (Ruben)

What part of the plane do you work on? By Isabelle

Does airbus work with other aircrafts such as helicopters? William.

What year was the first airbus plane successfully flown? Clodagh

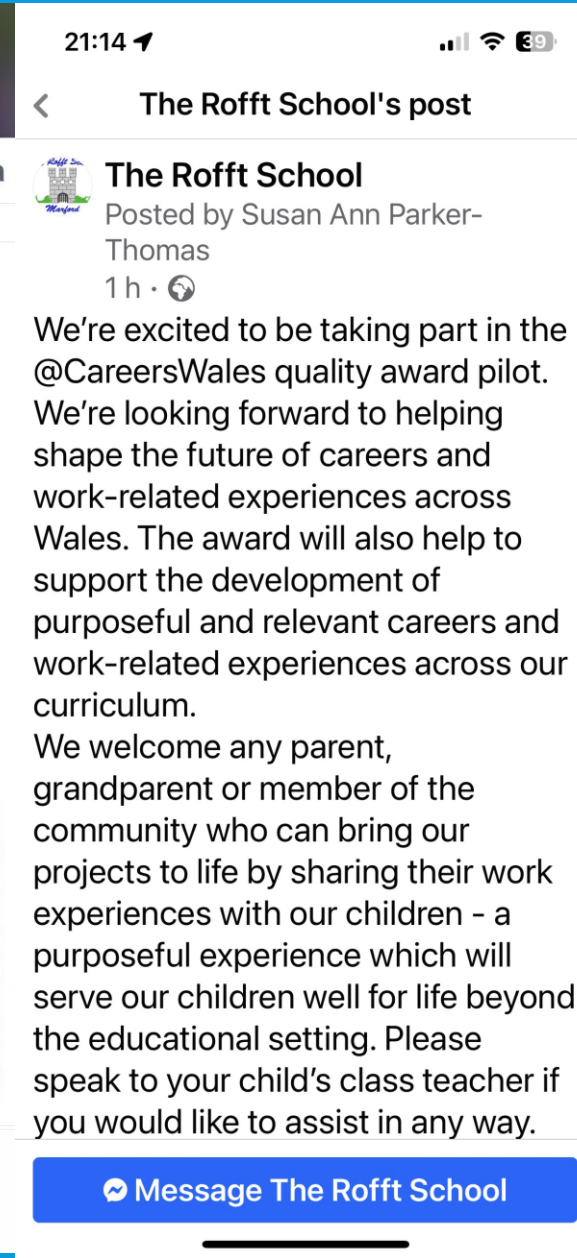
What's your favourite aircraft that you have worked on throughout your time at airbus? Oliver D



The Enterprise project was a great springboard for learning all about budgeting, profit, loss, problem-solving, plus the advertising and branding of a project. Children from all over the school took part and made home-made lemonade, smoothies, a Divali tealight holder painting experience, chocolates, photo frames and magnets plus a class-produced movie. The amount and variety of skills learned by all children was off the scale as children made logos, posters, adverts, designs, plus prototypes and delivered presentations. Bendigedig!



At the beginning of the autumn term after becoming a pilot school for CWQA, we communicated to all stakeholders on both Twitter and Facebook that we were about to embark on stage one of the CWQA. We also promoted our school's involvement in our Rofft School newsletter.

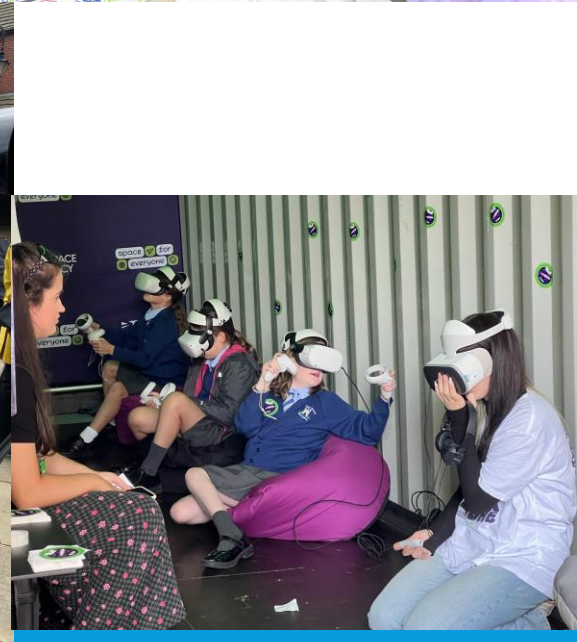


Children's involvement with the community has now become stronger at The Rofft due to CWRE. We are now thinking about the roles people play within our local area and how people in different sectors help others. The Discoverers explored what it was like to be a librarian in our local Gresford Library, meanwhile, the Deputy Mayor and her assistant Dot discussed how they help people within the community and what their jobs entail.



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CWRE is also a focus when considering school trips. The Adventurers participated in the #spaceforeveryone tour in September. They were inspired by the STEAM space-related activities and by the careers advice on professions within the space industry. As well as hopefully inspiring the next generation to think big, the tour was a brilliant springboard for the Adventurers next project 'Innovations = Progress?' Great opportunities for CWRE in this project.

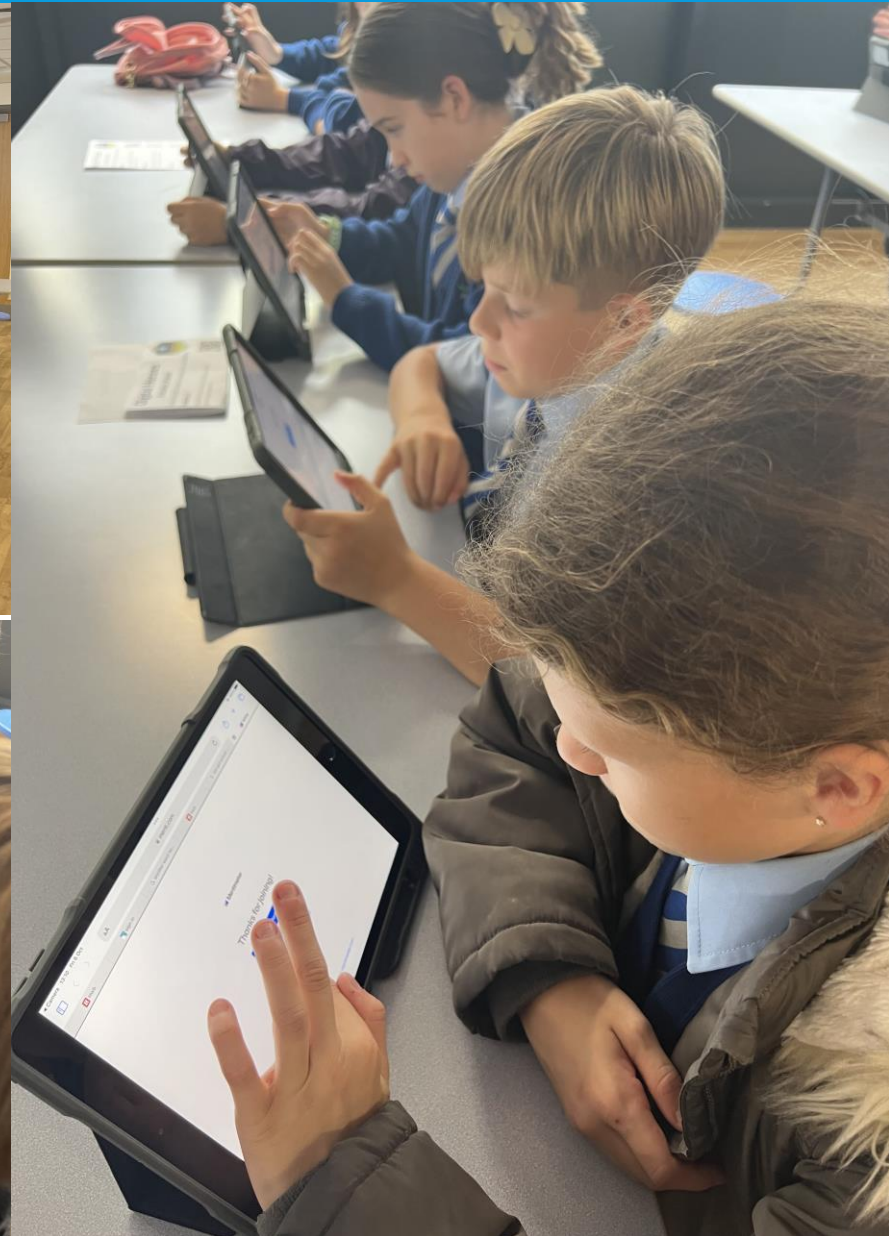
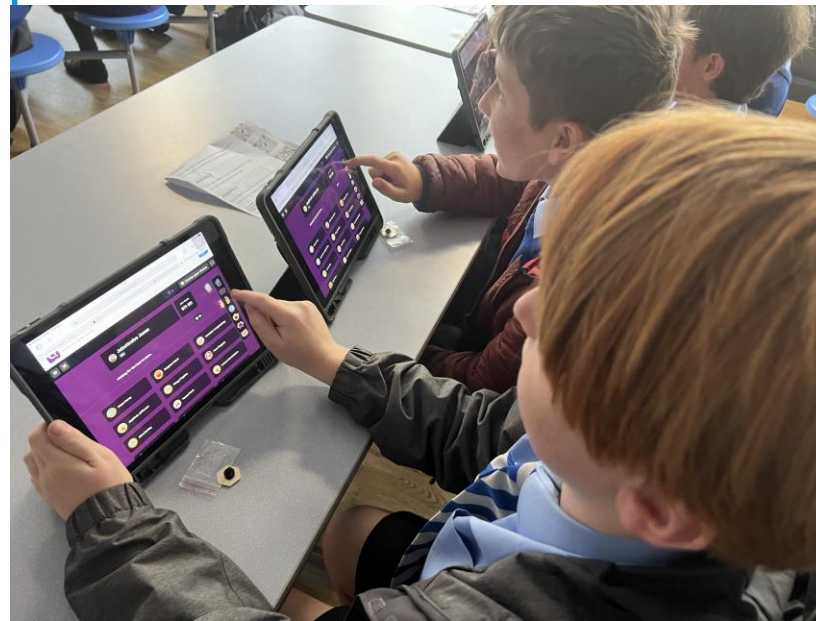


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Year 6 became involved in another pilot project called Digital Heroes.

They now hope to coach the younger children in school, luncheon club, plus residents in our local care home in the near future.

Year 6 not only learned how to stay safe digitally, they also became familiar with apps that could be used if someone was hard of hearing or partially sighted. Valuable coaching techniques were also taught during the session - great skills for the future!



We are also thinking more about the future life skills that are needed for jobs and ensuring that our enrichment provision after school involves interactive, practical exploration, problem-solving and investigation. New clubs that have been set up this year range from Mad Science to Forest Schools and Coding Club.



A visitor from Wrexham Museum talks about her job plus offers a range of hands-on experiences on Remembrance Day.

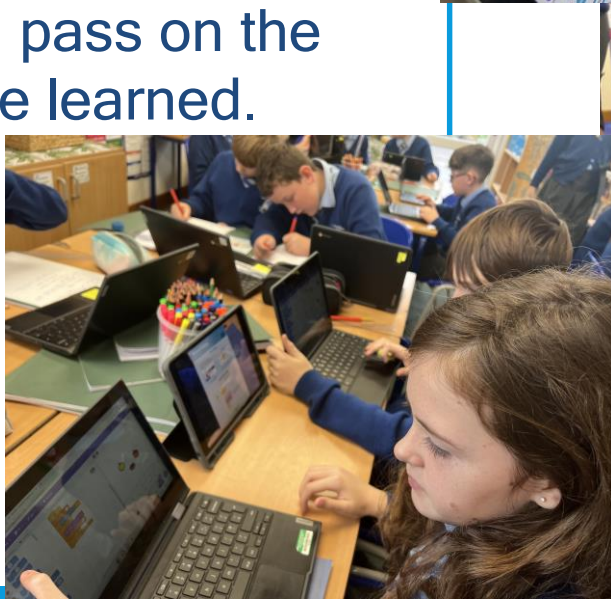
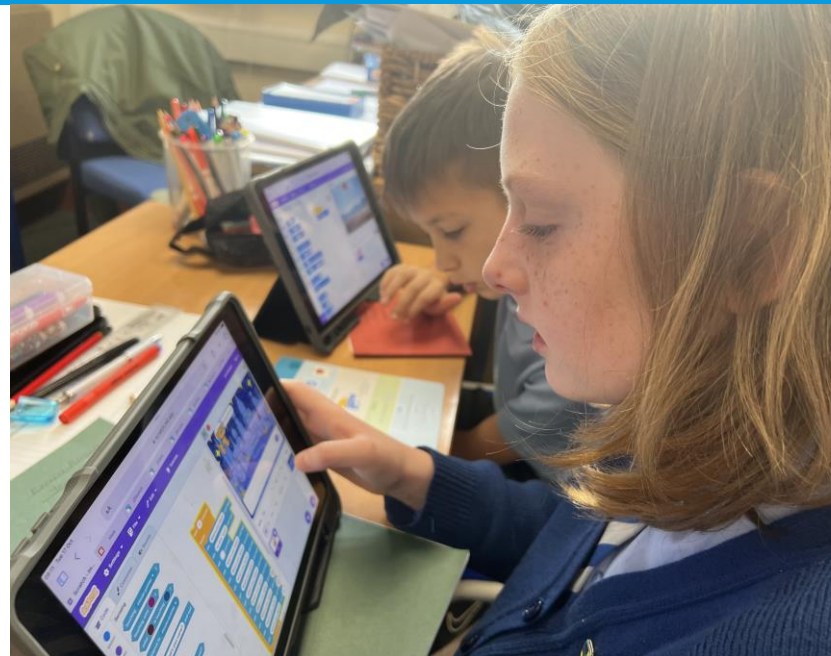
So far, the children have tested for acids and alkalis and created slime in Mad Science Club. Lots of investigating and problem-solving!



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Year 6 spend 15 minutes every morning coding using Scratch - valuable life skills for the future!

They are currently producing games for the younger children. Those who have a particular interest can then set up a Coding Club during dinner time to pass on the skills they have learned.



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Meanwhile, Year 6 still continue their Life Skills project. This year they have already made Butternut Squash soup and helped to improve The Explorers' outdoor space by hanging pinecones plus planting herbs and shrubs in pots and tubs. Again, lots of different types of skills were learned, plus they had the satisfaction of improving an area of the school very independently. Ardderchog!

