

In a semi-rural setting in the North of Sheffield, Bradfield School aims to help students understand the world of employment and see further than the edge of the fields.



Donna Barker is Assistant Headteacher STEM at Bradfield School:

'We are a very successful school, with high aspirations for all our students. We are doing our best to stretch them outside the comfort of Bradfield and give them the opportunity to meet people and do projects that link in with different aspects of work and life. Potentially – hopefully – every single student that travels through Bradfield will have engaged in half a dozen projects across the curriculum.'

'We use a 'STe³M E' skills framework, which provides our ethos for learning and includes Engineering, Enterprise and Environment. We want every lesson to touch on employability skills. When we develop our cross-curricular projects, we focus not only on the subjects they engage with, but on the core strengths we want children to develop as they go forward.'

'The skills framework is based around the development of character, alongside academic skills of literacy, numeracy and use of IT. Then we also look at processes of researching, developing, processing, actioning and evaluating. We focus on formative assessment and continuous development across all subject areas.'

'The Perfume Project runs over three days for the whole of year 9. On the first two days, students spend time in Science developing a fragrance and thinking about their market before going into Maths, where they consider the financial constraints of developing the product. They then go on to Technology, where look at how they will make their product look and its packaging, and finally to English, where they write a presentation and a sales pitch. On the final day, we invite employers to form panels of judges and students have to present to them. There is a lot of staff support and we have had a lot of good outcomes, giving students a chance to refine their skills, rather than just focusing on subjects.'



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Erin Lees is a Business Studies teacher responsible for Enterprise:

'We always get a lot of students interested in BiG Challenge from the start, with over half of those going through to the end of the competition and will submit reports. It is an extra-curricular activity, so Key Stage 3 students may also feel they have more time and many Key Stage 4 students will feel they have done it. We encourage Key Stage 5 students to consider BiG Challenge as an enrichment activity or as an extended project, which we require them to do.'

Students like the creativity and the independence they get from running their own business. It is something they can do with their friends. Some will do it for the end-reward of a profit or winning a prize. It's different from team to team. Year 7 students are particularly keen and, more often than not, they have the best ideas, even if they are not always practical. In an ideal world, the best team would be a vertical team, with year 7 students who are bubbling with ideas, alongside older students who may be better at co-ordinating what's going to happen and maybe take charge.'

