We decided to organise a whole school Economic Awareness Week as a response to the ECM agenda. Our aim was to raise children's aspirations and give them opportunities to look at and investigate a wide range of career choices. As the project developed we also decided to engage the children with meaningful writing activities which would be presented at the Careers Fair.

The children discussed what jobs they wanted to do and were sorted into mixed age groups based on their interests. The groups were led by teachers and teaching assistants.

Adults were invited into school to demonstrate, discuss and explain various elements of their jobs. The relevant group of children were encouraged to take part, ask questions or visit the person at work.

After a very busy week with over 30 different adults in school, the children collated information and created posters, fliers and information packs for the Careers Fair. Parents were invited to the careers fair to celebrate the children's work.

Specific aspect of practice to be accredited?
Raising standards of attainment through enriching the curriculum and raising economic awareness.

Aspect of Every Child Matters addressed:
- [ ] Be healthy
- [ ] Stay Safe
- [x] Enjoy and achieve
- [ ] Make a positive contribution
- [x] Achieve economic well-being

What were you hoping to achieve?
- Raising aspirations for children
- Allowing children access to a much broader range of career paths than in their current everyday lives.
- Explicitly teaching children about the world of work.
• Having fun.
• Inspiring and engaging children.
• Creating speaking and listening opportunities with a varied audience.
• Creating real life situations for learning.

How did you identify the need for this practice?

• ECM Audit suggested Economic Well Being was an area for development.
• Discussion with SIP agreed that embedding ECM agenda was a key priority for this year.
• Writing is a whole school issue.
• Children have very limited experiences outside school and as a staff we are trying to overcome this as a barrier to success.
• When the children talked about the future they had very unrealistic job ideas.
• The children also had a limited knowledge of what variety of jobs there were in the world.

Briefly describe the main characteristics of the school?

• 167 children on roll
• 17% Special needs (Statement or SA+)
• Majority of children from disadvantaged backgrounds (E)

What did you do?

• June 2009 - ECM identified as a key priority for school improvement by SLT
• July 2009 - Action plan written to form part of School Improvement Plan
• September 2009 - Action plan shared with whole staff including TAs and governors.
• November 2009 - ECM discussed at staff meetings.
• December 2009 - All subject leaders carried out audits in own subjects to link ECM to curriculum.
• January 2010 - Plan for Economic Awareness Week discussed with staff.
• February 2010 - Plan shared with children and following discussion with them, ideas changed. This was to meet their needs and interests more directly.
• March 2010 - Economic Awareness week held in school. Over 30 visitors came into school and worked with children. This took the form of workshops, question and answer sessions, hands-on work, demonstrations etc.
• March 2010 - Careers fair held in both halls. Parents invited into school. Also written up in Lancashire Evening Post - article written by Year 4 children.

Which members of the establishment and/or wider community have been involved and what was their role?

All teachers and TAs became very involved in the project. Governors were also included. Over 30 adults came into school to discuss their careers. Many of these were parents of the children here or relatives of adults in school. The teachers and TAs supported the children in thinking up questions, overseeing the sessions, guiding the children when completing research, etc. The visitors into school included: tree surgeon; judge; paratrooper; physio; rapper; nurse; band member; sports psychologist; sports coach; train driver; artist; archaeologist; PCSO;
footballer; builder; secretary.

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<th>How has the progress of the project been monitored and evaluated?</th>
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<td>• Discussion with children</td>
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<td>• Parental comments, particularly during the careers fair.</td>
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<td>• Action plan in SIP evaluated.</td>
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<th>How has the practice been modified or improved during development?</th>
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<td>The initial ideas were to hold a Dragon's Den style business challenge. However, it was felt that the needs of the children were much more centred around understanding the general world of work and also the children became extremely keen to follow this idea when it had been suggested.</td>
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<th>What has been the impact of the project on pupils’ learning, achievement or enjoyment and how has this been measured?</th>
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<td>The achievement and enjoyment has been evident. The school was buzzing during the actual week. The children have talked about how much fun it was, parents commented about how much children had enjoyed it. Visitors into school were surprised by how interested the children were and the quality of questions asked. The quality of spoken and written work during the careers fair was also high. The children are now talking about what they would like to do in the future (rather than all wanting to be footballers). The children have finally begun to relate school and learning to their opportunities for the future. The children were involved in Speaking and Listening activities, writing formal thank you letters, reports, explanations.</td>
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<th>What are the next stages in the development process?</th>
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<td>To ensure that special weeks (curriculum or themed) follow on the success of this week. This is particularly true of the way the work had been presented - not in a static assembly but in a children-led, interactive fair.</td>
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<th>What aspects of this practice may be useful for other establishments to consider?</th>
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<td>• To ensure the activities are interesting but have a meaningful outcome.</td>
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<td>• To encourage aspirational planning - i.e. visits, visitors.</td>
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<td>• To give ownership to TAs as well as teachers.</td>
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**Any Other Comments:**

The main improvement areas for the school are raising standards in writing, parental involvement and the ECM agenda. This project gave us a great boost to combine all three aspects.