

The Open Futures Quality Mark

Strategic Planning, Vision & Leadership



	Level One	Level Two	Level Three
Strategic Planning, Vision & Leadership	<ul style="list-style-type: none"> • Priorities articulated in the School's Development Plan (SDP) are consistent with the aims of the Open Futures Learning Programme • The Headteacher, senior staff and the Governing Body actively support the introduction of the Open Futures Skills and enquiry-based learning programme 	<ul style="list-style-type: none"> • The Open Futures Learning Programme is written into the SDP • Open Futures is integrated into the School's curriculum planning • Open Futures is having a positive influence on wider school agendas (e.g. healthy schools and economic awareness) • The School has started to consider strategies for sustaining Open Futures 	<ul style="list-style-type: none"> • The Open Futures Learning Programme is making a significant contribution to achieving SDP priorities • Open Futures is recognised as a key driver for improving and supporting the behaviour, attendance, well-being and self-esteem of pupils and for planning and developing the school curriculum • Open Futures principles and values are explicit in the school's aims • The strategy for sustaining Open Futures is securely established and articulated within the SDP • There is a commitment to working with other schools as part of the wider dissemination of the Open Futures Programme

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Organisation and Management Structure



	Level One	Level Two	Level Three
Organisation and Management Structure	<ul style="list-style-type: none"> The school has established a structure to co-ordinate and manage Open Futures, including Strand Champions and an <i>Open Futures</i> Co-ordinator As appropriate, the school has plans to establish an Open Futures Steering Group or Development Team or Management Group The calendar of Open Futures meetings, training and other events is established and disseminated to all staff All members of staff and the Governing Body are aware of the school's involvement in the Open Futures Learning Programme 	<ul style="list-style-type: none"> The Senior Management Team is actively involved in the oversight of the Open Futures Programme The Open Futures Steering Group or Development Team or Management Group has representatives from, or links with, staff, parents and the local economic community Open Futures is a regular agenda item for management meetings and a review structure is in place All members of staff and Governing Body understand the aims of the Open Futures Learning Programme and are aware of the school's priorities in developing the four Open Futures strands 	<ul style="list-style-type: none"> The organisation and management of Open Futures is securely established within staffing policies and practices The Steering Group or Development Team or Management Group is actively supporting and on-going development of Open Futures Open Futures is a regular item at meetings of the Governing Body with a named Governor to support review and development All members of the school community understand the aims of the Open Futures Learning Programme and are aware of the school's commitment to its on-going development

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Learning and Teaching



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Learning and teaching	<ul style="list-style-type: none"> The school is developing all four strands of Open Futures Pupils in some (or all) year groups have been given the opportunity to learn new and practical cognitive skills within each of the four Open Futures strands Teaching Assistants are appropriately deployed to support the development of the Open Futures Learning Programme There are clear plans to use Open Futures to improve pupils' motivation, enjoyment and commitment to learning Enquiry-based learning is being developed in some areas of the curriculum 	<ul style="list-style-type: none"> The four Open Futures strands are interlinked in many classroom activities Pupils in some (or all) year groups have been given repeated opportunities to apply and develop further practical and cognitive skills learnt within each of the four Open Futures strands Teaching Assistants are fully involved in supporting the delivery of Open Futures Open Futures is improving pupil motivation across all areas of the curriculum Parents and other members of the local community are actively involved in delivering some aspects of Open Futures Enquiry-based learning is prominent in the planning and delivery of the curriculum across more than one year group 	<ul style="list-style-type: none"> Pupils in all year groups have demonstrated significant development of responsibility, confidence and independence Pupils in all year groups have been given repeated and regular opportunities to apply and extend practical and cognitive skills and knowledge within each of the four Open Futures strands The four Open Futures strands are used by Teachers and Teaching Assistants to support pupils in learning, understanding and applying a wide range of cross-curricular skills Teaching Assistants are actively involved in supporting colleagues new to Open Futures Enquiry-based learning is prominent in the planning and delivery of the curriculum across all year groups

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Monitoring and Assessment



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Monitoring and Assessment	<ul style="list-style-type: none"> The school's Monitoring and Assessment Policies are being reviewed to reflect the introduction of a skills and enquiry-based curriculum 	<ul style="list-style-type: none"> Tools are being developed to assess the impact of Open Futures on pupils' learning and achievement The impact of Open Futures is recognised within the schools' self-evaluation processes 	<ul style="list-style-type: none"> Formative and summative assessment and recording processes, appropriate to a skills and enquiry-based curriculum, are used by all staff. They include a commitment to pupils' self and peer assessment The impact of Open Futures is formally acknowledged by the Senior Management Team, Governors and external evaluators

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Learning Environment and Resources



Open Futures

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Learning Environment and Resources	<ul style="list-style-type: none"> • The school has made appropriate arrangements for the safe use of cooking equipment • The school has created a space for growing fruit and vegetables • The school is using appropriate equipment to develop the <i>filmit</i> strand • The school has a range of appropriate resources to develop the <i>askit</i> strand 	<ul style="list-style-type: none"> • Open Futures learning activities in all four strands are experienced safely and effectively across all teaching areas within the school buildings and grounds 	<ul style="list-style-type: none"> • The school has appropriate facilities for sustaining a wide range of cooking activities for all pupils throughout the school year • The school has an active kitchen garden, well maintained throughout the year • The school has ICT resources appropriate to the sustainability of the delivery of <i>filmit</i> across the whole curriculum • The school has a wide range of resources to stimulate and support philosophical enquiries with children in all year groups

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Staff Development



	Level One	Level Two	Level Three
Staff Development	<ul style="list-style-type: none"> There are plans for some Teachers and Teaching Assistants to receive training in all four Open Futures strands 	<ul style="list-style-type: none"> There are plans for all Teachers and Teaching Assistants to receive appropriate training in all four Open Futures strands There are 'Champions' in place for each of the four Open Futures strands 	<ul style="list-style-type: none"> All Teachers and Teaching Assistants regularly receive appropriate training in all four Open Futures strands and there is an induction process in place to support staff new to the school Stand Champions are well established and are able to contribute effectively to the school's curriculum planning Some Teachers and Teaching Assistants have received additional, appropriate, training to make them confident trainers and demonstrators