



11 BEFORE 11 - Dare to be different, because life is an adventure

Executive Summary

REAch2 Academy Trust is the largest primary-only academy trust in the country. Currently, the Trust supports 55 primary academies across England and has a strategic plan to add further schools to its family in the coming years.

Our Trust is built around the provision of exceptional teaching experiences and the holistic development of our pupils' broader life skills. In addition, we want our Trust to be viewed as a fantastic and developmental place to work, and through this create a culture of pride, enjoyment and teamwork.

To ensure that our pupils enjoy the very best enrichment opportunities, we have developed the exciting and innovative 11 before 11 programme. Through this concept, we are committed to the promise that all REAch2 pupils will enjoy 11 memorable and developmental experiences before the age of 11.

Embedded within its design is a desire to create and deliver activities that would not normally be available to school children. With this in mind, we want each of our opportunities to have a positive impact on our pupils' life experience and to teach them new life skills that they can take into their on-going education.

The development of this strategy will guide our future work. It will ensure we are focused in our approach and through this are able to deliver meaningful and measurable impacts for our pupils, academies and communities.

Through the implementation of 11 before 11, we will collect and analyse insight through our different academies. We will use this to communicate our collective successes and to learn how we can add value to our work. We will also use this insight to help us identify new innovation and exciting opportunities.

We appreciate that our academies are different, not only in terms of their geographic locations and the facilities they have, but also in relation to their local demographics and community needs. Given this, we intend this strategy to be used as a guidance document to support our academies in the development and implementation of 11 before 11.

We hope that whoever reads this strategy will be inspired by our current success stories and commitment to helping make 11 before 11 an amazingly rewarding programme of activity for all involved.



Foreword



Sir Steve Lancashire
Chief Executive

Since establishing the REAch2 Academy Trust in September 2012, we have progressed from 2 to 56 primary schools. During this six-year period, we have provided the highest quality of support to our schools and established a collaborative family that is proud of the REAch2 brand and the impacts that we collectively deliver. In addition to being the largest primary-only Trust in the country, we are also recognised as being one of, if not the best.

Building on this initial success, we have ambitious plans to encourage new schools to join our Trust and by 2022 we hope to have in excess of 100 schools operating within the REAch2 family. We are committed, irrespective of the school's geographic location or the demographic it serves, to help all our schools achieve an outstanding status. To ensure this happens, the Trust will continue to provide innovative and sector-leading support.

In addition to the educational impact our schools deliver, we are fully committed to providing a tremendous programme of enrichment as we believe the joy of learning extends beyond the classroom environment. We want all our children to have the opportunity to broaden their horizons and to build long-lasting fond memories of their primary education. Through this approach, we believe we can help our pupils to develop the necessary skills to thrive throughout their lives.

When 11 before 11 was first discussed, I was extremely excited by the opportunities it could provide. As the concept has evolved, this excitement has grown, as has my belief in its ability to provide limitless impacts.

I would like to thank you in advance for your support in bringing this exciting programme to life and I look forward to seeing the many inspirational case studies I know it will produce. With regards to your support, I am also very much looking forward to seeing how 11 before 11 grows and develops given that I am sure there will be no shortage of enthusiasm and innovation in its delivery.



Introduction



Cathie Paine
Deputy Chief Executive

Dare to be different, because life is an adventure, is more than just a title for 11 before 11. It is a hugely rewarding philosophy to have throughout your life. Since joining REAch2 as its first employee at the end of 2012, I have tried extremely hard to embed this cultural approach into our growth and development.

In doing so, I have been privileged to witness a huge number of outstanding efforts and achievements on behalf of our academies. I have also been extremely proud to work alongside an equally large number of highly dedicated and talented individuals.

Not surprisingly, the combination of these two factors has allowed us to not only grow the number of schools in our Trust, but also drive significant and on-going improvement in our levels of educational attainment. Currently, our Trust supports 56 primary schools and around 21,000 pupils. By 2022, we plan to support 100 schools and around 37,500 pupils.

Based in 4 different regions across the country, our schools are extremely diverse, varying in size, location and levels of opportunity. In addition, our schools represent a cross-section of British culture, including both religion and language. Consequently, our pupils may not always have the same experiences on their doorstep. I believe it is our role as a Trust to enable all our children to enjoy a breadth of opportunities irrespective of their circumstance. A key role of our Trust is to break down barriers to education and personal development, allowing all our pupils to realise their potential.

To this end, we have developed the 11 before 11 programme. It is designed to empower our children to take the driving seat in their own lives and provide a range of memorable activities that we hope will engender surprise and delight. Through this, we aim to secure new skills and confidence in all our children, allowing them to

realise that anything is possible and encouraging them to dare to be different. 11 before 11 will take our children beyond the usual, to open opportunities in life and inspire them to move forward in their own life adventure.

In line with REAch2's philosophy, the 11 before 11 programme will be fully embedded within our seven organisational touchstones.

To help us develop the 11 before 11 programme, a number of our schools engaged in our 'Try5' pilot programme. The activities that this stimulated were truly inspirational and are briefly highlighted within this strategy. Through this process, we have been able to learn and therefore enhance the 11 before 11 concept. I am positive that this learning will be ongoing and we will continue to innovate for many years to come.

I very much look forward to hearing about and seeing all of the incredible things that I am sure our academies will deliver and I thank you in advance for your dedication and commitment in daring to be different.

Inclusion

We acknowledge and celebrate that all people are different and can play a role in the REAch2 family whatever their background or learning style.

Learning

Children and adults will flourish in their learning and through learning discover a future that is worth pursuing.

Leadership

REAch2 aspires for high quality leadership by seeking out talent, developing potential and spotting the "possible" in people as well as the "actual".



We recognise that we lead by example and if we want children to grow up to behave appropriately and with integrity then we must model this behaviour.

Enjoyment

Providing learning that is relevant, motivating and engaging releases a child's curiosity and fun, so that a task can be tackled and their goals achieved.

Responsibility

We act judiciously with sensitivity and care. We don't make excuses, but mindfully answer for actions and continually seek to make improvements.

Inspiration

Inspiration breathes life into our schools. Introducing children to influential experiences of people and place, motivates them to live their lives to the full.

Integrity

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Our Reach

REAch2 has sought to embed its educational philosophy across England. Since 2012, we have looked to support schools who need our help and schools where we think we can have a positive influence. We embrace the importance of supporting over 21,000 children and welcome the opportunity to support them in their primary education. Through the delivery of 11 before 11, we want to broaden the educational experience of all our children, allowing them to progress from REAch2 with an abundance of life skills and memorable experiences.

11 promises

1m+ memorable experiences by 2022

55 adventure ambassadors

37,500 pupils by 2022 - planned growth for the future

4 regions

3 themes

657 classrooms

1,435 number of staff

21,000 pupils

55 primary schools

4 regional ambassadors

Up to **231k** memorable experiences each year

Our Impact

Across our broad and diverse Trust there is huge diversity. Although this is very much welcomed, it also stimulates a range of life challenges for the young people we support. For example, some of our children will have very little chance to spend time in the countryside, others will never have the opportunity to experience different countries and cultures, similarly many will never consider engaging with the arts. Through the delivery of 11 before 11, we aim to overcome as many of these challenges as possible. Some of these are detailed below.

11 before 11 will enable all REAch2 children, irrespective of their circumstance to:

- Enjoy the great outdoors
- Experience the arts
- Embrace new cultures
- Challenge their adventurous spirit
- Stretch their comfort zone
- Build new life skills
- Support the community within which they live

Whilst the provision of opportunities is vital, the impact that participation creates is more important. Through the delivery of 11 before 11, we are not only looking to open our pupil's eyes to a world of new opportunities, but also to help them develop the skills and experiences required to thrive and develop in their future lives. Through 11 before 11, we aim to deliver an enhancement in the following areas:



Our Promises and Themes

11 before 11 is made up of 11 promises to our pupils. Each promise provides the framework for the delivery of an exciting and memorable opportunity. Given the diverse nature of our schools and pupils, we fully understand that these promises will be delivered at different times within the school year and in subtly different formats to suit the school's needs. In terms of an approach, we welcome this flexibility as it will allow our schools to be creative in their approach and for the Trust to gain ongoing understanding of what works well and how opportunities can be enhanced.

Our Promises



10 good deeds



Make/Break a REAch2 record



Flashmob



Seeds to supper



Create something great



Messing about on the water



Sleep under the stars



Hiking heroes



Horsing around



Visit a foreign country



Shake it up Shakespeare

Our Themes

To ensure we are delivering impacts that we want, we have developed these promises in line with three developmental themes.

Our Community

Understanding the importance of community life is incredibly important for our young people. Our 11 before 11 promises are designed to encourage tolerance, volunteering, cooperation and respect. We want all our pupils to enjoy their communities through active support and the embrace of diversity. We also want our pupils to feel a sense of worth and be proud of their community achievements and realise the achievements they themselves can stimulate.

Our Adventure

Taking part in adventurous activities can occasionally be intimidating or unnerving as they often take people out of their comfort zone. Our 11 before 11 promises are designed to introduce children to adventure in a safe and controlled environment. We want all our children to have the confidence to try things and not be afraid of failing. In addition, we want our pupils to seek out new opportunities through which they can test themselves and learn new skills.

Our Culture

The arts and culture are often perceived to be inaccessible. It is also seen by many as an area which might highlight a lack of knowledge and understanding. Our 11 before 11 promises are designed to show our young people that arts and cultural activity are as diverse as the communities within which they live. Through our influence, we want to stimulate an interest, excitement and desire to access more.



Bringing our Promises to Life

10 GOOD DEEDS

Why this promise is important to us

Being part of a strong and caring community from an early age will help all our pupils to appreciate that giving and supporting others can make their lives more enjoyable and rewarding. Seeing other people smile or benefit from kind gestures will be immeasurable. Through the delivery of 10 good deeds, we want all our children to identify what is needed in their local communities and to work with their peers, parents and neighbours to bring these activities to life.

Although this promise concludes after the 10th deed is done, we hope that this experience encourages all our children to continue to support their communities and enjoy the life-long benefits that this can bring.

Throughout our schools we are committed to providing many thousands of voluntary hours, ensuring we play our part in improving community life beyond our educational responsibilities. We want to be known as outward facing providers who care about our communities and can make a long-lasting difference.

The benefits this would bring to our pupils

Sharing and giving are both vital life skills for all our children. We realise that taking part in the delivery of 10 good deeds will help to show all our children that going out of their way to support others can be more enjoyable and rewarding than receiving things themselves. Through the organisation of 10 good deeds, we want our children to learn skills such as:

- Honesty
- Integrity
- Dignity
- Teamwork
- Inquisitiveness
- Planning
- Listening

The delivery of 10 good deeds will encourage all our pupils to become neighbourly and community spirited within their lives.



What needs to be done

The delivery of 10 good deeds should, as much as possible, be led by pupils. When organising your 10 good deeds consider the following steps:

- **Identifying needs** – Encourage your children to ask questions of each other and of people who live in their communities. Through this questioning help them to identify what skills they have, what is important within the local community and where they can make the biggest difference.
- **Make a plan** – Support your children in planning sessions, helping them to set the dates and times of their good deeds, agree their roles and responsibilities, and identify and secure the resources that they may need.
- **Deliver the deeds** – Help your pupils to coordinate their efforts and to act as an effective team. This will require teamwork and great communication not only amongst themselves but also with other partners and the beneficiaries of their efforts.
- **Record and learn lessons** – For this promise to be truly valuable, it will be important for your children to record the activities they deliver and to learn from their experience. Over time, the case studies they develop will become invaluable to future pupils who may want to learn from earlier approaches or to build on earlier success.

Tried and tested ideas – why not try

- Cleaning graffiti within your communities
- Washing your local fire engines and police cars
- Working with old people in your communities to share skills and experiences
- Helping to weed a community allotment
- Busking at community locations and collecting donations for a local charity

Tips for success

- Use this promise to create a conversation with parents – have a suggestion box in reception or develop parent and neighbour questionnaires to help identify community needs
- Set up a voting system (like many super markets) putting the decision making in the hands of the community
- Encourage your children to ask key community figures what they think is important
- Spend time in class understanding what our pupils feel is important and use this to stimulate discussions
- Create a planning template that allows pupils to identify the nature of the good deed, the timings of its delivery and the resources that might be needed
- Plan roles and responsibilities around pupils' interests and skills. Use this then to build confidence through a sense of importance but also to encourage pupils to try things they might not feel they can do
- Create a recording template that allows children to assess what they have done and the impact they have created
- Provide opportunities for pupils to present and display the impact of their good deeds

MAKE OR BREAK A RECORD

Why this promise is important to us

Throughout life our pupils will face many challenges, some of which will be in competitive environments. It is important that all our pupils have the confidence and skills to tackle these challenges and the opportunities to appreciate and enjoy the feelings of success in relation to their efforts.

The delivery of make or break a record is designed to stretch our pupils' imagination, and to open their eyes to the wealth of opportunities on offer in their future lives. We want all our children to dare to be different and to realise their dreams.

We will use this promise to create effective camaraderie, communication and excitement amongst our schools. In addition, make or break a record will provide all our pupils with an opportunity to develop their own legacy within the REAch2 family.

To build excitement, we will produce and promote the REAch2 book of records, exploring mind-blowing feats and record-breaking wonders that showcase the amazing individuals and groups of children who attend our schools. In years to come we want to be known for pushing the boundaries and achieving the unexpected.

The benefits this would bring to our pupils

Being ambitious and competitive are key life skills that we want our pupils to embrace. We also want our children to learn that they will not always achieve what they want to and that sometimes there is more to learn from not succeeding.

Make or break a record helps us to create an environment of experimentation, it also allows our children to learn about other schools and to build friendly rivalries. We believe that this promise gives every child the opportunity to shine and to demonstrate to themselves and others what they can achieve. Through the organisation of make or break a record, we want our children to learn skills such as:

- Confidence
- Teamwork
- Determination
- Ambition
- Belief
- Dedication

The delivery of 10 good deeds will encourage all our pupils to become neighbourly and community spirited within their lives.



What needs to be done

The delivery of make or break a record should encourage all our pupils to be ambitious and competitive. This may involve trying to beat an existing school, regional or national REAch2 record or become the creator of a new activity. Either way we want all our schools to think big and to chase their dreams.

When organising your Make or Break a record promise, consider the following steps:

- **Identify the challenge** - Encourage your pupils to identify the challenge that they want to pursue. This could involve them developing a brand-new record or wanting to beat a record already held by their school, or alternatively a record that is held by another REAch2 school.
- **Planning the record attempt** - Planning is often the key to success. Help your children to research and learn from other attempts, identify and recruit the necessary skills and individuals, plan a training schedule and confirm a date and venue.
- **Practice and training** - Support your children with the development of new skills and provide opportunities for them to practice. Encourage them to develop and work as a team and through this be supportive of each other's development.
- **Create excitement** - Building a sense of anticipation is a key part of this promise. Encourage your children to communicate throughout the school and to build a story around their efforts, when possible involve families in the excitement.
- **Taking on the challenge** - Making or breaking a record should be a big thing. Whenever possible, the big day should be a very visual and interactive experience, with lots of cheering and motivation. Ideally, the record attempt should be recorded to allow the participants to relive the experience and to learn for future attempts.
- **Celebrating success** - We want all our schools to promote both record attempts and records broken. We want making or breaking a record to create an infectious spirit of competition and celebration throughout our schools. We also want these record attempts to inspire new levels of creativity. At every stage encourage your children to be proud of their efforts and to promote their achievements.

Tried and tested ideas - why not try

- Building the longest paper chain
- Setting a pancake flipping record
- Knitting the largest patchwork quilt
- Beating a Mannequin challenge record
- Setting a whole school skipping challenge
- Growing the biggest REAch2 vegetable

Tips for success

- Create inspiration by delivering an assembly on world famous record breakers
- Deliver a project to explore what it takes to break these records
- Run internal competitions to stimulate suggestions and involve all children in voting for their favorite
- Involve as many children as possible - some to break the record, some to record and report on the record attempt
- Promote record attempts through school communications and when possible link attempts to community events
- Encourage older pupils to mentor and train the younger children

FLASHMOB

Why this promise is important to us

For many performing in front of friends and family can be daunting, delivering the same performance to people you don't know represents a much greater challenge. Through the delivery of the Flashmob promise we want to help all of our pupils to understand what they can achieve when they step outside of their comfort zone.

Flashmob will help our pupils to realise the power of a being part of a team. All too often it will be the shyest pupil who turns out to be the most exuberant performer. Conversely the most talented sports person might find it hard to learn a dance routine. Flashmob is all about helping each other to deliver something special and memorable.

Through the delivery of our Flashmob promises we want to show the public how fun and dynamic it is to attend a REAch2 school. We also want to use our Flashmob performances as a community advertisement for our 11 before 11 programme.

The benefits this would bring to our pupils

Taking part in a Flashmob event will take courage. It will allow our children to feel and overcome nerves. Flashmob will help our pupils to develop the confidence and skills to tackle the unusual and unexpected challenges that they will face throughout their lives.

This promise will also help to unearth new talents and to give some children an exciting platform to perform. Through the organisation of our Flashmob promise, we want our children to learn skills such as:

- Confidence
- Teamwork
- Leadership
- Determination
- Dedication

The delivery of make or Flashmob will encourage all our pupils to embrace build a new sense of confidence and optimism.



What needs to be done

The delivery of Flashmob will take many of our pupils outside of their comfort zone. It will help our children to understand and overcome nervousness. It will unearth hidden talents and help to generate new leaders. It will help with the development of new friendships and create a truly memorable occasion.

When organising your Flashmob promise, consider the following steps:

- **Seek inspiration** - Use You Tube and other social channels to watch other Flashmobs - invite a local dance teacher to run an interactive assembly
- **Plan your Flashmob** - Engage the children in every element of planning, from costume to music choice, from routine to roles and from venue to dates.
- **Building your team** - In addition to finding and involving pupils who dance its helpful to identify a local dance teacher who will help you alternatively look within your own staff team for people who have a hidden dancing talent
- **Practice** - Working with your team identify your music and design your routine. Build up slowly getting the children to practice in private and then progressively introduce more people to watch - encourage the children to support each other and to work as a team
- **Behind the scenes** - It will be really important to record this amazing achievement and to share it through social media - having overcome their nerves your pupils will want to enjoy their moment of fame - some of your children may not have the confidence to engage in the dance but will love the responsibility of being behind the camera
- **The Big Day** - Enjoy, smile and celebrate
- **Celebrating success** - We want all our schools to promote their Flashmobs. We want all our pupils to be proud of their achievements and to be thrilled by the performances of others. We also want past Flashmobs to help inspire future planning

Tried and tested ideas - why not try

- Linking to a large event - Christmas markets or summer fairs
- Using busy locations - shopping centers, stations high streets
- Linking with sports teams - before the match or at half time
- Using other people's/venues equipment
- Launch or take part in a carnival

Tips for success

- Think carefully about your music choice - the best Flashmobs use mash ups
- Plan for all weather conditions - indoor venues provide a fantastic opportunity - alternatively link with a summer event
- Consider the equipment you will need and work with local people to provide this for free
- Get the children involved in their costume selection and design - if their comfortable performing becomes easier
- Use the costume as an opportunity to generate sponsorship
- Plan all your safeguarding early in the process - there is nothing worse than pancaking on the day
- Try and recruit support - dance school for choreography - college or university for filming and production - they also provide volunteers
- Use apps like 'Teach Yourself to Dance'

SEEDS TO SUPPER

Why this promise is important to us

A good diet is key to a healthy life. We want all our pupils to understand how food is grown and how lovely fresh food is to eat. We want our children to understand the nutritional value of food and what makes a good healthy diet. We want REAch2 pupils to try new foods and be curious and inquisitive about the foods of different cultures.

Having grown their own food it's important that our pupils have the skills to prepare their own meals and the confidence to avoid processed pre-prepared meals. We want to engender and develop an enjoyment of cooking.

Throughout our schools we understand the value of children eating well. A healthy diet helps with energy, concentration, happiness and health. We want all our pupils to enjoy this advantage within their lives. Whilst in the first instance the Seeds to Supper promise will help our pupils cook their own meals we also hope it will play apart within our 10 good deeds promise.

The benefits this would bring to our pupils

Many families live busy lives and therefore have little time to cook together. We want to play our part in giving our pupils the opportunity to try and enjoy cooking. We also want to use this promise to demonstrate how easy, achievable and fun it is to grow food.

For some of our pupils this may unlock a new lifelong ambition, for others it will give them the confidence to help at home and maybe to cook their parents nice birthday dinners. Whichever outcome, it is important for our children to learn this vital life skill. Through our Seeds to Supper promise, we want our children to learn skills such as:

- Confidence
- Dedication
- Consistency
- Exploration
- Determination
- Experimentation

The delivery of make or Seeds to Supper will encourage all our pupils to become contentious, curious and focused.

What needs to be done

Having a well-planned approach is key to the success of this promise. From planting a seed to cooking a supper takes time and a dedicated. It also requires resources and ideally partnerships. The delivery of this promise also needs consistency to ensure that the children are fully engaged throughout the process.



When organising your Seeds to Supper promise, consider the following steps:

- **Understanding the theory** – To get the most out of this promise it's important that your pupils are given opportunities to study the properties of a healthy diet and the process required to grow the raw ingredients – organisations such as the Federation of City Farms and Community Gardens offer data sheets and learning packs to help with this process
- **Planning your approach** – Growing food doesn't always require large spaces and complex equipment. Think about alternative and simple ways that you can grow crops at your school. Plan the timing of planting and harvesting and the sorts of foods that are best for the conditions you have at your disposal
- **Build partnerships** – Try to develop partnerships to help make your Seeds for Supper promise more exciting and engaging – get your pupils to develop and present partnership requests
- **Creating a team** – Growing food requires ongoing care and attention, give your pupils the responsibility to manage to process and to understand that consistency is key to success. Support this through the involvement of staff and community volunteers
- **Enjoy the outcome** – Work with your children to plan the meals which they want to cook. Encourage them to develop a naturally balanced menu
- **Practice makes perfect** – The confidence and excitement of growing food and cooking increases as you do more. Uses TV shows like the junior 'British Bake Off' and 'Junior Master Chef' to inspire your children and give them the opportunities to run their own school competitions. Additionally, provide opportunities for this activity to link with your 10 Good Deeds promise
- **Celebrating success** – Through your Seeds for Supper we want to develop and promote our growing knowledge. We also want to develop an exciting range of REAch2 recipes. Hopefully in time we want to be celebrating our own award-winning chefs

Tried and tested ideas – why not try

- Growing food than can be sold at newly created school events – a school food festival combining school produce and produce from local partners
- Cooking produce that can be used to support your 10 good deeds
- Linking your Seeds to Supper with a major local event of street party
- Auction a dinner for 4 in your local school
- Stage competitions – teachers v children bake off

Tips for success

- Identify and recruit local venue partners these could be city/community farms – local allotments or retirement homes
- Try to find local businesses and charities who will help develop your growing efforts for example garden centers, DIY stores, Federation of City Farms and Community Gardens
- Establish links with food retailers encouraging them to provide free produce to support your cooking efforts
- Work with your schools own catering service to develop volunteering opportunists
- Develop partnerships with local restaurants, encouraging their chefs to run school demonstrations for your children and their parents

CREATE SOMETHING GREAT

Why this promise is important to us

Although some people don't realise its art plays an important and continual part in our everyday lives. It is delivered through many different ways and serves many different purposes. It can be used to communicate an important message, to celebrate an occasion or a person, or simply it can be used to generate enjoyment.

Some art is presented on a canvas, others through sculpture. Art can also be delivered through film or animation. What matters is why it is developed.

We want all our pupils to think about what art means to them and how they can use it to express themselves. Through this promise we want to challenge our pupils to think creatively, source materials and develop their own works of art. To make this truly memorable we want pupils to work in teams to develop memorable legacies that lives with them during their school experience.

Across our trust we want to ensure that being artistic is seen as an important and valuable quality. We want to celebrate this and build a reputation for unlocking our artistic potential.

The benefits this would bring to our pupils

Art is all about creativity with no rules or barriers. This promise allows our pupils to experiment with different forms of art and to express themselves in many ways. Its delivery helps our children to think creatively and to learn a new way of communicating. Working as a team will help our pupils to discuss their ideas and to negotiate the final outcome

It will encourage our children to explore art and to be curious about its meaning. A skill which will hopefully enrich them throughout their lives. Through the organisation of our Create Something Great promise, we want our children to learn skills such as:

- Exploration
- Teamwork
- Negotiation
- Communication
- Creativity

The delivery of our Create Something Great promise will encourage our pupils to embrace curiosity and focus.



What needs to be done

As art plays a part in the normal school day this promise is all about creating something different and something great. We want our pupils to use this promise as an opportunity to develop a school masterpieces that collectively represent things that is important to them.

Like many of the other promises this requires planning. Where it is different is that it will have to take into account many different creative thoughts.

When organising your Create Something Great promise, consider the following steps:

- **Building excitement and interest** – Using your assemblies to explain the promise and to stimulate creative thought
- **Seek inspiration** – Establish a prominent display, illustrating different examples of works of art. This could be art using different mediums and from different ages
- **Developing your ideas** – Within smaller form groups, discuss and develop ideas. This should include topics and mediums and explain why the suggestion is important to these children
- **Agree your approach** – Provide opportunities for your children to discuss and vote on the ideas put forward. Once selected celebrate and promote the selections
- **Developing your masterpiece** – Although difficult to coordinate try to involve all children in the creation – this may involve some sourcing the materials, some developing the art piece and some promoting its development and telling the story about why it is important
- **Celebrating success** – We want all our schools to be proud of their creations and to enjoy the opportunity of exhibiting them. Across the trust we will also play our part in celebrating and promoting your work

Tried and tested ideas – why not try

- Building a sculpture to celebrate a favorite hero
- Painting a giant whole school self portrait
- Making a diary film or animation about your 11 before 11 experience
- Painting a mural to represent a famous local event or location
- Developing a sculpture to highlight a global issue – a giant dolphin made from plastic bottles
- Develop an art work that communicates school values

Tips for success

- Take time to allow your pupils to discuss and agree what they want to develop – great ideas take time to be developed
- Provide lots of visual examples of art work to demonstrate that art takes lots of forms
- Develop partnerships with local artists who can help with the planning
- Be creative with the materials you use – it doesn't need to cost a lot to develop something great
- Work with local businesses for example art and craft shops to source the materials you will need
- Plan the location of your art work – you want it to last
- Find opportunities to exhibit work either within indoor displays or outdoor locations

MESSING AROUND ON THE WATER

Why this promise is important to us

Being confident in and around water is a vital life skill. In addition to keeping children safe it also unlocks a world of exciting new opportunities and challenges. Through our Messing Around on the Water promise we want to give all our pupils the opportunity to experience new activities and to test themselves in ways they might not have imagined.

In addition to the personal benefits, this promise gives our children the ideal opportunities to support and encourage their friends who might be less confident. This promise is an introduction to the thrill and enjoyment of water sports, allowing children to test their courage on the water and hopefully develop a lifelong love of water sports.

The benefits this would bring to our pupils

Messing around on the water gives our children the opportunity to experience activities that they would not normally do within their school lives. This promise tests their individual skill but also allows them to develop effective team work. As an additional benefit we hope this promise helps to identify and nurture new talents.

Underlying this promise is a need to be disciplined and respectful. Whilst playing in water can be wonderful it can also be dangerous. This promise creates awareness and lays the foundations for a life long enjoyment of water-based activities. Through our Messing Around on the Water promise, we want our children to learn skills such as:

- Courage
- Teamwork
- Leadership
- Respect
- Dedication

The delivery of the Messing Around on the Water promise will encourage our pupils to embrace a sense of confidence, curiosity and focus.

What needs to be done

The planning of this promise will be more heavily led by our staff, however we should use this promise to stimulate excitement and curiosity.



When organising your Messing Around on the Water, consider the following steps:

- **Build excitement** – Within the classroom undertake a project to explore the world of water sports, follow the progress of an elite athlete and arrange to watch an elite event on the TV
- **Choose your experience** – There are many water sports to choose from including, canoeing, sailing, rowing to name just a few. Your choice maybe governed by your location and the qualified partners in your area however investigate the options fully. Many partners will have more than one activity on offer
- **Plan your activity** – The selection of your partner is key. Given the specialist nature of this promise they will be able to advice you with regards to safeguarding and activity insurance. In addition, they will be able to work plan your activities, so your children gain the most from the experience
- **Building on success** – As well as enjoying all aspects of the day work with you partner to prepare a pack of information. Many of the children may be interested in exploring further opportunities so its always god to be prepared. Also, their maybe very talented individuals who should be encouraged to get further involved
- **Celebrating success** – Of all our promises this provides one of the best opportunities to capture pure joy. Messing around on the water has a unique ability to bring emotions to the surface. Make sure to capture the delivery of this promise and to share it with us and through your schools communication channels

Tried and tested ideas – why not try

- Building a raft as a team
- Kayaking or canoeing
- Catching a fish – pond dipping
- Learning to sail a dingy
- Trying windsurfing or surfing

Tips for success

- Take time selecting your partner and work with them to develop the best day – there are many partners to choose from – why not explore, national governing bodies such as the RYA or British Canoeing or the Scouts. Alternatively speak with commercial organisations such as Centre Parks or your local water sports centre
- Ensure you have all your safeguarding and insurances in place
- Involve the children at an early stage – being inspired by other achievements can help to over come apprehension
- Provide an accurate planning document for your parents – there is nothing worse than cold and wet children
- Encourage your partner to visit the school to speak to the children and their parents
- Try and borrow underwater filming equipment such as Go Pro to record the activities

SLEEP UNDER THE STARS

Why this promise is important to us

Looking up at a starry night sky is probably one of the most magical things that children can do. Every person at some point in their life will have thought what it would be like to go into space and wonder what exists beyond our planet. We want all REAch2 children to unlock their adventurous spirit and to be curious about truly spectacular things.

Spending the night away from home with friends will represent one of the most exciting things many children would have done, particularly with sleeping outdoors. Combining the two things together has the potential to deliver a truly memorable experience.

In addition to the excitement of this experience, this promise also provides a great learning opportunity which might unlock a hidden interest in sciences which could in turn stimulate new life ambitions.

The benefits this would bring to our pupils

Sleeping under the stars will be exciting for many of our children and slightly daunting for others. Through this promise, we want to develop camaraderie and curiosity. We also want to use this promise to help our children to understand that enjoyment can be gained away from distractions indoors.

Through the organisation of our Sleep under the stars promise, we want our children to learn skills such as:

- Conscientiousness
- Curiosity
- Planning
- Research

The delivery of the Sleep under the stars promise will embed a sense of confidence and optimism amongst all of our pupils.



What needs to be done

The benefits associated with the delivery of sleeping under the stars are far greater than just the night. The anticipation and planning for this promise are almost as exciting and interesting as the night itself. Some of our children will not have spent the night away from home and therefore this promise represents a significant step for some outside of their comfort zone.

When organising your Sleep under the stars promise, consider the following steps:

- **Create curiosity** – Within the classroom, spend time researching the planets and star constellations
- **Seek inspiration** – Research space travel and famous astronauts such as Tim Peake. At the same time, search for outdoor adventurers such as Bear Grylls.
- **Plan your night** – Develop an interactive project with the pupils to help them plan their adventure. Through this, plan what they will sleep in, the food they will eat and the games they will play. If you do not have the opportunity to sleep outside, think of creative ways that you can replicate this experience indoors.
- **Build your team** – In addition to your teaching staff, encourage volunteer parents to support the delivery of this promise
- **Enjoying the night** – Plan an evening of entertainment, keeping back some surprising opportunities for later in the night. Begin the night with setting up your tents and give the children as much involvement in this as possible. Engage them in cooking and possibly use this opportunity as part of your Seeds to supper promise and perhaps end the evening by running competitions to recognise star constellations

Tried and tested ideas – why not try

- Sleeping over on the school field
- Developing a mobile planetarium
- Screen space themed films as part of your evening
- Arrange sparklers to build excitement
- Get staff and volunteers to dress up as aliens or planets

Tips for success

- Try contacting the National Space Centre in Nottingham for fact sheets and inspirational material
- Potentially link Sleeping under the stars with other promises such as Seeds to supper
- If your school is in an urban area, perhaps link your activity to Messing around on the water where light pollution may be less
- Set up a schedule of activity to ensure the children are occupied throughout the evening and night
- Approach local universities to find out whether they have an astronomy group who would provide presentations to the children
- Check out all of your safeguarding insurances and develop a fact sheet for parents

HIKING HEROES

Why this promise is important to us

Many of our pupils will not get regular opportunities to enjoy the great outdoors, nor will they have the thrill or challenge of climbing a peak. Through our Hiking Heroes promise, we want to show how exercise outdoors can be enjoyable and rewarding. We also want all our pupils to realise that this sort of activity might be difficult and challenging but can be well worth the effort.

This promise can also provide great educational benefit. It allows our children to plan a route, to map read, and to think about the provisions that they may need.

The benefits this would bring to our pupils

Walking in the countryside is proven to be one of the best activities for personal wellbeing. Whilst it might be daunting to be out of breath and face an uphill challenge, the feeling of accomplishment at the top of a peak will soon outweigh any discomfort and anxiety when facing future challenges. Our Hiking Heroes promise will give our children the confidence to tackle new challenges and provide understanding of the dedication and planning it takes to be a true adventurer.

Through the organisation of our Hiking Heroes promise, we want our children to learn skills such as:

- Motivation
- Ambition
- Teamwork
- Drive
- Encouragement

The delivery of the Hiking Heroes promise will embed a sense of perseverance, resilience and grit amongst our pupils.

What needs to be done

The success of an adventure is more often than not achieved through the quality of the planning. Mountaineers summiting Everest will spend 100 times more planning their ascent than they will on their climb. Effective planning and preparation is therefore the key to success in delivering this promise and ensuring all pupils can feel the desired sense of achievement.

When organising your Hiking Heroes promise, consider the following steps:



- **Seeking inspiration** – Spend time in the classroom researching famous explorers to gain an understanding of their journey, the barriers they faced and how they overcame them
- **Planning the hike** – Choose an appropriate location bearing in mind, transport options as well as the skills and capabilities of your pupils to ensure success is achievable for all. Involve the children in planning their route, stop off points, the equipment they will need and how they will work as an effective team
- **Train for success** – Plan and deliver a training schedule for all pupils involved in the hike. Where safe and appropriate, encourage children to walk to and from school, and whenever possible to climb stairs
- **Set milestones** – As a group, define your challenge and work out how advanced you need to be in your training by different time periods leading up to the hike. Encourage all children to work in teams and to support those that might find this promise more challenging
- **Building your team** – Identify team leaders amongst pupils and help them in developing their leadership qualities with the provision of set tasks and responsibilities. In this selection, realise that some children may find the walking easy, whilst others might be great at planning, navigation etc. – play to everybody's strengths
- **Your hike** – In addition to enjoying your great adventure, make sure that you take loads of photos and record the story of starting from the bottom and reaching the top. This will work as a great resource to hand as the feeling of accomplishment the pupils' possess will grow every time they are able to share their story with friends or family

Tried and tested ideas – why not try

- Setting a stair climbing challenge
- Developing training diaries that allow pupils to chart their progress
- Template equipment lists to be sent out to all parents
- Encourage walking to school
- Running a family treasure hunt across different terrains as a practice event

Tips for success

- Form partnerships with external organisations such as the Forestry Commission, the National Trust or local scouts groups
- Visit and do the hike yourselves to check it is achievable for the pupils you have in mind and use this opportunity to identify landmarks that could be used to support navigation skills
- Use this promise as a group fundraising event that parents and family members could also join
- Consider delivering Hiking Heroes in combination with other promises which the venue is suited to e.g. Messing about on the water

HORSING AROUND

Why this promise is important to us

Riding a horse is an exhilarating experience for young children: rarely does a young person experience travelling at such a height and interacting so closely with such a large (and potentially formidable) animal. Getting pupils off the sofa and into the saddle will add a new dimension to their experience growing up: once they overcome any initial trepidation, they learn to approach the animal with caution and respect and go on to conquer fears by climbing on to the horse and experiencing a ride. This is an experience and exercise like no other: it involves travelling at height and at speed, requires and develops physical endurance, and encourages respect and care for another being.

These are qualities we want all of our pupils to have the opportunity to develop and experience. A life-long love of horses will bring different rewards at different stages of childhood and might not be for everyone but aspiring to be the next Charlotte Dujardin can only be a great motivational tool for feeding a pupil's enthusiasm and raising aspirations. For most, the cost of riding a horse or even having access to such an opportunity is simply unfeasible and unrealistic: at REAch2 we won't let this act as a barrier to the development of our pupils. Everyone will have the opportunity to benefit from such a unique and rewarding exercise.

The benefits this would bring to our pupils

There are a range of widely acknowledged benefits associated with horse-riding, particularly amongst children. Not only does it encourage the development of a great variety of physical, mental and social skills, which bodes well for them in the future, but riding can instill many other qualities in children. Through Horsing Around, we expect to see our pupils:

- **Improve physical fitness** - Like most sports, riding a horse or pony has a physical impact. It has been proven to improve balance, strengthen core muscles, and requires physical endurance over sustained periods of riding.
- **Enhanced cognitive abilities** - Research suggests horse-riding encourages problem-solving and memory skill development. The movements of the horse during riding have been known to activate the sympathetic nervous system: which improves a child's learning ability.
- **Develop confidence and self-assurance** - Overcoming initial fears and successfully developing horse-riding skills encourages the development of confidence in their abilities. One of the first things that a young rider learns, is to act confidently in the face of fear and uncertainty. This is because if the rider appears scared of something, the horse senses this and will feel the fear as well. Horses are very sensitive to the emotions of their riders and will often mirror those emotions.
- **Improve Personal skills** - Horse Riding means that pupils have to develop a partnership with their horse, so they have to work together, and have to trust the animal and also listen to their instructor.
- **Take responsibility** - When a child goes horse riding they have to learn how to care for the animal and they develop a bond.

What needs to be done

An activity like this will require significant planning from staff, but it is important that we make pupils aware of the opportunity and build excitement and curiosity ahead of the planned promise.



Consider:

- **Building excitement** - Within the classroom undertake a project to explore the world of horse riding, follow the progress of an elite athlete and arrange to watch an elite event on the TV.
- **Choose your experience** - There are hundreds of stables and riding schools available. The British Horse Society has a detailed database of all national stables to contact who will be covered with appropriate insurance. Your choice will be governed by your location and the qualified partners in your area however investigate the options fully.
- **Plan your activity** - The selection of your partner is key. Given the specialist nature of this promise they will be able to advise you with regards to safeguarding and activity insurance. In addition, they will be able to work plan your activities, so your children gain the most from the experience.
- **Building on success** - As well as enjoying all aspects of the day work with your chosen riding school to prepare a pack of information. Many of the children may be interested in exploring further opportunities so it's always good to be prepared. Also, their maybe very talented individuals who should be encouraged to get further involved.
- **Celebrating success** - Horsing Around is a unique opportunity that many of our pupils may never have the opportunity to experience again. Make sure to capture the delivery of this promise and to share it with us and through your school's communication channels

Tried and tested ideas - why not try

- Showing your class footage of Olympic equestrian events ahead of the day
- Inviting your pupils to write letters to Olympians to ask for tips
- Taking pupils to see some horses in anticipation of the promise
- Encouraging pupils to dress up as cowboys and cowgirls on the day
- Encouraging pupils to write a story about their horse/pony as a follow-up to the experience
- Asking pupils to sponsor a pony at a local sanctuary

Tips for success

- Be prepared to phone around as not all riding stables open their doors to schools.
- Check safeguarding and insurance arrangements are in place
- Speak to other schools to get feedback on local riding schools
- Consider splitting your class into two groups: whilst one group goes horse-riding, the other learns to care for and clean up after the animals and the groups can then swap.

VISIT A FOREIGN COUNTRY

Why this promise is important to us

For many of our children, leaving home to visit a foreign country is only possible if our school arranges it. By taking pupils out of their comfort zone, by challenging them and allowing them to explore, meet international people, work as a team and experience new cultures, we can enhance their education and understanding.

By enabling these young pupils – our next generation – to see and experience the world for themselves, we can help them become active global citizens. You learn the most in uncomfortable, unfamiliar situations. In our daily routines, pupils know how to act and respond to people and their surroundings. Being in a new place, with different people, who hold different values and go about life differently (or not so differently they may find) strips all that familiarity away. Whilst this may be considered daunting, this experience gives our pupils opportunities to connect with people despite cultural differences, to navigate foreign environments, be more aware and tolerant of other cultures and traditions, and become more independent.

The benefits this would bring to our pupils

Whilst this is an ambitious promise, we believe it is one that can have a transformational, lasting impact on our pupils – particularly those who rarely have the opportunity to travel outside of school. Visiting a foreign country is such an important experience. It allows pupils to discover nature, experience cultures, enjoy culinary diversity and, above all, simply escape from their every-day environment. Travelling triggers all of their senses. For the development of children, these new influences are extremely important.

Through this promise, we expect to see our pupils develop:

- **Confidence and independence** - Travelling takes pupils out of their comfort zone into environments that are new to them. It gives them opportunities to interact with others in a foreign language, using different currencies, and away from their parents and families. As pupils conquer the obstacles of figuring out how to calculate exchange rates or use public transport they become more independent and achieve things that build their confidence.
- **Cultural sensitivity and tolerance** - Visiting a foreign country gives pupils a chance to experience different cultures and traditions, taste different foods, examine different religions and explore alternative ways of life. It can also challenge perceptions of countries and peoples they may have grown up with, or put into context international issues and conflicts they may have heard about every day. Ultimately the more aware and tolerant our pupils are of different cultures and traditions, the more enriched their lives will be.
- **Curiosity and exploration** - A single visit to a foreign country is likely to inspire pupils to want to travel more in the future, find new environments and challenge themselves to learn new languages and cultures.
- **Teamwork and communication** - Nothing brings people together better than being away in a foreign country together in a new environment, surrounded by people they don't know in an environment they've never experienced before. Working in small groups, pupils will develop new friendships, interact with peers they don't necessarily encounter everyday, and learn to communicate in different ways.



What needs to be done

Planning a foreign trip is no mean feat. Fortunately, there are many companies that will take the entire plan and deliver it for you: well worth the investment. Group passports are a quicker and much more efficient way of organising the trip. Whilst it will require teachers to of course lead and organise the trip, pupils can be involved in several ways:

- **Building excitement and interest** – Start planning at least a year before the promise. Use your assemblies and parents evening to explain the promise and to stimulate creative thought. Within the classroom undertake a project to explore a continent, ask pupils to come up with a dream holiday or wishlist of destinations.
- **Choose your experience** – Speak to an established, insured school trip provider and understand all of the possible options and costs associated. There are of course thousands of different options and your choice will likely be dictated by price. If budgets can't extend to France and beyond, consider options in Wales, Ireland and Scotland that make the most of their stunning and unique landscapes.
- **Plan your activity** – The selection of your partner is key. Given the specialist nature of this promise they will be able to advise you with regards to safeguarding and activity insurance. In addition, they will be able to work plan your activities, so your children gain the most from the experience
- **Maximise the opportunity** – Use the visit as an opportunity to challenge the pupils and take them out of their comfort zones. Test their knowledge of the currency, visit the sites they want to see, and encourage them to learn words from the foreign language.
- **Celebrating success** – Foreign trips provide an opportunity to capture photos, videos and other stories outside of the school environment like no other. Encourage pupils to write about their experiences, create a video diary and/or share their with their families and peers.

Tried and tested ideas – why not try

- Taking the ferry or Eurotunnel to Calais for the day/overnight
- Starting with a day-trip to somewhere in Wales or Scotland
- Visiting the Isle of Wight or one of the surrounding islands that are relatively easy to access
- Organising a short break to easily accessible countries including France, Spain and Italy

Tips for success

- Involve pupils in the planning, ask them to research into the country you are planning to visit and identify fictional/non-fictional characters and stories taking place in the cities they will be visiting
- Purchase foreign currencies early and discuss this with the children ahead of time to discuss exchange rates, how much things cost and how to budget for the trip
- Give pupils opportunity to learn small phrases from the language ahead of the trip. You can find flash cards easily online.
- Try and bring in samples of food from the country you are visiting ahead of the trip – or ask pupils to bring in food from home
- Provide parents with sufficient notice and time to make payments – at least a year

SHAKE IT UP SHAKESPEARE

Why this promise is important to us

Shakespearian plays are a world away from our pupil's lives. However, studying Shakespeare will be an important part of their secondary education. Gaining confidence with Shakespearian language and concepts at this early age will make future learning much easier.

Through this promise, we want to give our pupils the opportunity to perform an abridged version of a Shakespearian play. We want REAch2 pupils to experience what it is like to be on a stage and to overcome the fear of public speaking and performing in front of other people. In addition, we hope that this promise will help to build a love of theatre and potentially unlock new hidden artistic talents.

The benefits this would bring to our pupils

Shake it up Shakespeare serves a dual role. In addition to its educational value, this promise will encourage children to be courageous and to overcome their fear of speaking or performing in front of large groups. It will also give some children who have a real artistic talent the opportunity to shine in front of their peers.

Through the organisation of our Shake it up Shakespeare promise, we want our children to learn skills such as:

- Courage
- Confidence
- Teamwork
- Dedication
- Perseverance

The delivery of Shake it up Shakespeare will also encourage our pupils to build their levels of patience, tolerance and respect with regards to performance.



What needs to be done

The delivery of a performance, particularly a Shakespearian play, represents a longer-term project. In delivering this promise, it will be important for you to plan at least a term in advance of the actual performance.

When organising your Shake it up Shakespeare promise, consider the following steps:

- **Plan your schedule** – Your schedule should include the selection of your play, an opportunity to discuss and study this within classrooms, the staging of auditions and the planning of costumes
- **Developing your approach** – It may be that you want to deliver the play as it was written, or alternatively you may want to deliver it with a modern twist. Work with your pupils to find out how they would like to approach this promise.
- **Get everyone involved** – Some of the children may not necessarily be confident to perform, however they can still play a vital role in various other contributing roles such as costume design or set production. Make sure everyone feels special within the process.
- **Practice makes perfect** – Having set the date, the countdown is on. Practice your performance as much as possible, giving all pupils the opportunity to learn their lines and overcome any initial fears.
- **Build your team and find your venue** – If you have not got drama specialists within your school, try and build a team within your locality to make your performance as polished as possible. To get the most out of this experience, seek a venue away from your school setting.
- **Create excitement** – Using social media and other local communication channels, advertise and promote your performance
- **Performance night** – Try and get as big a crowd as possible to make the experience exciting for all involved. Also encourage a local newspaper to write a review. Record your performance and include photos and videos where possible for all involved to remember the evening.

Tried and tested ideas – why not try

- Allow free reign for pupils to come up with a creative take on a Shakespeare tale
- Make the production of your set and costumes an exciting part of the process
- Use group auditions to help children overcome their nerves

Tips for success

- Consider linking with local drama groups, or with local college or university students
- Encourage a local newspaper to feature your journey and to write a play review
- Set up review opportunities for parents who attend the event as this is a great way of building your children's confidence
- Use this promise to spot artistic talent and help these individuals to continue to develop their interest either within school or with other partners
- Promote competitions around the best costume design, play programme design etc.

Securing our Future

Whilst bringing 11 before 11 to life will be incredibly rewarding both for teachers and pupils, we also realise that it will be challenging to organise and deliver. Given this, we as a Trust will do all we can to provide the necessary support and guidance to help our local schools. Although central support is key, it will be important for all of us to play our part. Sustaining 11 before 11 will only be possible we all act as a team.

At a regional level, we have appointed 4 ambassadors. In addition to being inspirational personalities, these individuals have an incredible knowledge of the 11 before 11 programme and through this will be able to help implement these promises through the sharing of best practice. To ensure the programme continues to grow and develop, these ambassadors will look to further develop their knowledge through collecting the many wonderful case studies we are sure will be developed. The more positively we can promote 11 before 11, the more funding support we will be able to generate for its continued implementation and evolution.

At a local level, we intend to develop a national network of adventure ambassadors. These individuals will act as a catalyst within the school, helping to stimulate ideas, build partnerships and develop case studies to illustrate the 11 before 11 story. Whilst these individuals will play a very important role, it is vital they are provided assistance where appropriate, such as through community volunteers where possible, to overcome any implementation issues that may arise.



In addition to this formal structure, we will also be looking to develop a Trust-wide network of communication commandos from within our pupil body. We want to use this part of the programme to add further life skills and to give these young people a feeling of responsibility and leadership.

Outside of our schools, it will be vital for us to develop strong partnerships. Although we will hold many skills internally, there will be many areas where we can benefit from external expertise. In addition, these partners will have access to equipment and facilities that can significantly enhance the delivery of our promises. To ensure we are efficient and effective in our approach, recruitment partners will be undertaken at a national, regional and local level to not only benefit from the national reach of the programme, but also from the local connections our promises are sure to provide.

To help us with our income generation, we are working with an organisation called Oaks. In addition to directly going out and finding money to support 11 before 11, Oaks will also be on hand to provide you with advice, guidance and training in relation to income generation.





Reward and Recognition

To capture both enthusiasm and engagement of all pupils throughout the duration of their REAch2 experience, the Trust intend to develop a portfolio of resources that supports the 11 before 11 pupil journey. Although still in their early development, we will progressively introduce items such as collectable memorabilia, personalised certificates and passports.

In addition, we are hopeful that we will be in a position to deliver exciting events such as 11 before 11 award ceremonies and REAch2 Olympics and concerts. Whilst these Trust-wide rewards are great, we look forward to seeing the creative ways that our schools reward their children locally to be able to share these ideas across the Trust network.

When every REAch2 pupil has completed their 11 experiences before the age of 11, we will have an unprecedented amount of material and case studies that evidence the impact we deliver. In addition to learning from this experience, we want to communicate our work and clearly demonstrate why it is so great to be a part of the REAch2 family.

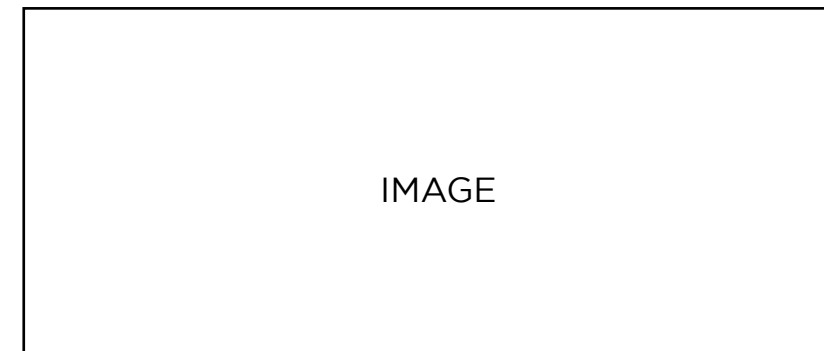
Proud of our Success

To ensure 11 before 11 is appropriate and deliverable throughout our Trust, we encouraged a smaller number of our academies to engage in a pilot programme entitled 'Try5'. Within this pilot, each participating academy appointed an Adventure Ambassador to lead the planning and delivery of a handful of promises in their school. In addition to these localised activities, these early Ambassadors played a vital role in sharing experiences and insight that has allowed us to shape and refine our thinking prior to the broader programme launch.

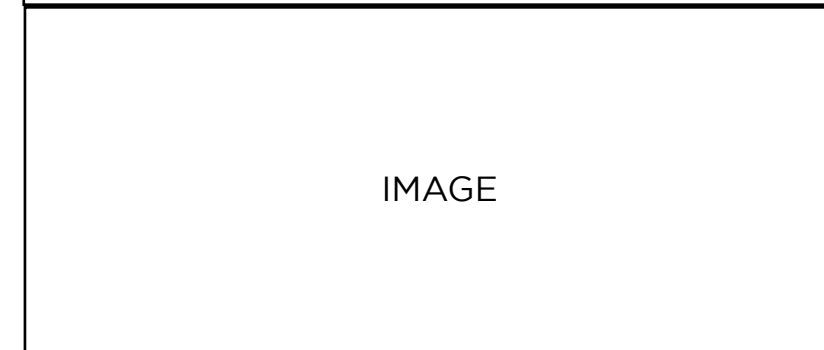
We are extremely proud of the work undertaken within our Try5 pilot. There have been many heart-warming and inspirational examples of how effective this form of enrichment can be for both our pupils, staff and parents. This pilot activity has given us a great deal of confidence that the 11 before 11 concept is vitally important within our academies and therefore key to the overall development of the Trust.

In addition to the impact the pilot programme has created within our schools, a secondary and very welcomed outcome has been the development of many external partnerships. As soon as other organisations learnt about what we were doing, they were very keen to collaborate and contribute to our efforts. This important lesson is something that we know we must build on. REAch2 can proudly act as the catalyst, however we must open our doors to other partners and use specialisms where necessary to add value to our work and ultimately the enhancement of our pupils' life experience.

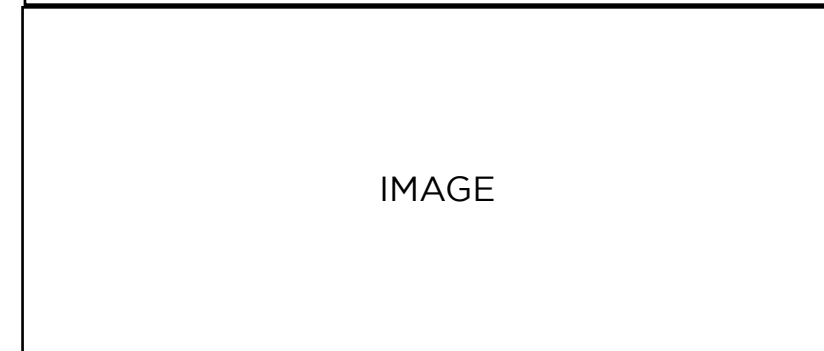
Within this strategy, we are proud to celebrate our early successes and hope that these will help to inspire all of our academies to deliver a comprehensive and ambitious 11 before 11 programme.



Case study one



Case study two



Case study three



Case study four



11 BEFORE 11 - Dare to be different, because life is an adventure