



YEAR 9 GRADUATION

NAME

FORM TUTOR

FORM GROUP



Be Exceptional

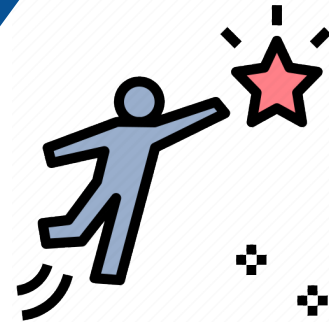
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Introduction

The aim of this unique programme is to give Key Stage 3 its own identity and to encourage our students to become exceptional by the end of their first three years at Team Millfield. This will not only be an opportunity to celebrate and acknowledge students' achievements, but also to mark the next step in their educational journey. The following two years of Key Stage 4 will require students to develop more independence, resilience and maturity towards their studies and ways of learning to prepare them to become well rounded individuals and citizens. The Graduation Program helps our students to prepare mentally for this. We encourage parent(s)/carer(s) to look at this booklet with their child.



Students will be awarded a Pass, Merit or Distinction for their achievements, based upon their work ethic, attendance, behaviour, and graduation tasks completed. The special Graduation Evening will be celebrated with full academic dress provided by the school, photographs, and a party day in school. All parents of graduates will be invited to share in the celebrations at the Graduation Evening Ceremony. We look forward to working in partnership with your son/daughter and yourself in order to achieve, or exceed, their full potential and more.



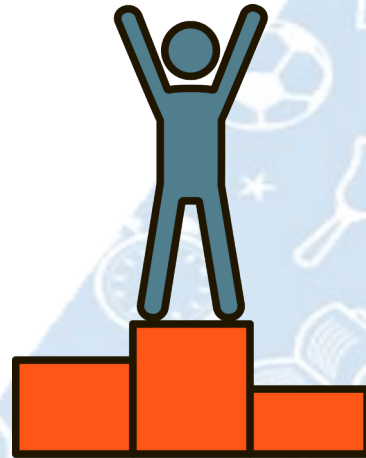
Creating Bright Futures

How to Graduate

At Millfield, we have high expectations of our standards for attendance, behaviour, attainment and respect. The Millfield team has a collective belief that with these high expectations, along with resilience and determination, all our students will reach their full potential or exceed.

Steps to Graduate

- Work hard
- Attend school
- Demonstrate exceptional behaviour for learning
- Get involved in school
- Be resilient
- Be exceptional



Criteria for the Booklet

Below is how your final grade will be calculated. Points will be awarded based on the 4 areas below.

Attendance		BFL (Incidents)		Tasks		Extracurricular		Final Grade	
100%	5	0	5	30	5	30	5	15+	Distinction
97.5%	4	20	4	25	4	25	4	11+	Merit
95%	3	30	3	20	3	20	3	7+	Pass
92.5%	2	40	2	15	2	15	2	-7	Fail
90%	1	50	1	10	1	10	1		
-90%	Fail	+50	Fail	<10	0	0	0		

If a student receives over 50 behaviour points, or their attendance is below 90%, unless there is a known medical reason, they **will not** graduate.

Graduation Evening - This evening will be the first of many graduations for our students throughout their educational career. At Millfield, we want to recognise this incredible milestone and celebrate how much the students have developed since joining us. The students who achieve a pass or higher will be invited, with their parents, to attend the formal graduation ceremony with a guest speaker, formal attire, photo opportunities and refreshments. We know this evening will be one to remember.



Graduation Evening and Party day



Graduation Party - This will be a party not to be missed. Students who achieve a Merit or Distinction will be invited to the Graduation Party in school time which will be a full day event. The party will involve a range of different activities ranging from live performances to exciting activities on the field. Last year the students took part in "Millfield's Bongo's Bingo" and "It's a knockout" inflatables on the school field.



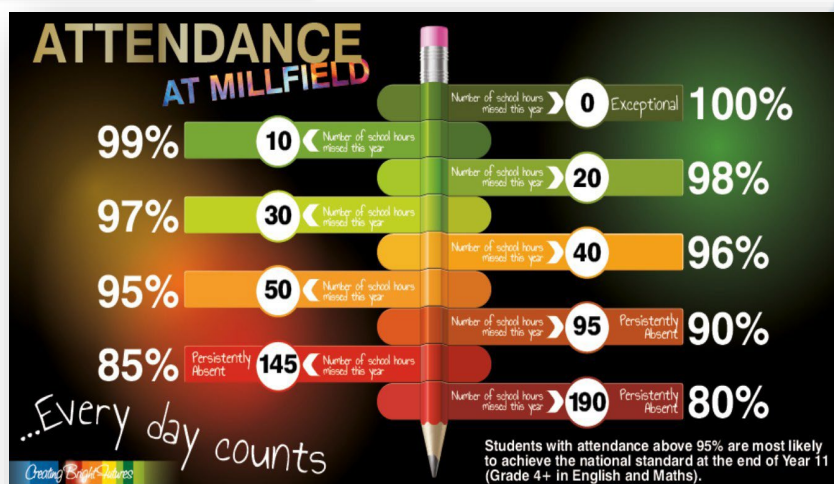
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Criteria Explanations

Attendance

Regular school attendance is an important part of giving students the best possible start in life. The aim should be to attend 100% of the time. Students who miss school frequently can fall behind with their work and not do as well in exams. Exceptional attendance also shows potential employers that a young person is reliable.

Going to school should be interesting. Not only will students learn subjects but students will also learn new skills, including social and life skills.



Behaviour for Learning



At Millfield, the BFL system emphasises that students maintain high standards of work, effort and appearance. Students are expected to follow 'The Millfield Way' and be 'SMART' at all times. For every lesson, students are given a "Behaviour for Learning Point". This point is awarded for: -

- Listening in lessons
- Positively contributing to the lesson
- Completing work to the best of your ability
- Being respectful
- Effective cooperation
- Ensuring you, and others, are safe.

During form time, students are automatically awarded a SMART house point. A SMART point is:

- Smart in appearance
- Manners and respect at all times
- Achieve and attend
- Resilient
- Tolerant of others

Graduation Tasks

We believe that independent learning assignments form a vital part of students' learning experiences, helping to embed knowledge and skills acquired in class and providing young people with an opportunity to develop a range of crucial learning habits including independent thinking, creativity, resilience and initiative. Graduation tasks have been developed to encourage students to be independent learners. These tasks will prepare students for the next stage in their educational journey whilst gaining life skills along the way. Tasks have been designed to encourage students to develop skills in Careers, Positive Mental Health, Equalities, British Values and the House Spirit. We are also encouraging our students to read for pleasure by doing book reviews. This links in nicely with the newly installed book vending machine, located outside of the pastoral room.



Other Expectations



Extracurricular Activities

Extracurricular activities are a great way for students to learn about the world around them. It is important that they are given an outlet for their extra energy and curiosity so that they can grow into healthy, well-rounded adults with a wide range of knowledge and experiences. This could involve sports clubs and teams, open evening, the arts and school trips. Students should also attend Progress Evening .

Reading

Reading books can build the understanding and awareness of students in different situations. Fiction can help develop empathy and compassion as well as enhancing the imagination and creativity of students. Competent readers are also more likely to achieve success across the whole curriculum.

Book Reviews

Title

Author.....

Rating and Why

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Title

Author.....

Rating and Why

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Title

Author.....

Rating and Why

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Tasks - Careers

Task	Signature
Objective: Students will assess their skills and identify areas for improvement. Instructions: • Create two columns: "Skills I have" and "Skills to improve." • In the "Skills I have" column, list five skills you believe you're good at (e.g. communication, teamwork, problem-solving). • In the "Skills to improve" column, list five skills you would like to develop or improve. For each skill listed in both columns, write a sentence explaining how it might be useful in a job or career. Outcome: A reflection on personal strengths and areas for growth, connecting them to career possibilities.	
Objective: Students will research a career they are interested in and present key facts. Instructions: • Choose a career you are interested in (e.g., doctor, graphic designer, engineer). • Research the following details using reliable online sources (e.g. National Careers Service, Prospects): • Job responsibilities • Necessary qualifications (e.g. GCSEs, A-Levels, university degrees) • Skills required • Average salary • Career progression (opportunities for advancement) Create a fact sheet or short presentation that summarises your research. Outcome: A deeper understanding of a chosen career, helping to inform students' future career decisions.	
Objective: Students will map out a possible career journey based on their interests and aspirations. Instructions: Think of a Career: Choose a career you might be interested in pursuing. It could be anything from becoming a teacher, athlete, nurse, mechanic, or entrepreneur. Plan Your Steps: On a blank sheet of paper, create a storyboard with at least six boxes. In each box, outline one key step you think you would need to take to achieve this career. These steps might include: • Education (e.g. finishing school, going to college, apprenticeships) • Skills (e.g. developing specific skills related to the job) • Work Experience (e.g. part-time jobs, volunteering) • Networking (e.g. meeting professionals, attending events) • First Job (your first role in the industry) • Career Progression (how you might move up in the field) Be Creative: Use drawings, symbols, or short sentences in each box to illustrate the steps. This is your career path, so make it personal and engaging. Outcome: Students will visualise the steps required for a career, helping them understand the process and commitment needed to achieve their career goals, all without internet use.	

Tasks - Careers

Task	Signature
Objective: Students will gain insights into the working world by speaking with someone who has career experience. Instructions: - Identify a family member, friend, teacher, or neighbour who works in a career you're curious about. - Prepare a list of 5-6 questions (e.g. How did you get started in your career? What qualifications do you need? What are the challenges in your job?). - Conduct a 10-15 minute interview with this person and take notes on their responses. Write a short summary of what you learned from the interview, including any key advice the professional gave you about starting a career. Outcome: Real-world career insights and advice from professionals, giving students a clearer understanding of career paths.	
Objective: Students will learn the basics of creating a CV (Curriculum Vitae). Instructions: - Create a Word document or use a CV template. - Include the following sections: - Personal details (name, address, contact information) - A short personal statement (2-3 sentences about yourself and your career goals) - Education (current school, subjects studied) - Skills (list at least 3-5 skills you have developed in school, at home, or through hobbies) - Hobbies and Interests (include any extracurricular activities or interests) If you have any work experience, include it under a "Work Experience" section. If not, think of a time when you've taken responsibility (e.g. helping at home or at school). Outcome: A foundational CV draft that students can build on as they gain more education and work experience.	
Objective: Students will explore different roles within a specific industry or workplace. Instructions: - Choose an industry (e.g. healthcare, education, retail, technology). - Research different job roles within that industry. For example, in healthcare, roles might include doctor, nurse, physiotherapist, lab technician, and receptionist. - Create a table with three columns: Job Title, Main Duties, and Skills Needed. - Fill in at least five different jobs within the industry, summarising their main duties and the skills required for each. - Write a short reflection (approx. 100 words) on which role interests you the most and why. Outcome: A broad understanding of various careers within a single industry, helping students see the range of options available.	



Tasks - Mental Health

Task	Signature
Objective: Students will practice self-awareness by recording their emotions. Instructions: - Over the course of a week, keep a "Feelings Journal." - Each day, write down how you felt at different points of the day. Identify at least three emotions (e.g. happy, anxious, frustrated). - Next to each feeling, briefly explain why you felt that way (e.g. "I was happy when I met my friends after school."). - At the end of the week, review your journal and identify any patterns in your emotions. Are there certain times or situations when you feel more stressed or happier? Write a short reflection (100 words) about what you've learned from your journal and consider how you might manage difficult emotions in the future. Outcome: Increased self-awareness and the ability to reflect on emotional experiences.	
Objective: Students will practice mindfulness techniques to improve focus and reduce stress using breathing and meditation. Instructions: - Sit comfortably in a quiet space. Close your eyes or focus on an object in front of you. - Take a few deep breaths, inhaling slowly and exhaling fully. - Focus on your breathing for 5 minutes. If your mind starts to wander, gently bring your attention back to your breath and count to eight. After the exercise, write a brief reflection about how you felt before, during, and after the mindfulness activity. Did it help you feel calmer or more focused? Can you think of any other mindfulness or relaxation techniques? Outcome: Students experience the benefits of mindfulness and understand how it can support emotional well-being.	
Objective: Students will create a personal plan to manage stress. Instructions: - Think about a time when you felt stressed. Write down the situation and how it made you feel. - Next, list three healthy strategies you could use to manage that stress in the future. These might include: - Physical activity (e.g. going for a walk, playing a sport) - Relaxation techniques (e.g. deep breathing, listening to music) - Talking to someone (e.g. a friend, teacher, or family member) Write a short summary of your plan, including what triggers stress for you and how you will apply these strategies in the future. Outcome: A personal toolkit for managing stress, which students can use in real-life situations.	



Tasks - Mental Health

Task	Signature
Objective: Students will understand the power of positive thinking in improving mental health. Instructions: • Think about a challenge or difficulty you've faced recently (e.g. a tough exam or a disagreement with a friend). • Write down any negative thoughts you had during that experience (e.g., "I'll never pass this exam.", "I'm no good at this."). • Now, reframe those negative thoughts into positive or neutral statements (e.g., "I'll do my best in this exam and learn from it." or "I can handle this situation with patience."). Write a few notes how using positive self-talk could help improve your mental health over time. Outcome: Students learn to recognise and reframe negative thoughts, which can help reduce stress and improve resilience.	
Objective: Students will learn to focus on what they can control to manage anxiety and stress. Instructions: • On a piece of paper, draw a large circle. Inside the circle, write down things you can control in your life (e.g. your attitude, effort, how you treat others). • Outside the circle, write down things you cannot control (e.g. other people's opinions, the weather, global events). Write a short reflection on a recent situation where you focused on something outside of your control. How could focusing on what you can control help you feel less anxious or stressed? Outcome: Students will gain perspective on how to manage stress by focusing on what is within their control.	
Objective: Students will identify who they can turn to for help when facing mental health challenges. Instructions: • On a blank piece of paper, draw a "Support Network Map." In the centre, write your name. • Around your name, draw circles and label them with the names or roles of people you can turn to for support (e.g. family members, friends, teachers, counsellors). • Next to each person, write how they can help you (e.g. listening, giving advice, offering encouragement). • Identify any gaps in your support network. Are there situations where you feel you don't have someone to turn to? How can you strengthen your network? Write a reflection about the importance of having a support network for mental health, explaining why these people are important to you. Outcome: Students will better understand their support systems and how to use them when facing mental health challenges.	



Tasks - Equalities

Task	Signature
Research on Historical Figures Objective: Students will identify who has supported the fight for equality in history Instructions: 1. Choose a historical figure who has made significant contributions to the fight for equality (e.g. Martin Luther King Jr., Malala Yousafzai, Nelson Mandela, etc.). 2. Research their life, the challenges they faced, and their achievements. Produce a fact file on their contributions to equality. Outcome: Students will better understand the effect historical figures have had on ensuring equality for various groups of people.	
Equality in Media Analysis Objective: To analyse how equality is portrayed in the media Instructions: Watch the trailer for "Wonder" and "Hidden Figures" on You Tube. Produce a mind map discussing how equality is portrayed. Consider the following questions: · What are the main issues of inequality presented? · How do the characters respond to these issues? · What message does the media send about equality? Write a short summary of your answers. Outcome: Students will be able to explain how inequality is presented in the main-stream media.	
Equality in Numbers Objective: To analyse and present statistical data to support an argument Instructions: 1. Choose a specific area of inequality to research (e.g. gender pay gap, racial disparities in education, access to healthcare, etc.) 2. Find reliable statistics and data related to your chosen area and create a poster that represents your findings. Outcome: Students will be able to use statistical data to support their argument.	
Equality Pledge Objective: Students to self-reflect on how they can support equality in modern British Society Instructions Write a personal pledge on how you will promote equality. Include: • A specific action you will take to ensure fairness and inclusion. • A commitment to stand up against discrimination. • A promise to educate yourself about equality issues. Outcome: Students will be able to reflect on how they can support equality in modern British Society.	
Equality Assemblies Objective: Students to reflect on and understand recent equalities assemblies. Instructions 1. Reflect on a past or recent equalities assembly that influenced you in KS3. 2. Write a short review or create notes of that assembly. What did you learn about equality in history? What has it inspired you to do in the future? 3. Debate with your peers and present some thoughts to your form tutor, Progress Lead or SLT link. Outcome: Students will be able to research and present arguments for equality in modern British Society.	

Tasks - British Values

Task	Signature
British Values Definitions Match-Up Objective: Students will learn the meaning of each British Value. Instructions: Write down the five British Values: •Democracy •The Rule of Law •Individual Liberty •Mutual Respect •Tolerance of Different Faiths and Beliefs Next to each value, write your own short definition (one or two sentences) explaining what it means. Then, give a real-life example of where you have seen or could see each value in action (e.g. voting for a school council shows democracy). Outcome: A personalised and applied understanding of the key British Values.	
My Rights and Responsibilities Chart Objective: Students will connect the idea of liberty with personal responsibility. Instructions: Create a two-column table with the headings "My Rights" and "My Responsibilities." Under "My Rights," list five freedoms you have in the UK (e.g. freedom of speech, freedom to vote). Next to each right, in "My Responsibilities," explain how you should act responsibly (e.g. using freedom of speech respectfully without hate speech). Write a short summary explaining why rights must always come with responsibilities. Outcome: Students recognise that freedom is linked to responsible behaviour.	
Rule of Law Comic Strip Objective: Students will show why laws are important through storytelling. Instructions: On a blank sheet, draw a comic strip (at least six boxes – stick figures are acceptable) showing a story where: Someone breaks a rule or law. Chaos or unfairness happens because the law was ignored. A solution is found by following the rule of law. Add a title and a short sentence underneath the comic explaining the key message about why laws protect people. Outcome: A creative understanding of the role of law in maintaining safety and fairness.	
Respect Reflection Objective: Students will reflect on mutual respect and tolerance. Instructions: Write a short reflective paragraph about a time when: You showed respect for someone different from you (e.g. someone with different opinions, beliefs, or backgrounds) OR when you witnessed respect being shown. Describe: What happened. How it made you or others feel. Why showing respect matters in Britain's diverse society. Outcome: Deeper personal connection to the value of mutual respect.	

Task	Signature
Democracy Acrostic Poem Objective: Students will creatively describe democracy. Instructions: Write the word "DEMOCRACY" vertically down your page. For each letter, create a line that explains something about democracy or its importance. (Example: D – Decisions made by the people E – Everyone has a voice...) Make sure your poem explains why democracy matters in Britain. Outcome: A creative and thoughtful summary of democracy's importance.	
British Values Real-Life Scenario Response Objective: Students will apply British Values to a real-life situation. Instructions: Read this situation: "You are at school and overhear someone making fun of a new student's religion and their beliefs." Write a paragraph of approx. 150 words answering: Which British Values are relevant here? What actions should you take to show British Values? Why is it important to act in this way? Outcome: Practical thinking about applying British Values in everyday life.	



Tasks - House Spirit

Task	Signature
House System Improvement Ideas List Objective: Students will brainstorm ways to strengthen the house system. Instructions: Make a list of five improvements you would like to see in the Millfield house system. For each idea, write: Why this change would be beneficial. How it could make students feel more involved or proud of their house. Aim to think about different areas such as competitions, rewards, assemblies, leadership roles, or communication. Outcome: A thoughtful list of ideas that could be used to develop the house system further.	
Design Your Current House Objective: Students will reimagine and strengthen their current house identity. Instructions: Think about your current house at Millfield School. Redesign the house by creating: A new house logo (you can draw it by hand or describe it in detail). A new house motto that reflects positive values such as teamwork, ambition, creativity, or respect. Three key qualities that members of your house should be proud to represent (e.g. resilience, leadership, kindness). On a sheet of A4 paper, clearly present your new design: At the top: House name and logo. In the middle: House motto. At the bottom: Short explanations (1–2 sentences each) for your three key qualities. Outcome: A creative and meaningful redesign that strengthens students' identity and pride in their house.	
Create a House Support Poster for Sports Day Objective: Students will design a poster to inspire and support their house during Sports Day. Instructions: Design an A4 poster that encourages students in your house to do their best at Sports Day. Your poster should include: Your house name clearly at the top. A motivational slogan (e.g. "Go [House Name]!", "Strive for Greatness!"). Drawings or symbols that represent sports, effort, and teamwork (e.g. runners, trophies, team huddles). Bright colours and bold lettering to make it eye-catching and exciting. Make sure your message is positive and promotes good sportsmanship, effort, and house pride. Outcome: A colourful and motivating poster that could be displayed to boost house spirit during Sports Day.	

Task	Signature
Write a Letter to the Head of House Objective: Students will communicate ideas respectfully and persuasively. Instructions: Write a formal letter to your Head of House explaining how you think the house system could be improved. In your letter, you should: Introduce yourself and why you are writing. Suggest at least two realistic and positive ideas to make the house system better (e.g. more competitions, new rewards, better communication). Explain why these ideas would make students feel more involved or proud of their house. End with a polite and encouraging closing statement. Your letter should be written clearly and using appropriate formal language. Outcome: A persuasive letter showing thoughtful suggestions to strengthen the house system.	
Create a Welcome Message for New Year 6 Students Objective: Students will encourage new students to feel excited and proud to join their house. Instructions: Write a short, welcoming message aimed at Year 6 students who will be joining Millfield School. Your message should: Introduce your house with enthusiasm. Highlight what makes your house special (e.g. values, past achievements, team spirit). Encourage them to get involved in house activities like competitions, sports day, or performances. Be friendly, positive, and inspiring — make Year 6 students feel excited to join. The message should be approx. 150 words, and could be displayed on posters, in welcome packs, or read out at induction events. Outcome: A positive and engaging message to help build house pride and welcome new students.	
Design a House Mascot Objective: Students will create a symbol to build house identity and pride. Instructions: Design a mascot that represents your house at Millfield School. Your mascot can be an animal, character, or object — but it must reflect positive qualities such as strength, teamwork, courage, creativity, or resilience. On a piece of A4 paper: Draw or describe your mascot clearly. Give your mascot a name. Write a short explanation explaining why you chose this mascot and how it represents your house spirit. Make your design bold, colourful, and full of character — something students would be proud to support at events like Sports Day or house competitions. Outcome: A creative and meaningful mascot design that could strengthen house identity and enthusiasm.	

