**School STEM Assessment Tool**

Use the tool to identify where you are on each of the aspects of school/college practice (A-H), then follow the suggestions at the end of the table.

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|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **A. Teaching and**  **Learning** | No explicit or planned reference to STEM contexts and careers in curriculum planning. Individual  teachers might make occasional reference to STEM careers if  opportunities arise.  ❑ | Some STEM teachers make use of work related contexts to achieve greater student engagement in STEM subjects.  ❑ | Widespread use of work related contexts to support curriculum planning and delivery by teachers across the STEM subjects.  ❑ | Whole school/college approach to use of work related contexts to support curriculum planning and  delivery across all the STEM subjects.    ❑ |
| **B. Student personal**  **skills and capabilities** | No verbal awareness of their own personal skills or capabilities. No planned acknowledgement of  personal skills or capabilities  within the curriculum. Teachers rarely make reference to personal  skills.    ❑ | Reasonable awareness of personal skills & capabilities development and is able to give examples. Teachers occasionally use associate language in ad-hoc way. Reference to skills is driven by individual teacher enthusiasm rather than whole school/college action.      ❑ | Good awareness of personal skills and capabilities and can give examples and identify what made them worthwhile. Explicit progressive and inclusive provision is given to personal skills & capabilities in subject lessons, Whole school/college and curriculum  activities by most staff.    ❑ | Strong awareness of personal  skills and capabilities and can give examples, identify worthy features and describe why they are useful. They work with other students to peer assess and coach others, and actively seek out opportunities to develop further. They experience personal skills & capabilities embedded into  school/college and lesson activities by most staff; parents know about them.  ❑ |
| **C. Teacher Awareness**  **of STEM careers** | Low level of subject teacher  awareness of STEM career  pathways and use of STEM  subjects in the workplace.    ❑ | Some STEM teachers are aware of career pathways and use of STEM subjects in the workplace. Use is made of Future Morph and  mathscareers.  ❑ | Widespread knowledge and use of STEM subjects in the work place and career pathways. Teachers confident to answer front line enquiries from students and to help them make effective use of the wide range of web and hard copy STEM careers  information.  ❑ | Whole school/college approach to updating teachers on STEM  applications and career pathways. Positive use of this knowledge to enthuse and engage students. Direct links to Future Morph, and mathscareers. Teachers actively support students’ career exploration and refer them for further guidance.  ❑ |
| **D. Enhancement and**  **enrichment** | Rare use made of enhancement and enrichment activities.  Individual STEM teachers  might make use of occasional  STEM visitors from industry.  ❑ | Some use made of STEM enhancement and enrichment activities with some students, though this tends to be only with those already committed to STEM subjects.  ❑ | Good use of STEM enhancement and  enrichment activities with substantial numbers of students. High level of awareness amongst staff of the opportunities and  benefits of this approach and of  STEM Directories.  ❑ | Whole school/college  approach to STEM enhancement and  enrichment. Progressive programme for Key Stages 3, 4 and post-16. Support for students to reflect on learning and the connections to and  implications for career choice.  ❑ |
| **E. Equality and diversity** | No explicit plan to tackle limited and stereotypical views of STEM  courses and careers.  ❑ | Efforts made to tackle student and parents’ stereotypical views of STEM courses and careers by some  teachers through role models  and curriculum materials. Some recognition of equality duties.  ❑ | Good recognition of equality duties. Active use of role models and  mentors to promote equality in STEM subjects and careers.  Targets set to achieve representative participants in STEM enrichment activities. Strategy in place to deliver  an inclusive STEM curriculum.  ❑ | Creative, whole school/college approach to equality duties that engage all students in successful experiences of, and progression, in STEM courses and ensure that all students are able to fully achieve their  potential. Differentiated activities to engage under-represented student groups in STEM courses and activities.  ❑ |
| **F. Communication**  **about STEM careers** | No explicit efforts made to raise awareness of STEM careers by teachers or careers advisers.  ❑ | Individual teachers try to raise awareness of STEM careers in class and with individual students in  response to interest. Careers advisers run group work and provide information, advice  and guidance on STEM opportunities in response to requests.  ❑ | There are comprehensive efforts by STEM teachers through displays, visiting speakers, discussions, and  information for individual students to raise awareness of STEM courses and careers. Careers advisers make positive efforts to broaden students’ knowledge of STEM opportunities through group sessions, presentations at events, etc.  ❑ | There is a whole school/college strategy for communication about STEM choice and careers with  students and parents. This is evident in the careers library, schools/college intranet and displays, as well as newsletters and events. There is a widespread commitment to the social and economic benefits of STEM careers. Careers advisers contribute to this strategy.  ❑ |
| **G. Leadership and**  **management** | No explicit lead on STEM choice and careers.  ❑ | STEM faculty heads are aware  of potential and make efforts  to encourage students to progress in STEM subjects.  ❑ | STEM faculty heads have started to define a strategy for encouraging students to explore STEM careers  and develop interest in further STEM study through curriculum development and enrichment and  enhancement activities. Some monitoring of student participation and achievement in STEM subjects to monitor effect.  ❑ | Whole school/college STEM engagement and careers policy in place in partnership with other key  agencies. Monitoring of effectiveness is undertaken by studying participation  and achievement in STEM subjects and career choice.  ❑ |
| **H. Partnerships** | No explicit links are in place with partners such as local universities, employers and STEM enrichment providers to support STEM subject choice and careers.  ❑ | Some individual teachers have links with partners to enhance delivery.  ❑ | STEM Faculties have good links with key partners from higher education, and industry to enhance student learning. These are celebrated within the school/college and wider community.  ❑ | The STEM careers policy is developed, delivered, reviewed and celebrated in  close collaboration with key partners including, local universities and industry.  ❑ |

**You can then go on to use the STEM Careers Action Plan to:**

• identify the changes needed to make the transition from your current level to the next on each of the eight aspects

• identify the mechanisms or interventions to help you achieve change

• identify existing resources and sources of support for making the transition

• identify any gaps in the help available and how they can be plugged.

• identify senior staff and governors to oversee and facilitate developments