



GOLD

STEP 2 (MID-YEAR REVIEW) ACHIEVEMENT CRITERIA
GOLD LEVEL

Please use your judgement to score each question ‘Insufficient’, ‘Sufficient’ or ‘Exceptional’ based on the descriptions given. **Where an answer appears to fall into more than one category, please choose the option which is the best possible fit.**

Section A: Executive Summary and Financial Summary

For data capture and context-setting only.

Section B: Running our Business

1. **Here is a summary of how we have run our business so far this year:**
 - a) This is where and when we carried out most of our business operations (production, sales):
 - b) And this is a record of how we linked the business into our lessons:

SCORE	DESCRIPTION
Insufficient	Students have not described where and when they carried out their business operations, or have done so in a way that makes it unclear that students have led on the business operations . In addition, teachers have used the school business as an example in only one or two subjects, or none at all .
Sufficient	Students have made good use of their time to manage their business operations, for example by using free periods, weekends or holidays. In addition, teachers have used the school business as an example in at least three subjects .
Exceptional	Students have made good use of their time to manage their business operations, for example by using free periods, weekends or holidays. They have made sales outside of the school grounds . In addition, teachers have used the school business as an example regularly in at least three subjects .

2. **This is how we are rotating roles around the business** (how long team members stay in one role before rotating and how many students have rotated roles so far)
And a reflection on what has worked well about this plan and what we plan to adapt (if anything) for the rest of the year:

SCORE	DESCRIPTION
Insufficient	Students have not described how many team members have rotated roles so far and/or it seems unlikely that after 6 more months every member of the team will have experienced two different roles. Students have not described what has worked well with their rotation so far. They have not identified any challenges , or they have identified challenges but have not come up with any sensible solutions to overcome them.
Sufficient	Students have described how many team members have rotated roles so far and it seems likely that after 6 more months every member of the team will have experienced <u>two</u> different roles . Students have described what has worked well so far with this system and, if they have identified any challenges, they have come up with a sensible action plan to overcome them.
Exceptional	Students have described how many team members have rotated roles so far and it seems likely that after 6 more months every member of the team will have experienced <u>two or more</u> different roles . Students have described what has worked well so far with this system and, if they have identified any challenges, they have come up with a sensible action plan to overcome them.

3. Here is an update on how we have been mentoring new students who will join the business team next year:

And a reflection on what has worked well about this system and what we plan to adapt (if anything) for the rest of the year:

SCORE	DESCRIPTION
Insufficient	Students have not provided a clear explanation of how they recruit and support new students to join the team. Students have not described what has worked well with the mentoring so far. They have not identified any challenges , or they have identified challenges but have not come up with any appropriate solutions to overcome them.
Sufficient	Students have provided a clear explanation of how they recruit and support new students to join the team (e.g. through training, shadowing, a buddy system or manuals). Students have described what has worked well so far with this system and, if they have identified any challenges, they have come up with a sensible action plan to overcome them.
Exceptional	Students have provided a detailed explanation of how they recruit and support new students to join the team in a structured way. Students have described what has worked well so far with this system and, if they have identified any challenges, they have come up with a sensible and innovative action plan to overcome them.

Section C: Business Management

4. This is a record of the meetings our Business Management Committee have held so far this year (and we will include a copy of the minutes of one of these meetings in the Appendix at the end of this document)

SCORE	DESCRIPTION
Insufficient	Students have not provided a summary of their Business Management Committee meetings. Or, they have provided a summary, but: <ul style="list-style-type: none"> • The meetings have taken place less frequently than every two months • The topics focused on day-to-day operations instead of governance • There is no record of any decisions made or actions taken
Sufficient	Students have provided a summary of their Business Management Committee meetings. Meetings have taken place every two months . The Committee have discussed topics which are key to the good governance and success of the business, e.g. progress against financial forecast, use of profits and risk management. There is a record of decisions made and actions taken .
Exceptional	Students have provided a summary of their Business Management Committee meetings. Meetings have taken place at least every two months . The Committee have discussed topics which are key to the good governance, success and sustainability of the business. There is a record of decisions made and actions taken .

Section D: Achievements, Challenges and Solutions

5. This is what our biggest achievement has been so far this year and why:
6. The first table below summarises the 3 biggest challenges we have faced when implementing our Strategic Plan (e.g. in terms of Operations/Human Resources/Marketing/Sales/Accounting) **and** the second table below shows our Action Plan to overcome each challenge.

SCORE	DESCRIPTION
Insufficient	Students have not clearly described their biggest achievement and three main challenges. Their action plan is vague and/or unrealistic , or they have not provided one .
Sufficient	Students have described their biggest achievement and three main challenges. They have presented a clear and realistic action plan to reduce the impact of each challenge.
Exceptional	Students have described their biggest achievement and three main challenges. They have presented a clear and realistic action plan to reduce the impact and tackle the root causes of their challenges.

Section E: Networking & Learning Opportunities

7. Here is an update on how we have been networking with other schools who are planning/running a school business:
- a) Who we connected with, in what ways and how often
 - b) What we learned from the other school(s)
 - c) How we have used these learnings to improve our school business

SCORE	DESCRIPTION
Insufficient	Students have not connected on a one-to-one basis with another school running a school business. Or, they have connected, but they have not described what they learned and how they have improved their school business as a result.
Sufficient	Students have connected (in person, online or by phone) on a one-to-one basis at least once this year with one other school running a school business. They have described what they learned from this exchange and how they have used these learnings to improve their school business.
Exceptional	Students have connected (in person, online or by phone) on a one-to-one basis twice or more this year with one (or more) other school running a school business. They have described what they learned from these exchanges and how they have used these learnings to improve their school business.

Appendix Section: Supporting Evidence & Photos of Students in Action

Please find in this space:

1. **Three pictures** that clearly show our involvement as students in running the business
2. **A copy of the minutes of one of our Business Management Committee meetings** (showing the agenda, who attended, what decisions were made, and what actions were planned/taken)
3. **1 example lesson plan showing how our business has been integrated in a lesson** e.g. Maths

SCORE	DESCRIPTION
Insufficient	Of the list of three pieces of evidence required, 0-2 different pieces of evidence have been provided.
Sufficient	Of the list of three pieces of evidence required, all 3 different pieces of evidence have been provided: <ul style="list-style-type: none"> • The three photos clearly show student involvement in running the business • And the Business Management Committee meeting minutes show the agenda, who attended, what decisions were made and what actions were planned/taken • And the lesson plan shows how the school business has been integrated in a lesson
Exceptional	Of the list of three pieces of evidence required, 4 or more different pieces of evidence have been provided:

	<ul style="list-style-type: none"> • The three photos clearly show student involvement across a range of business implementation activities • And the Business Management Committee meeting minutes show the agenda, who attended, what decisions were made and what actions were planned/taken • And the lesson plan shows how the school business has been integrated in a lesson
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Financial Review

Written analysis:

Here is an analysis of the variances between our budget and actuals, including:

- Why our income and/or expenditure are different from what we planned (if applicable)
- What effects these variances are having on our business
- What caused these variances and if/how we can prevent them from happening again
- What actions we have taken/plan to take to manage these variances

SCORE	DESCRIPTION
Insufficient	Students demonstrate little to no understanding of why their actual income and/or expenditure varied from their budget and what impact these variances have had on their business. They have not identified what caused the variances and/or not identified any appropriate actions they can take to manage them moving forward.
Sufficient	Students demonstrate a good understanding of why their actual income and/or expenditure varied from their budget and what impact these variances have had on their business. They have identified what caused the variances and some appropriate actions they can take to manage them moving forward.
Exceptional	Students demonstrate an excellent understanding of why their actual income and/or expenditure varied from their budget and what impact these variances have had on their business. They have identified what caused the variances and several appropriate actions they can take to manage them moving forward.

Financial statements:

1. a) **Budget Variance Analysis: Profit & Loss and Cash Flow month by month (budgeted vs. actual)**
 b) **Budget Analysis – Summary (totals from 1a)**

SCORE	DESCRIPTION
Insufficient	Students have listed little or no information in the Budget Variance Analysis statements (Profit & Loss, cash flow month by month and six-month summary) or the majority of the information they have listed is incorrect or confusing . There are significant errors or omissions in their calculations. There is little or no evidence that the business is making a profit .

Sufficient	Students have completed the Budget Variance Analysis statements (Profit & Loss, cash flow month by month and six-month summary). The majority of the information they have listed appears to be correct . There may be some omissions or minor errors in their calculations . There is evidence to suggest that the business is profitable .
Exceptional	Students have completed the Budget Variance Analysis statements (Profit & Loss, cash flow month by month and six-month summary). All the information they have listed appears to be correct . There appear to be no omissions or errors in calculations . There is evidence to suggest that the business is profitable .