

Yes Futures Character Tracker



What is Yes Futures?

Yes Futures is a multi award-winning education charity, run by 'Outstanding' qualified teachers. We have over twelve years' experience in supporting children to develop their confidence, resilience and soft skills.

[The Talent Toolbox](#) is our award-winning impact measurement system. It is a unique, structured approach to the development of soft skills, which allows both schools and students to accurately measure and monitor progress.

Why have you developed this tracker?

Any good Character Education strategy will begin with an assessment of what is already in place and how effective it is. You don't need to re-invent the wheel. We have developed this tracker to help you assess the needs of your students and your perceived effectiveness of existing practises. We hope that this simple exercise will be the first step in helping you develop a focused approach to your students' character development.

How do I use the tracker?

You can use the tracker on your own, but it is most effective when used in a team and discussed. This could be a Senior Leadership Team, a Year Group team, or any other team of practitioners working with the same group of children.

Step 1: Clearly define a group of students.

It doesn't matter how large the group of students is, but you will need to be clear exactly who is included, so that you are all assessing the same students. You can do the exercise with multiple groups but we suggest you focus on one at a time. *For example: Elm Class, white working-class boys in Year 6, all students in the choir, etc.*

Step 2: Give each team member a tracker and ask them to complete it independently.

Take your time completing the tracker as honestly and accurately as you can. Instructions are given overleaf.

Step 3: Come together as a team to compare your ideas and discuss. You can use these guidance questions:

- Are there any major discrepancies? Discuss why your perceptions may be different.
- Are there any areas where the scores are consistently below 75%? Where do you want scores to be?
- Which three of the twelve areas do you think are the most important for your students to develop?
- Which areas are missing a focused activity at present?
- Which areas already have activities in place, but are not currently considered effective?
- If you had to choose **three** of the twelve areas to initially focus on developing, which would they be?
- What can each member of the team do as a next step to begin to embed these character strengths into your school life?

Step 4: Decide an implementation strategy.

You will be most successful if you start small. Define clear next steps for each of the three target character strengths. Then decide who is going to do what and when?

Yes Futures has a range of resources and support programmes available for schools. If you would like your students to benefit from using the Talent Toolbox, need further support with your school's Character Education strategy, or have any questions about this tracker, please [contact our team](#).

A future where all young people are confident, resilient and lead fulfilling lives

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Character Tracker

This tracker is taken from Yes Futures' award-winning impact measurement system: [The Talent Toolbox](#).

Please read overleaf for full instructions.

How to complete this Character Tracker:		Percentage of students regularly demonstrating this character strength	Do we have existing activities in place which explicitly focus on this outcome?	Is our existing activity effective at targeting this outcome in students?
Each statement below describes a character strength, within four key character categories.				
<p>1. In the first column, you are asked to estimate what percentage of students regularly demonstrate that character strength. <i>(What's 'regular'? Think weekly. For a statement to be true of a particular student they would have to provide consistent examples of it, rather than just very occasional examples.)</i></p> <p>2. In the second and third columns, you are asked about your existing practise. In both these columns you should put a tick or a cross. It might be helpful to use different colours. <i>(These columns are asking if you have activities in place which are deliberately focused on developing that skill, and whether you think they 'work' or not. For example, for 3c you may have a lesson in the curriculum focused on presentation skills, but you may feel it isn't very effective).</i></p>				
1	Confidence			
a	Sees value and shows pride in personal characteristics			
b	Actively expresses personal opinion in front of others			
c	Eager to try new activities and explore unfamiliar places			
2	Resilience			
a	Faces challenges and uncertainty with calmness and positivity			
b	Continues to try after experiencing failure			
c	Shows independence and ownership in decisions and actions			
3	Communication and working with others			
a	Communicates positively with others			
b	Performs different roles within a team effectively, including leader			
c	Can confidently and persuasively present to an audience			
4	Self-awareness			
a	Reflects on personal strengths and weaknesses			
b	Takes responsibility for setting and achieving goals			
c	Motivated to achieve and fulfil personal potential			

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