

Woodchurch High School

A Church of England Academy



ENTERPRISE EDUCATION POLICY DOCUMENT

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Our school ethos and vision

Our Christian values and school ethos provide us with a means to ensure everyone feels included. Through the Enterprise programme, pupils are required to work with others, which in turn, encourages strong personal relationships to develop. Through our enterprise programme, there are also several opportunities for personal reflection. Our vision is for all pupils to see how justice is promoted, along with truth and love, when pupils engage with staff, members of the community and employers in real life situations and are then able to *“Let your light so shine before others that they may see your good deeds and glorify our Father which is in heaven”*.

Definitions

In the 2014 report, Enterprise for All, Lord Young defines Enterprise as:

Enterprise means more than just the ability to become an entrepreneur. It is that quality that gives an individual a positive outlook, an ability to see the glass as half full rather than half empty, and is a valuable attribute for the whole of life.

The aspiration and ambition to work for yourself is also pronounced amongst those at school leaving age – around one in eight young people aged 16–19 think that they are likely to become self-employed.

Enterprise societies are a major part of my proposals for the higher education sector but play a vital role in further education too.

Enterprise societies operate across all subjects, drawing students from different disciplines together through a grassroots approach. This peer-led introduction to enterprise stimulates and engages them through a collaborative, learning-by-doing approach, which ultimately complements their mainstream learning.

The Davies Report adopted the following definitions:

Enterprise Capability: the capability to handle uncertainty and respond positively to change, to create and implement new ideas and new ways of doing things, to make reasonable risk/reward assessments and act upon them in one’s personal and working life. This depends on the development of:

- *Knowledge and understanding of concepts* – organisation, innovation, risk, change;
- *Skills* – decision-making (particularly under conditions of uncertainty), personal and social leadership, risk management, presentational;
- *Attitudes* – self-reliance, open-mindedness, respect for evidence, pragmatism, commitment to making a difference;
- *Qualities* – adaptability, perseverance, determination, flexibility, creativeness, improvisation, confidence, initiative, self-confidence, autonomy, action-orientation;

Financial Literacy: The knowledge, skills and attitudes necessary to become a questioning and informed consumer of financial services and the ability to manage one's finances effectively. Financial literacy can be divided into three central themes:

- *Knowledge and understanding* – familiarity with a range of concepts such as money, credit and investment;
- *Skills and competence* – budgeting, financial planning and personal risk management;
- *Attitudes* – taking responsibility for the wider impact and the implications of money and financial decisions on individuals, business and the community;

Economic and Business Understanding: a process of enquiry, focused on the context of business, central to which is the idea that resources are scarce so that choices have to be made between alternative uses. This includes:

- *Knowledge and understanding* – familiarity with a range of economic concepts such as the market, competition, price, efficiency and economic growth.
- *Skills* – the ability to take decisions and make judgements on issues with an economic dimension, investigate simple hypotheses and apply theoretical understanding to practical situations.
- *Attitudes* – an interest and concern in: economic affairs, responsible use of resources, challenges of business and its importance to society, responsibility of employers to the community and the environment.

It is these definitions identified by the Davies Report, which were adopted and are currently used at Woodchurch High School.

Enterprising Skills for Work

The schools 'Enterprising Skills for Work' programme aims to encourage all pupils to develop their personal skills. These skills are valuable to them within the school situation and are also a vital part of working life. They form part of the school's transferable skills policy. The skills targeted are:

1. *Team Work*
2. *Co-operation*
3. *Problem solving*
4. *Decision Making*
5. *Communication*
6. *Presentation*
7. *Time Management*
8. *Planning*
9. *Leadership*
10. *Responsibility*
11. *Initiative*
12. *Creativity*

Speakers from local companies and parents also come into assemblies and during

Citizenship/Work Related Learning Seminars, to talk to pupils and explain how the skill targeted is used in the workplace. The skills are also highlighted in the pupil planners.

In addition, the following 'Enterprise C's' are also targeted, which support the above programme:

1. *Co-operation (i.e. group work, time management, working to deadlines etc.)*
2. *Communication (i.e. Leadership, networking and evaluation etc.)*
3. *Creativity (i.e. Initiative and planning)*
4. *Confidence (i.e. Decision Making, and presentation)*
5. *Capital Gain (i.e. financial literacy and economic undertaking.)*
6. *Contribution (i.e. tackling a problem and implementation of a task.)*

OFSTED Recommendations

Ofsted's Enterprise Education Training resources are unequivocal about the key factors promoting successful enterprise education, and this highlights:

- Encouraging teachers in all areas of the curriculum to develop more enterprising approaches to teaching and learning in order to promote pupils' enterprise capabilities.
- Having an effective programme of training to develop teachers' understanding of enterprise education and their expertise in delivering it.

In addition, Ofsted highlighted in August 2004, that for schools to improve the quality of provision in enterprise learning they should:

- Develop enterprise learning as part of a coherent programme of vocational and work-related learning
- Establish a clear definition of enterprise learning and ensure it is understood by staff, pupils and other stakeholders
- Identify the learning outcomes pupils are expected to gain from enterprise activities in terms of their knowledge, understanding, skills and attributes
- Recognise that enterprise learning has implications for teaching and learning styles in terms of setting pupils more open-ended problems, encouraging them to take more responsibility for their actions and giving them greater autonomy in taking decisions
- Develop effective methods of assessing enterprise learning
- Ensure that there are robust systems in place for monitoring and evaluating the development of enterprise learning.

Woodchurch High School's Approach to Developing Enterprise Learning

Enterprise Education is embedded across both Key Stage 3 and Key Stage 4.

In many ways, Enterprise Education and Work Related Learning go hand in hand, so many tasks and opportunities presented through work related learning contexts enhance and contribute towards the school's approach to Enterprise Education. (For more details on Work Related Learning, please see the Work Related Learning Handbook).

The Young report also specified "I also want to reflect on the rising movement toward **social entrepreneurship** among students and graduates, alongside the growth of social enterprise across the general business population. I am seeing many more examples of this activity where undergraduates are combining an ambition to succeed in business with a strong desire to deliver positive social and environmental benefit." At Woodchurch High School we have excellent social Enterprise through each form completing a charity fortnight, each form having reps which meet half termly, a school council and regular meetings with people from the business community through our links with the Rotary Club of Birkenhead.

Alongside this, all Year 8 pupils partake in the Archbishop of York Award, which consists of pupils volunteering their time, raising money for charity and helping within the community. Again, this gives pupils the opportunity to work with local employers and businesses in the community.

Leadership & Management

There is a strong commitment by the Headteacher and other senior managers to continually develop enterprise learning, and as such, there is a clear vision about its potential for raising standards and preparing young people for adult life, and in contributing towards whole school improvement (see below).

Furthermore, there is an explicit and commonly understood definition of enterprise learning, which has enabled the school to identify the learning outcomes expected from enterprise learning (see below).

We believe that this good leadership is characterised by a clear structure for managing enterprise learning, as well as having appropriate development plans, and a commitment to invest in the professional development of all staff to promote a common understanding of how to develop enterprise learning.

Giving staff sufficient non-contact time to develop enterprise skills for learning is seen as essential to its success at Woodchurch High School.

As a school, we also believe that the use of external support for enterprise learning from outside agencies is crucial to ensure further development and enrichment. Examples of organisations currently involved in supporting the school include:

1. *Enterprise Education Learning Providers (e.g., MPloy Solutions)*
2. *Wirral Metropolitan College*
3. *Rotary Club of Birkenhead*
4. *Local businesses*
5. *Parents*
6. *Careers Convention Partners*
7. *Links with LJMU- Shaping Futures programme*

Curriculum & Assessment

As a school, we have adopted a number of different approaches to the development of enterprise learning: through the use of the existing curriculum; through a series of enterprise days and activities, and sometimes certain events are organised and delivered by external agencies.

Where Enterprise Learning is developed through the existing curriculum, we believed there are benefits in having the involvement of several different Subject Areas, so that teachers and pupils saw enterprise as having relevance to a range, if not all subjects, and so was not solely the preserve of vocational subjects or Work Experience / Extended Work Experience.

Enterprise days typically involves taking a whole or half year group off their normal timetable so that they can take part in business simulations or problem-solving activities. These are sometimes organised and run by external agencies. However, there is also opportunity throughout pupils' school career for small groups of pupils to be extracted from lessons for a series of 'workshops'. For example:

- In Year 7 pupils partake in activities based on the Disasters and Dilemmas curriculum theme.
- In Key Stage 4 pupils partake in both seminars and whole cohort activities as Enterprise Focus Days and other challenges.
- Opportunities are also given to pupils in Year 9 to complete the Year 9 £challenge where the school gives one pound to pupils who wants it. They have two weeks to complete the challenge and bring back the money they have gained.
- Pupils in Year 7 have the opportunity to do the Give me a tenner challenge. Each form is given £10 to invest and bring the money back in. The winning form gets to keep their earnings. The rest goes to charity.
- Pupils in Year 10 also have a unit in PSHCEE as Enterprise where pupils have the opportunity to look at Demand and Supply, Opportunity Cost and advertising.
- Select pupils in all years are also involved in our shaping futures programme, developed by Liverpool John Moores University looking at links with higher education.

Assessment of Enterprise Learning involves the collecting of data/evidence and making judgments as to how well pupils have achieved the intended learning outcomes as well as completion of Enterprise Passports (for example).

The assessment of pupils can provide information for pupils', teachers and parents.

1. To enable pupils to reflect upon and acknowledge achievement.
2. To help plan for progression and continuity.
3. To communicate achievement.
4. To evaluate the effectiveness of teaching and learning.
5. To enhance the recording and reporting process.

Assessment is built into the planning of learning experiences and is clearly related to the learning outcomes. Assessment activities are matched to the pupils ability, i.e., differentiated by task or outcome through appropriate resource provision and be an on-going development of what they are already doing, or an opportunity for pupils to apply skills, knowledge and understanding they have already gained to a new situation.

A wide variety of assessments are beginning to be implemented, and as such, should be used to provide opportunities for pupils to achieve across a range of contexts. These forms of assessment include:

- Formative assessment - ongoing activity in order to keep a check on progress, normal classroom assessment;
- Diagnostic assessment - as formative assessment, but more precise, in order to discover where a pupil is experiencing difficulty and;
- Summative assessment - to provide end of course/unit/term/year information for the next stage.

Who does the assessment?

- Teacher assessment;
- Peer assessment and;
- Self-assessment

Enterprise Learning & Teaching

Through the various teaching and learning strategies actively used at Woodchurch High School, pupils are encouraged to demonstrate a range of enterprise skills and attributes, such as the ability to solve problems, work cooperatively, lead groups and assess risks. Pupils are also encouraged to confidently take on new tasks and work independently, as in the examples highlighted in the cross-curricular mapping. Personal Learning and Thinking Skills (PLTs), our Christian Values and C.V writing sessions, often mirror Enterprise Skills as well.

Enterprise learning at Woodchurch High School also encourages pupils to engage in opportunities to interact with each other, make decisions, take risks, realise that there is not one right answer to a problem and evaluate outcomes, for example in Year 5 days, leadership and responsibility skills are nurtured by our pupils and in KS4 days problem solving and creativity issues are addressed.

As such, we believe that the promotion of enterprise learning contributes towards whole-school improvement, as it bringing about a general improvement in teaching

and learning across the curriculum. Consequently, enterprise learning is viewed as a whole-school issue and teachers in different Subject Areas are constantly examine and review their current practise and seek ways to further integrate enterprising and innovative approaches that will engage pupils more actively in learning.

Within Work Related learning, pupils are encouraged to make use of their work placement as a vehicle for enterprise learning. This sometimes involves the tackling of short projects involving the investigation of an aspect of the business and the presentation of their findings, to either the employers and/or their peers in one or more curriculum area (e.g., PSHCEE or English). Good work has also been stimulated through the effective links made between work experience and the broader curriculum.

Where enterprise learning is encouraged, teaching is not 'over-directed' and is designed to give greater scope for pupils to develop and explore their own ideas.

Progress Made to Date

At Woodchurch High School, we have striven to ensure all of our pupils have the appropriate access to Enterprise Education. As such, the following progress has been made:

- Enterprise learning has been developed as part of a coherent programme of vocational and work-related learning, both through individual vocationally based subjects, but more importantly through a whole-school approach, embracing all curriculum areas.
- This learning is further complemented through the Work Related Learning and Careers education & Guidance programmes of study, in addition to the enrichment opportunities that currently take place.
- A clear definition of enterprise learning has been devised/agreed within school and staff, pupils and other organisations assisting in its delivery understand this definition.
- A recognition that enterprise learning has implications for teaching and learning styles in terms of setting pupils more open-ended problems, encouraging them to take more responsibility for their actions and giving them greater autonomy in taking decisions. As a consequence, school has refocused its agenda on different teaching and learning styles, as well as 'Thinking Skills'.
- Effective methods of assessing enterprise learning are currently being discussed and devised, as well as ensuring that there are systems in place for monitoring and evaluating the development of enterprise learning.

- Aspects of whole-school enterprise (i.e., not curriculum based) have been identified and developed, for example the £1 challenge, “Give-me-a-tenner” competition and collapsed timetable days.
- There is also a range of Social Enterprise that takes place, led by Pupil Progress Leaders and Assistant Pupil Progress Leaders.

Enterprise Education and School Improvement

Enterprise Education, like Work Related Learning and Careers Education and Guidance, can make a significant contribution to school improvement, through:

Helping the pupils:

- Build self-awareness - helping pupils understand themselves, recognise their achievements and potential, develop their capabilities and use their self-knowledge when thinking about the future.
- Promote careers exploration - helping pupils investigate opportunities in learning and work, and practise the skills they need to do this.
- Develop careers management skills - helping pupils make informed decisions, plan routes to their chosen opportunity, test the realism of their plans and put them into action.

Helping the school:

- Promote positive attitudes to learning - motivates pupils, building their skills, helping them to see what they can do to improve their prospects.
- Support curriculum development - helping schools identify and respond to individual needs.
- Strengthen curriculum coherence - identifying transferable learning, links between different subjects, and links between subject content and life outside of school, for example Enterprise Passports.
- Support staff development - encouraging a skills-focused approach and helping staff identify career opportunities and progression routes in their subjects.
- Strengthen links with external partners - helping to build good working relationships with parents, employers and the local community, for example with Wirral Metropolitan College.
- Support effective resource management - streamlining provision and reducing dropout.

Enterprise Education Learning Outcomes

The learning outcomes for Enterprise Education:

- Offer a clear sense of purpose and clarity for pupils and teachers
- Emphasize the objectives of learning and evidence of achievement
- Provide a flexible basis for developing programmes
- Provide a focal point for work with partners

Enterprise Capability:

Knowledge: e.g. PSHCEE

Innovation and Creativity - Using your imagination to make changes to things
Planning – Making arrangements to complete a task.
Personal Risk Management – Taking chances, balancing the probabilities.

Skills: e.g. money challenges or other opportunities

Decision Making- Choosing the actions to take
Leadership – Getting people to want to do things
Presentation – Putting your ideas across
Problem Solving – from a variety of solutions, check to see which one is the best
Goal Setting – Deciding what to aim for

Attributes: e.g. cross-curricular work and collapsed Enterprise Days

Self Reliance and initiative – Can I work on my own?
Competitiveness – How much do you want to win?
Resourcefulness – Finding practical solutions.

Financial Literacy:

Knowledge: e.g. Transformational Trust Barclays Bank

Investment – Putting Money or resources into a project in order to get a return
Credit and Money – I can make a decision on the best use of credit
Currency – The different types of money used

Skills: e.g. PSHCEE

Budgeting and financial planning – making the money fit the plan
Risk Management – The selection of those risks a business should take, and those which should be avoided or mitigated

Attributes: e.g. MPLOY Holiday hotel challenge

Taking responsibility for the impact of financial decisions – I accept that financial decisions might have consequences

Economic and Business Understanding:

Knowledge: e.g. PSHCEE

Market – Where goods and services are sold
Competition – Different firms producing similar products are in competition with each other
Price – I understand the price a company charges does not equal the costs
Efficiency – Looking after the pennies...
Economic Growth – The rate of change of real income or real output

Skills: e.g. Transferable skills

Decision Making – How businesses make decisions

Investigation of a simple Hypothesis – Making a prediction of what you think will happen

Attributes: e.g. Geography

Business Responsibility to the environment and society – Local businesses can have an impact on the local community and they take a responsibility to policies and health and safety