

# The Wordsley School, Business & Enterprise and Music College

## Enterprise Education Policy

### Rationale

This policy sets out the commitment of The Wordsley School to:

- develop and promote a whole school approach to Enterprise Education
- deliver the Enterprise Education entitlement at KS4.

Enterprise education consists of enterprise capability supported by better financial capability and economic and business understanding. Young people need opportunities to be enterprising through applying their knowledge, skills and attributes.

At The Wordsley School we recognise that enterprise education can help raise aspirations and develop valuable skills for both further and higher education and employment. Enterprise opportunities can challenge the most able students, enhance a range of curriculum subjects and drive up standards as part of school improvement.

We appreciate that business strongly supports the acquisition of enterprise attributes as an important factor in developing a skilled workforce and a dynamic economy.

### Background Information

The Wordsley School was designated a specialist college for Business and Enterprise in 2005. Since this time we have strived to provide pupils with a quality enterprise education and experience through years 7 – 11. Pupils arrive at our school with an excited expectation of the enterprise skills which they will acquire during their school years at Wordsley.

Our ethos is to provide an excited and varied approach to enterprise education, equipping our young people with skills such as:

- Self reliance
- Team working
- Independence
- Communication
- Problem solving
- Risk taking
- Creativity
- Decision Making
- Leadership

All of these skills and more are developed on a daily basis as part of classroom teaching and also through the excellent enrichment provision which is in place in so many ways and can be clearly evidenced within school.

## Outline of Enterprise Education

There are 3 strands of enterprise education:

### 1. Enterprise Knowledge and Understanding

- **Enterprise capability** e.g. organisation, innovation, risk, team work, managing change and personal effectiveness.
- **Financial capability** e.g. money, credit, investment, costing projects, personal finance and insurance.
- **Economic and business understanding** e.g. market, competition, price, efficiency, economic growth, organisation of business, world of work.

### 2. Enterprise Skills

- **Enterprise capability** e.g. decision-making, thinking and learning skills, design and make skills, leadership, managing risk, selling, team working and key skills.
- **Financial capability** e.g. budgeting, financial planning, personal risk management.
- **Economic and business understanding** e.g. decision making, judgements, investigate simple hypotheses.

### 3. Enterprise Attributes

- **Enterprise capability** e.g. self-reliance, 'can do' approach, responsibility, ambition, open-mindedness, respect for evidence, pragmatism, commitment.
- **Financial capability** e.g. take responsibility for the impact of financial decisions.
- **Economic and business understanding** e.g. take an interest in economics, resources, role of business and its responsibilities.

All of these areas are covered through the various provision across school.

## Provision of enterprise across the curriculum

### Enterprise Days

From years 7 – 11 pupils will receive at least one enterprise day per year. Each enterprise day has particular areas of focus; these can change from year to year, but apart from the enterprise skills, they aim to cover all aspects of enterprise education:

- ✓ Enterprise capabilities
- ✓ Financial capability
- ✓ Economic and business understanding

Pupils are placed within mixed groups for enterprise days in order to promote working with others and creating a team. Ability is also mixed to ensure an even spread within each group.

Enterprise days always place some emphasis on presentation skills and it is clear to see how pupils grow in confidence with regard to their presentation skills through their enterprise journey at school.

### **Enterprise Bids**

Through funding received for enterprise, each curriculum area is able to benefit from bidding for monies to aid the development of enterprise within their curriculum area. Staff are asked to indicate the areas of enterprise upon which they are focussing. Evaluations are performed at the end of the year to assess the impact of the additional funds in developing pupils' enterprise capabilities.

### **Cross-curricular Days**

Each year the time table is collapsed in order for pupils to focus on particular areas within the curriculum. These days are conducted in an extremely enterprising manner, ensuring pupils achieve maximum benefit. The focus of the cross-curricular days will change from year to year, but again they promote a wide range of the enterprise skills and attributes.

### **Enterprise Lessons**

Pupils should experience enterprising lessons. This is supported by the requirement for each curriculum area to identify enterprise within their programmes of study and schemes of work. Lesson observations have a focus on the 'enterprising delivery' of lessons.

Pupils should be set more open-ended problems, encouraging them to take more responsibility for their actions and giving them greater autonomy in taking decisions. This is achieved through:

- doing, performing and making
- problem-based approaches
- collaborative and cooperative activities
- coaching and mentoring
- the use of resources that take account of different styles of learning, including use of ICT — multi-media.

It is an expectation that all subjects include enterprise lessons within their schemes of work from years 7 – 11. Each classroom displays an Enterprise and Music Capabilities poster. Staff are requested to refer to the different capabilities within their lessons, making it explicit what 'skills' pupils have been demonstrating.

### **Pupils as responsible learners – playing their part in enterprise education**

We actively encourage our pupils to demonstrate their enterprise skills and capabilities. Learners are expected to take personal responsibility for their own actions through an **enterprise process** that involves four stages.

- Stage 1 — tackling a problem or need: students generate ideas through discussion to reach a common understanding of what is required to resolve the problem or meet the need.
- Stage 2 — planning the project or activity: breaking down tasks, organising resources, deploying team members and allocating responsibilities.

- Stage 3 — implementing the plan: solving problems, monitoring progress.
- Stage 4 — evaluating the processes: reviewing activities and final outcomes, reflecting on lessons learned and assessing the skills, attitudes, qualities and understanding acquired.

## **Monitoring and evaluation of enterprise education**

### **Audit of enterprise**

Each year an audit is conducted to assess what enterprise education has taken place across school. This includes an audit of:

- Enterprise lessons
- Enterprise bids
- Other enrichment activities
- Cross-curricular days
- Other funded projects – e.g. Duke of Edinburgh, Stationery Shop.

### **Evaluation of enterprise activities**

Much evaluation is conducted via an annual enterprise audit, but enterprise activities involving whole year groups are evaluated through the completion of pupil questionnaires. These questionnaires assess the change in pupil knowledge (and often attitude) and new skills they have acquired as a result of the activity.

### **Annual Improvement Plan**

Enterprise will continually be developed through the annual improvement planning process, linking into the whole school improvement plan and priorities identified (partially through the SEF, pupil evaluations and enterprise audit).

## **Community Cohesion**

### **Primary partners**

Enterprise education should begin at primary school and continue through to further and higher education. With this in mind all of Wordsley's feeder primary schools are supported with their enterprise journey. Support is given to nominated staff within each primary to enable them to pursue enterprise within their school. In addition to that, the Business Studies Department at Wordsley aims to provide staff who will go out to our primaries and teach a wide variety of enterprising topics. This is offered as a service predominantly during the summer term. The Business Studies Department also hosts a Business Master Class annually which incorporates many enterprise skills. There is an annual Primary Enterprise Day held at Wordsley whereby each feeder primary school is invited to showcase their enterprising activities which have taken place over the year. Pupils take part in a variety of activities throughout the day to demonstrate their enterprise skills.

### **POW**

The Pupils of Wordsley (POW) Newsletter is a culmination of work involving Wordsley and our feeder primary schools. A termly newsletter is produced by a team of POW editors. The purpose of the POW is to celebrate and publicise all of the enterprising activities that happen between schools.

## **ELP – Enterprise Learning Partnership**

Wordsley has shown a commitment towards promoting enterprise education within educational establishments by developing an enterprise learning partnership for the Dudley Borough. The ELP has its own action plan with specific outcomes to achieve. The main aim of the ELP is to network and share good practice of enterprise, to ensure that pupils receive the quality enterprise education to which they are entitled. The ELP meets termly.

### **Enterprise week**

This takes place annually in November. The school hosts a variety of events to engage and motivate pupils. Curriculum areas are also asked to deliver enterprise starters within their lessons during this week, emphasising with pupils the enterprise capabilities.

## **Responsibility for enterprise**

### **a) Management**

Gill Weatherstone – Director of Specialist College – oversees the development of enterprise  
Linda Parry – creates and runs enterprise activities.

### **b) CALs**

It is an expectation that CALs ensure enterprise is built into their Schemes of Work for each year group.

### **c) Teaching Staff**

Teaching staff are expected to show evidence of enterprise within their lesson planning. Lessons should have enterprising elements to ensure ‘good quality’ lessons which promote the acquisition and use of the many enterprise elements.

## **Links to other policies**

Enterprise is embedded within school life in many ways, it is therefore natural to see a close link to other practices within the school.

### **Careers and Work Related Learning**

This policy is currently being developed in light of the many changes within this statutory area. Enterprise is a key component of WRL. Bearing this in mind our aim is to:

- Equip students with the key skills, attitudes and qualities necessary to make a successful transition to further education, adult and working life.

**Every Child Matters** – the ECM Agenda is at the forefront of practices here at Wordsley. Enterprise features within the ‘Achieve Economic Well-being’ strand. The ECM School Policy contains a detailed section regarding Economic Well-being. This again proves to demonstrate the strong commitment and focus within school towards enterprise.

Enterprise education will aim to ensure delivery of specific outcomes to the ECM framework as follows:

- Make a positive contribution – decision making, developing self confidence, dealing with change and responding to challenge and developing enterprise behaviour.

- Economic well being – engage in further education, employment and training, preparing for working life and be ready for employment.

### **Framework for Economic Well-being 11-19: Career, Work Related Learning and Enterprise**

This new framework replaces existing frameworks for Careers Education, and any other frameworks which previously existed for work related learning and enterprise. The whole of this area is now seen under the banner of 'Framework for Economic Well-being'. However, these 3 areas are best represented under 3 different policies in order to provide the full detail of what each covers.

### **PSHEE**

There is a close link between the financial aspects of enterprise (economic well-being) and key elements of the PSHEE Programme of Study. The members of staff responsible for PSHEE and the Head of Business Studies strive to ensure a cohesive programme of delivery of overlapping aspects of financial capability and economic well-being. Enterprise activities are cross referenced to the PSHEE Schemes of Work.

**This policy was reviewed and updated in October 2009.**

**Written by: Linda Parry**