



Highshore School

Enterprise Education Policy

Introduction

At Highshore School we recognise the importance of enterprise education and aim to create an enterprising ethos throughout the school. Enterprise education is not about a body of knowledge – it is about developing young people's ability to be innovative, to be creative, to take risks and to manage them, to show initiative, take responsibility and manage themselves. We see enterprise education as a way to foster and develop core skills in real situations; to promote education for citizenship; to enhance pupil's personal and social development; to provide opportunities for pupils to make informed choices and decisions. Many of the school's activities easily lend themselves to enterprise education.

An activity can be classed as enterprising by:

- **Having a real or contextual reason for it** e.g. producing posters to raise awareness about the need to recycle, making a product to sell at Borough Market, shopping for ingredients for the lunch club.
- **Pupils taking over-all responsibility for planning and decision making for the project** e.g. setting up a tuck shop to make and sell snacks at break time, running a Christmas stall at Eversheds Law firm

Aims

Enterprise education will be developed by:

- The application of the core skills of communication, numeracy, literacy, problem-solving, using ICT and working with others across the curriculum
- Promoting enterprising attitudes and skills through learning and teaching.
- Enhancing personal and social development
- Nurturing a knowledge and understanding of the world of work through contact with businesses and professionals
- Forming links with the wider community
- Fostering skills in citizenship

Objectives

Pupils will be able to:

- Demonstrate skills in numeracy, problem-solving, literacy, ICT and working with others, and apply these in a range of different curriculum situations
- Make personal contributions and work as part of a team thus improving self-confidence and self-esteem.
- Make informed choices and decisions and be able to take action, individually and as part of a team
- Interact with the wider community (e.g. selling to parents, research visits to local facilities, participating in community events e.g. Borough Market stall)
- Show a knowledge and understanding of the world of work
- Develop financial and mathematical competence in a 'real' way and at a level appropriate to their level of numeracy

Teaching and Learning Styles

At the heart of our enterprising teaching style is:

- Learning by doing;
- Facilitation of learning, rather than instruction;
- Team-oriented and problem solving activities;
- Combinations of activities that appeal to student's different learning styles (visual, auditory and kinaesthetic).

This style of teaching enhances pupils' engagement with their lessons, and can improve their classroom behaviour and performance.

Curriculum delivery and content

At Highshore school pupils develop their enterprise capability through a whole school approach, where learning activities that develop enterprise capability are embedded within the curriculum

Class and whole school activities will include:

- Projects e.g. Dragons Den
- Design and Evaluation
- Events (Eversheds Christmas market, Borough Market craft stall)
- Selling (School tuck shop, Buff bites catering)
- Fundraising (Red Nose Day)
- Work Related learning (work experience placements, visits to businesses)
- Contact with outside agencies (e.g. Police officer, school nurse)
- Community links e.g. South London Gallery, Kinetica

Students in KS4 and KS5 are timetabled for Enterprise lessons, with a strong emphasis on developing vocational skills in preparation for the world of work.

Monitoring, Assessing and Accreditation

We monitor and assess these approaches through the relevant assessments of each separate project, through normal class assessments, including pupil self-assessment. Pupils in KS4 & 5 may have their work accredited through the WJEC Entry Pathways Qualification Personal Progress or Preparing for work.

Equal Opportunities

All pupils have equal access to Enterprise Education, irrespective of race, gender or disability. Pupils access the curriculum at the appropriate level, thus ensuring progression and differentiation. Suitable resources and learning environments will be made available to give pupils access to the learning required.

Where particular pupils have additional needs which must be addressed in order to overcome barriers to learning for example, as the result of disability, medical needs or sensory impairment teachers take account of these requirements.

Subject: Enterprise Education

Subject Leader: Julia Manning

Date: May 2015

Date ratified by Governors: *Julia A. Field*
June 9th 2015

Review due: *June 2018*