



LOCATION: CURRICULUM HANDBOOK, DOCUMENT 33

ENTERPRISE EDUCATION POLICY

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Reviewed By: Jacqui Rudden

Date ratified by Governing Body: n/a

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1. Introduction & rationale

At Abbey Court School, we believe that Enterprise Education enhances pupils' skills, attributes and behaviours and increases their knowledge and understanding about their world, helping them to make informed choices for their future. It also serves as a preparatory skill for pupils, introducing them to the 'world of work', to make decisions based on individual skills and showcase particular talents.

Enterprise Education plays a key part in our curriculum across the age ranges throughout the year, enabling pupils to develop critical thinking skills, problem-solving, teamwork and creativity skills that are directly related to life outside of school. Enterprise Education also serves to enable pupils to become more resilient, innovative and curious learners and develops pupil voice in its rawest form.

At Abbey Court, we feel that it is important to give pupils of all ages the opportunity to participate in a range of enterprise activities in order to fully prepare them to navigate the adult world. By teaching this from an early age and giving pupils repeated opportunities, we believe that we are providing many opportunities to experience a range of complex skills needed for adult life and work. This can range according to ability from participating in simple budgeting skills, managing money, working to a budget, making a profit, market research and target audience. Some pupils will work on promotion, interview skills and functional maths and literacy skills which are necessary to build their confidence for when they leave school and prepare for life at college or within an adult setting.

2. Rights Respecting School

Abbey Court School is a Rights Respecting School and puts the 54 articles of the UN Convention on the Rights of the Child at the heart of all school policy. This policy reflects that we believe that as a school we must do everything possible to ensure that, through their learning, our pupils grow as healthy as possible, learn at school, receive protection, have their views listened to, and be treated fairly.

In particular, Articles 28 and 29 of the UN Convention on the Rights of the Child focus on a child's right to receive education which must develop every child's personality, talents and abilities to the full. Article 23 states that a child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. In addition, Article 12 outlines the child's right to express their views on matters affecting them and Article 13, the child's right to freedom of expression; Article 31 outlines the child's right to right to relax, play and take part in a wide range of cultural and artistic activities. This is reflected in the school's Enterprise Education Policy.

3. **Dissemination of the policy**

Copies of the policies and located on the staff workroom computer and are accessible to all. On a rotational basis, copies are reviewed, amended and are sent out to parents with the Abbey Court Newsletter.

3.1 The policy delivers the Aims and Values of Abbey Court School.

4. **Implementation of the Policy**

The implementation of the policy is the responsibility of all teaching staff together with the involvement of outside agencies and parents. Enterprise Education forms part of the Work-Related Learning that takes place within Abbey Court and as such is overseen by the PSHE/Careers Subject Leader.

5. **Aims**

The aims of Abbey Court's Enterprise Education Policy are:

- To increase independent learning
- To provide enrichment of the curriculum on offer
- To increase pupils' confidence and self-esteem
- To increase recognition of each pupil's ability to contribute to a team
- To provide acquisition and application of life skills, e.g. negotiation, team building, working collaboratively, ownership, budgeting, assertiveness, capitalising on individual talents and strengths, common goal seeking, problem-solving, meeting failure, risk-taking, continuous striving for improvement
- To enhance and support every pupil's enjoyment of learning and its relevance to life
- To provide a way of developing an awareness of economy and finance
- To build on functional and practical Numeracy and Literacy Skills
- To increase confidence levels of pupils across the key stages to make decisions and take 'safe risks' in a safe environment
- To promote levels of independence

6. **Cross-Curricular Links**

Cross-curricular links develop choice and decision-making skills. Pupils have an awareness of themselves and their place in the world of enterprise. They learn to be responsible for health and safety, managing their own behaviours and making and maintaining relationships.

6.1 Literacy, Numeracy and Computing are all supported through the practical tasks that form part of Enterprise Education.

- 6.2 The school's Farm Curriculum incorporates many aspects of, and opportunities for, Enterprise Education.

7. Objectives and Outcomes

7.1 Skills

Through practical enterprise activities, pupils have the opportunity to develop skills in finding out and problem-solving. They are required to develop higher-level creative thinking skills alongside skills in Computing.

Enterprise Education offers opportunities for reasoning behind decision-making as well as being able to evaluate outcomes.

An integral skill is the continued development of the pupil's communication skills.

7.2 Attributes

Pupils will develop social skills through their work in enterprise and will have the opportunity to work as part of a team. The need to participate in shared activities, turn take and share ideas will develop through appropriate tasks and activities.

7.3 Behaviours

Pupils will show initiative when working on enterprise activities and will also learn to take responsibility for their decisions. Learning about risk-taking and competition will be undertaken in a safe and supported environment.

7.4 Knowledge and Understanding

Pupils will have the opportunity to develop their understanding and experience of the world of work, including their knowledge of managing finances and marketing.

8. Health & Safety

All teaching and learning within Enterprise Education is subject to the requirements of the school's Health and Safety policy, and all staff are responsible for becoming familiar with it and adhering to its contents.

9. Enterprise Education across the Key Stages at Abbey Court

Enterprise at Foundation Stage

The use of Enterprise at the Foundation Stage helps to develop pupil's social skills, by allowing them to work in teams and to integrate with the rest of the school in new and varied situations working with less familiar peers and staff.

It gives them a project to work on and allows planning and modification on a long-term goal, including the development of problem-solving skills.

It also helps to improve parent engagement and further involve them in their children's learning.

Enterprise at Key Stage 1

From Reception onwards, snack time provides opportunities for and the introduction to Enterprise Education. Pupils plan a long-term goal and work towards achieving it by earning money and therefore gaining knowledge of the use of money. Enterprise can also be seen as a means to support mathematical development as well as the development of PSHE skills e.g. at the end of Key Stage 1, pupils have opportunities to choose and pay for their snacks.

Enterprise at Key Stage 2

At Key Stage 2, through the Careers SOW, pupils are introduced to wider opportunities for Enterprise Education. There are opportunities for fundraising activities such as “planning a social event” e.g. coffee morning in Year 3 to fundraising for a charity in Year 6.

Pupils learn to recognise talents in themselves and others and use them in teams, which in turn would support increased independence as well as developing problem-solving skills alongside working with others.

Enterprise at Key Stage 3

Secondary pupils are supported to develop their understanding of Enterprise and Work Related Learning through the Careers Education Programme of study at Abbey Court. The Gatsby Benchmarks for Good Career Guidance is established as part of the Careers curriculum, allowing for maximum opportunity for pupils to learn about the value of money, how it can be earned and used (money management) and the wider world of hobbies and work. Schemes of work continue to provide opportunities for enterprise learning through identified theme days, both as a whole school initiative or Key Stage specific.

Pupils in KS3 are involved in the Healthy Eating Tuck Shop. Healthy snacks are prepared during a lunchtime club by pupils and are then sold once a week to all classes. Pupils involved learn to take responsibility for selling, packaging and producing goods to sell. Profits made are then used to buy resources for further items.

Enterprise at Key Stage 4

The Schemes of Work for KS4 contain elements of Enterprise that are delivered in individual classes through PSHE and Careers Education and Maths, and through individual targets that are set to meet pupil need and interest.

At Key Stages 4, pupils begin to see enterprise as a “process” that has a finished product and they are encouraged to develop skills in problem-solving and negotiating that are more life skills based.

Through enterprise, students will use and practice life skills that have been nurtured throughout their time in school, including negotiating with each other. Students can practice this in a “safe” environment.

Enterprise at Key Stage 5 (Further Education)

At KS5, the Coverage Plan identifies areas that are pertinent to Enterprise Education and this is delivered through Enterprise Education Schemes of Work, cross-curricular learning and external accreditation, such as the ASDAN Towards Independence Award Scheme, AQA Unit Award Schemes and The Duke of Edinburgh Award Scheme. The lessons are delivered both in tutor groups and Pathway groups.

By KS5, enterprise is identified as a process that involves levels of planning, researching, budgeting, buying, producing and evaluation of the final product - How did it go? What could we have done better? Was our decision-making sound?

Enterprise Education develops economic awareness and increases independence. As a result, students begin to recognise the connection between the world of work and education, which in turn

can help to raise aspirations. Students learn to recognise their own talents and those of others, and use them in teams which can help to raise levels of independence at all levels.

A high importance is placed on raising funds for others and thinking about different people in a wide and varied set of situations, and learning about empathy and how students can help. It is also taught that if there are items that we need within the classrooms in FE, then students can work to raise money for these through enterprise tasks such as car washing, hosting discos, coffee mornings etc.

10. Whole School Opportunities

Whole school collaboration is developed through Theme Days and cross-curricular 'Challenges' which include opportunities for Enterprise Education. Department teachers and pupils discuss, plan and implement a range of activities which culminate in a specific outcome or whole-site fundraising event. This can be whole school or site-specific with age-appropriate activities and focus.

Enterprise Education at Abbey Court aims to develop economic awareness and increase independence. As a result, pupils begin to recognise the connection between the world of work and education, which may help to raise their aspirations.

Every term in the school year, a charity is identified and pupils work across all of the Key Stages to raise awareness and money for any given charity. Pupils will engage in research activities to find out more about the chosen charities such as Children in Need, Sports Relief and Macmillan, as well as raising money and being able to witness the difference that this money makes.

11. Evaluation & Review

The policy is monitored as part of the ongoing actions within the PSHE Action Planning throughout the year by the Subject Leader.

- 10.1 This policy is reviewed bi-annually in consultation with staff and other relevant parties to ensure the needs of all pupils are being met.