

1 Statement of Principle

A key element of the vision for the New Charter Academy is "Achieving Excellence Through Enterprise". We will maximise the use of Business, enterprise and work related learning to boost attainment, develop enrichment and lead collaboration across all subject areas and across all key stages. The focus will be on developing a culture of enterprise that has innovation in teaching and learning at the heart of its philosophy.

2 Business, Enterprise and Work Related Learning at the New Charter Academy

Business, Enterprise and Work Related Learning at the Academy will involve using innovation in all aspects of our work in order to develop the **enterprise capability** of our students. By enterprise capability we specifically refer to developing a "can do" attitude, promoting innovation, fostering a culture of creativity and instilling a positive attitude to taking risks. The work of the Academy in developing this capability is broken into three key strands:

Knowledge = developing student's understanding of the world of business, finance and economics. This includes **work related learning**, for example, students experience activities and tasks that are set in industry and involve working with employers. There are 9 strands of WRL and coverage of these is a statutory requirement - See Appendix 1;

Skills = key enterprise skills that are embedded through enterprise teaching and learning;

Attitudes = key enterprise attitudes that are embedded through enterprise teaching and learning.

The skills and attitudes for staff and students of the Academy that will be at heart of developing our enterprise culture are:

Skills

Teamwork
Leadership
Research
Communication
Presentation
Problem Solving

Attitudes

Self-reliance
Optimism
Risk Taking
Committed
Versatile
Resourceful

2 Aims of Business, Enterprise and WRL in the Academy

Our key aim is to have an enterprising Academy comprising a team of enterprising leaders and teachers who place great emphasis on developing the skills, knowledge and attitudes required to encourage our students to be enterprising learners. Our students will be fully prepared for life's challenges and have the drive, resourcefulness and employability skills needed to succeed in a rapidly changing and complex world.

Author:	Version:	Date Approved:	Page 1 of 13
	1	13/08/08	

3 Objectives

3.1 For students

- develop an invaluable set of life and employability skills essential for success in the 21st century;
- take control over their own learning and become independent learners;
- develop a passion for life long learning;
- develop their self esteem and self confidence.

3.2 For Parents and Carers

To be fully involved by supporting the Academy in its development of an enterprise curriculum. This could be in the form of employer support, guest speakers and project delivery, as well as encouraging their son/daughter to fully embrace the enterprise initiatives offered at the Academy.

3.3 For Teachers

- Focus on a core set of skills and attitudes that can be used as a platform to take risks and to lead innovation in developing all aspects of their work including: curriculum offer, schemes of work and lesson planning;
- Use a framework for enterprise learning that improves student enjoyment, behaviour and motivation;
- Engage in industry related activities and develop their own enterprise skills (as a means of highly effective CPD).

3.4 For Co-ordinators

- To ensure that schemes of work are audited and reviewed to develop opportunities for enterprise activities. This includes recognising barriers to enterprise learning and strategies being put in place to remove them e.g., Faculty days and enrichment activities;
- Each subject area must develop activities that allow the development of the knowledge, skills and attitudes of enterprise.
- To ensure that appropriate business links are made where appropriate to facilitate work related learning and employer engagement in the enterprise process;
- To include development of Business, Enterprise and WRL in subject improvement planning;
- To monitor, evaluate and review the quality of teaching and learning across the subject area to ensure that there is excellent coverage and opportunities to develop Business, Enterprise and work related learning.

3.5 For the Academy Leadership Team

- To ensure that the entitlement provision for enterprise is met through the curriculum on offer and its organisation;
- To be responsible for leading the development of an "Enterprising Culture" across the Academy: CPD provision for colleagues, developing and sharing good practice and ensuring that the procedures for monitoring, evaluating and reviewing the

Author:	Version:	Date Approved:	Page 2 of 13
	1	13/08/08	

embedding of Business, enterprise and work related learning are in place;

- In particular, the Academy Director for Business and Enterprise will take the lead in developing the Business and Enterprise ethos of the Academy.

3.6 For the Governors

- To be fully involved in supporting the Academy in its development of an enterprise curriculum. This could be in the form of governor (employer) support, guest speakers and project delivery.
- To annually review and agree the Business, Enterprise and work related learning policy.

4 Curriculum Organisation

Students will follow specific courses in Business and Enterprise across all Key Stages. The courses for 2007/08 are shown below:

Key Stage 3	Key Stage 4	Post-16
<ul style="list-style-type: none"> • An "in-house" Business and Enterprise course for Year 7 students; • BTEC Enterprise for targeted students in Yr 9; • Enterprise/ICT courses for Yr and Yr9. 	<ul style="list-style-type: none"> • All students choose either the BTEC in ICT or Business; • Level 1 and 2 NVQs in and Construction • College based vocational courses (Yr 11). 	<ul style="list-style-type: none"> • Level 1 and 2 BTECs in and/or ICT available; • BTEC Enterprise; • Level 3 BTECs in Business; • Level 1 and 2 NVQs in Hospitality, Construction, and Hair and Beauty.

As well as the formal curriculum offer, work related learning will also be covered through the following areas:

Key Stage 3	Key Stage 4	Post-16
<ul style="list-style-type: none"> • Citizenship days e.g., rights responsibilities; • PSHCE; • Activities/projects "contracted" to subjects as part of Enterprise and WRL. 	<ul style="list-style-type: none"> • The process of preparation work experience, completion of the placement and debriefing; • Enterprise days e.g., working with agencies such as Young Enterprise; • Activities/projects to subjects as part of Business, Enterprise and WRL • Post-16 choices and advice; • Connexions guidance. 	<ul style="list-style-type: none"> • UCAS applications and career planning; • UCAS convention; • Assignments for BTEC courses provide clear reference to work related learning; • Work Placements with a specific focus on the course being taken.

All courses and work related learning activities will maximise the use of the state-of-the-art ICT facilities within the Academy and include other cross-curricular provision such as numeracy and personal finance education. Enterprise will be cross-curricular and at the heart of the work of the Academy. It will not be limited to the discrete lessons of Business and Enterprise. Enterprise must be embedded into schemes of work and lesson plans where appropriate. It will form a key strand in planning the learning process and deciding on teaching strategies.

Author:	Version:	Date Approved:	Page 3 of 13
	1	13/08/08	

With the development of Faculty days on a Friday, this creates the blocks of time needed for subject areas/faculties to collaborate and lead innovation in their enterprise delivery, for example, creating projects that embed the strands of work related learning and allow for effective group work, problem solving and student/group presentations as part of student centred teaching and learning strategies.

Co-ordinators and Academy Director's will follow the enterprise process shown in Appendix 2 when planning faculty days and subject based Business, Enterprise and work related learning projects. This model is based on action research and what has been found to be effective in **planning** enterprise approaches. Appropriate CPD for staff will be provided. Appendix 3 includes a planning sheet for Heads of Faculty, subject co-ordinators and teachers to use when planning an enterprise project.

5 Approaching Business, Enterprise and Work Related Learning

5.1 Teaching And Learning

A key element of developing good/outstanding teaching and one that maximises student learning at the Academy will be the creation of an enterprising classroom. All teaching and learning must adopt an enterprising approach. Appendix 4 gives examples of what an enterprising classroom looks and feels like. This is what the Academy aspires to achieve so that all students and teachers experience an enterprising curriculum.

There is a strong expectation that the use of display materials in classrooms and subject areas will show clear and explicit reference to enterprise developments and showcase how subject content is linked to the enterprise skills and attitudes eg, montage of work, posters, ICT outcomes, group tasks and so on. These should link directly to schemes of work and faculty plans.

Students will receive focused work related learning in different ways both within subjects and Faculty days. These will include:

- Visits to employers;
- Guest speakers;
- Careers Education and Guidance;
- Work experience/Industry days;
- Undertaking tasks/activities in subject areas set in the context of the world of work.

5.2 Schemes of Work

Subject areas will be "contracted" to deliver aspects of Business, Enterprise and work related learning in their own subject areas. Co-ordinators are expected to audit their schemes of work and find all possible avenues for developing an enterprising approach and to embed work related learning.

The teacher for responsibility for enterprise contracted units of work will lead in the supporting of subject areas and Academy Director in identifying appropriate areas of work **across all key stages** that will become part of the Business, Enterprise and work related learning curriculum map. These areas of work will

Author:	Version:	Date Approved:	Page 4 of 13
	1	13/08/08	

be assessed by each subject teacher using both the subject and enterprise assessment criteria. The Work Experience Co-ordinator will develop curriculum links with employers to facilitate subject planning and delivery.

The "contracted" areas will involve specific projects/activities that develop the knowledge of Business, Enterprise and work related learning as a means of delivering the subject. The skills and attitudes must also be embedded as part of the teaching approaches. These "contracted" areas will occur throughout the academic year as negotiated with the teacher in charge of the contracted units.

The need for innovation and collaboration in developing enterprise in all lesson planning and delivery still exists outside the "contracted" areas. The "contracted" areas specifically enable the dissemination of good practice, collation of evidence and monitoring of standards.

The Business and Enterprise planning sheet is included in Appendix 3. This must be used for planning "contracted" areas and faculty days. The purpose of this planning sheet is to incorporate the enterprise process and provide a framework for planning enterprise projects/activities. Copies of the activity and the planning sheet must be made available to the teacher in charge of the contracted units who will map this across the Academy.

5.3 Assessment

Assessment of enterprise is consistent with the Academy policy on Assessment, Recording and Reporting. Assessment of enterprise in discrete courses is the responsibility of the Business/Enterprise and/or ICT course leader. Other subjects that are "contracted" to deliver aspects of business, enterprise and work related learning are responsible for that assessment and storing the evidence of the enterprise activities/projects. Assessment of business, enterprise and work related learning will consist of:

- a) An easy to use "enterprise checklist" that links to performance at Bronze, Silver and Gold level for each of our enterprise skills. This is created for subject teachers and form tutors to use. It will be included in student planners so that teachers can record and reward progress in developing enterprise skills as part of their marking and feedback processes. This could be for example, noting and commenting on the quality of a presentation or effective participation by a student during a group work session.
- b) Teachers and tutors will reward students for their enterprise progress in line with the Academy's reward policy. E-portal will be used by all subject teachers and tutors to input and record the rewards given to students for their enterprise progress. This will link to our Bronze, Silver and Gold level awards.
- c) As part of the Academy Assessment, Recording and Reporting Policy, we have devised a "CORE" power learning score to be used by subject teachers in assessing student's enterprise attitudes. This will be included in the half-termly progress reports, which will be issued to parents.

C will reflect commitment and self reliance. This will involve teacher

Author:	Version:	Date Approved:	Page 5 of 13
	1	13/08/08	

judgements on attendance, behaviour, and the overall determination of the student to fulfil their potential and take on responsibility for working towards or exceeding their target grades.

O will reflect optimism and risk taking. This will involve teacher judgements on the student's active involvement in their lessons e.g., performance and involvement during group work, asking and answering questions, showing enthusiasm in being involved in learning activities, developing new ideas when solving problems and having a positive attitude to their own learning.

R will reflect resourcefulness and versatility. This will involve teacher judgements on the student showing independence in their approach to work, asking for help, taking advantage of extra help on offer such as revision sessions, completing homework, coursework and adapting to new challenges.

Each element is scored out of 5 to give the overall **Enterprise** score out of 15. This will form the basis for discussion between students, subject teachers and tutors on setting targets to develop their enterprise learning score eg, through becoming more involved in group tasks, improving homework completion rates and so on.

- d) An individual "Enterprise E-profile" will be created for students on the VLE. Form tutors will, on a regular basis, facilitate students in completing their E-profile and recording their enterprise achievements from within their subjects/Faculty days.
- e) Students will be given an "Enterprise Card", the name to be decided by the Student Council, which students can use to collect evidence from teachers of their enterprising behaviour at the Academy. These cards can be submitted when completed in the "Enterprise Box" which is situated in the LRC. Students who complete a card will have £5 placed in their bank account at the Academy. A maximum of £15 can be claimed by a student in any one academic year.

A certificate for those with completed cards will be generated and presented to students in Assembly before being posted home to parents.

- f) Form tutors will have an overview of their tutees enterprise achievements from student planners, E-portal and the student's E-profile. Form tutors will use this information to formulate an enterprise report to parents in line with the Assessment, Recording and Reporting policy. Students will also be expected to evaluate their own progress in enterprise through reflecting on their e-profile, their strengths and weaknesses and setting targets in this area. This will be included on the VLE.
- g) There will be a system of enterprise awards at KS3/4. These will take the form of an "Enterprise Bronze", "Enterprise Silver" and "Enterprise Gold" award dependent on the number of enterprise awards received by the student from E-portal. This will celebrate achievement in enterprise and help develop the positive attitude of our students in becoming more enterprising. These will be issued during Faculty assemblies in line with the Academy Rewards Policy.

Author:	Version:	Date Approved:	Page 6 of 13
	1	13/08/08	

There will be other Enterprise awards including:

- annual overall award for the most enterprising student in each tutor group and each faculty;
- annual overall award for the most enterprising tutor group within the Academy;
- annual award for enterprising subject project;
- annual award for the best example of enterprise in the community;
- annual award for the best use of work related learning in a subject area;
- annual award for the most enterprising subject area.

6 Monitoring Evaluation and Review

Monitoring the development of Business, Enterprise and work related learning across the Academy is the responsibility of the Academy Leadership Team and will be co-ordinated by the Academy Director for Business and Enterprise. Co-ordinators are responsible for monitoring the quality of Business, Enterprise and work related learning provision through their schemes of work and the contribution to faculty whole day activities. Co-ordinators will also be responsible for monitoring through lesson observations that an "enterprising approach" is being adopted by teaching colleagues.

A full and detailed curriculum map of Business, Enterprise and work related learning will be developed and co-ordinated by the teacher in charge of enterprise contracted units. This map will provide a detailed overview across all faculties/subjects of the enterprise activities being offered. The Academy lesson observation proforma, which includes specific reference to Enterprise, must be used for all observed lessons.

The innovative work of subject areas in planning and delivering Business, Enterprise and work related learning will be shared across the Academy so that good practice is highlighted and disseminated to all colleagues. Case studies will also be prepared and submitted to national organisations such as the Specialist Schools and Academies Trust to share our good practice further and to have an impact on national developments.

Student Voice through the Student Council will form part of our planning and evaluation processes. Student feedback on areas such as enterprise awards and our approach to developing enterprise will be taken into account when making decisions on our Business, Enterprise and work related learning policy.

Hence, there will be a wide and rich variety of evidence to document and support the development of an ethos of enterprise across the Academy.

7 Enrichment/Extra-Curricular Activities

The Academy will have a diverse programme of extra curricular activities. Fostering an active approach to developing enterprise skills should be a key feature of the organisation and delivery of these activities.

Author:	Version:	Date Approved:	Page 7 of 13
	1	13/08/08	

APPENDIX ONE – THE 9 STRANDS OF WRL

A framework for work-related learning at key stage 4

*Elements of provision
for all students*

Suggested minimum

Through this provision students can

<p>1. Recognise, develop and apply their skills for enterprise and employability.</p>	<p>Students have the opportunity to develop and apply their skills in at least two work-related activities. Students have at least one opportunity to discuss the skills developed across the whole of their work-related programme.</p>	<ul style="list-style-type: none"> • describe and demonstrate the main qualities and skills needed to enter and thrive in the working world • evaluate the usefulness of a range of employability skills • assess, undertake and manage risk, and make decisions in conditions of uncertainty • collect relevant evidence and use it for making decisions • show leadership, management, drive and self reliance when working on tasks and in teams • demonstrate innovative approaches to solving problems.
<p>2. Use their experience of work, including work experience and part-time jobs, to extend their understanding of work.</p>	<p>Students have the equivalent of at least half a day for debriefing and follow-up of work experience and/or part-time work.</p>	<ul style="list-style-type: none"> • give an account (in any medium) of their work placement or part-time job identifying what they have learned about work • apply some of the learning gained from work experience to their key stage 4 courses and their career planning • analyse what motivates people for work • demonstrate an understanding of the main changes happening in the world of work.
<p>3. Learn about the way business enterprises operate, working roles and conditions, and rights and responsibilities in the work place.</p>	<p>Students have at least two curriculum activities that develop their understanding of business and work.</p>	<ul style="list-style-type: none"> • outline the main types of business enterprises and the key roles within each • give examples of employers' and employees' rights and responsibilities at work, particularly in relation to equality of opportunity, respect for diversity and health and safety • demonstrate a basic knowledge and understanding of a range of economic concepts • describe some ways that working conditions changed during the last century and give some reasons for the changes.
<p>4. Develop awareness of the extent and diversity of local and national employment opportunities.</p>	<p>Students undertake at least two tasks that investigate labour market information.</p>	<ul style="list-style-type: none"> • explain the chief characteristics of employment, self-employment, unemployment and voluntary work • recognise the concept of the labour market (local, national, European and global) • describe the main trends in employment in their local area and relate these to their career plans.

Author:	Version:	Date Approved:	Page 8 of 13
	1	13/08/08	

<p>5. Relate their own abilities, attributes and achievements to career intentions and make informed choices based on an understanding of the alternatives.</p>	<p>Students undertake activities to develop their skills for career management, including a guidance interview focusing on career progression.</p>	<ul style="list-style-type: none"> • collect and use relevant information about opportunities available to them beyond key stage 4 • reflect on and record achievements, abilities, interests and skills and use them to make realistic choices for progression after key stage 4 • access and use an interview with a careers guidance specialist to progress plans • complete application procedures for work placements, part-time jobs and post-16 opportunities, including preparing a CV and adapting it for different applications • present themselves well at an interview.
<p>6. work contexts. Undertake tasks and activities set in</p>	<p>Students use work as a context for learning within the curriculum on at least two occasions, and record evidence of their learning.</p>	<ul style="list-style-type: none"> • explain the relevance of a curriculum subject to the world of work • demonstrate understanding of work-related language and vocabulary • analyse how examples of learning within the curriculum can be applied to work contexts.
<p>7. Learn from contact with personnel from different employment sectors.</p>	<p>Students have direct contact with a minimum of two people from different employment sectors with differing roles and working conditions.</p>	<ul style="list-style-type: none"> • describe working practices in different employment sectors • understand the career motivations and pathways taken by people in different employment sectors • understand the importance to employers of attitudes, qualifications and skills.
<p>8. Have experience (direct or indirect) of working practices and environments.</p>	<p>Students use work practices or environments as contexts for learning in the curriculum on at least two occasions and record evidence of their learning.</p>	<ul style="list-style-type: none"> • describe (from experience gained through work placements, visits, simulations, videos and soon) the working practices of one type of business compared with another • describe (from experience gained) the work environment in one type of business compared with another • describe the main hazards associated with particular types of workplace.
<p>9. Engage with ideas, challenges and applications from the business world.</p>	<p>Students undertake at least one business challenge, problem solving or enterprise activity.</p>	<ul style="list-style-type: none"> • know and understand key enterprise concepts • demonstrate the main enterprise skills, attitudes and qualities.

APPENDIX TWO - THE ENTERPRISE PROCESS

Students are meant to take personal responsibility for their own actions through an enterprise process that involves 4 stages:

Stage One

Tackling a problem or a need

Here students will generate ideas about the problem or activity and be involved in discussion with their peers, teachers or facilitators so they reach a common understanding of what the problem/need is and what they have to do;

Stage Two

Planning

Here, students will take the responsibility for planning the project/activity, they will break down the tasks, organise the resources, deploy the members of the groups, allocate responsibilities and so on.

Stage Three

Implementing the Plan

This is the "doing", taking responsibility for their agreed tasks and working to the best of their ability. This could include a formal presentation or "end" task that displays the learning eg, a montage or actual display.

Stage Four

Evaluation

This is very important and is focused on debriefing. Here students reflect on the process, www (what went well) and ebi (even better if). They can also be given feedback on the enterprise skills and attitudes eg, on their presentation, communication and team work skills. This could even be through self, peer and teacher/facilitator feedback.

It is important to remember some key questions when planning an activity that utilises the enterprise process:

- What do you expect students to learn through enterprise eg, the knowledge, specific skills and attitudes?
- How do you plan to assess the enterprise learning as well as the subject learning?
- How can you evaluate the success of your enterprise activity?

Author:	Version:	Date Approved:	Page 10 of 13
	1	13/08/08	

APPENDIX THREE – “CONTRACTED” BUSINESS, ENTERPRISE/WORK RELATED PLANNING SHEET

FACULTY/ SUBJECT AREA									
TOPIC									
Target Group (s)									
Key Learning Outcomes of the subject									
Which Enterprise Skills are the focus of the activity? Please circle.	Leadership	Presentation	Communication	Problem Solving	Team work	Research			
Which aspects of the work related learning criteria are being included? (Appendix 1)	1	2	3	4	5	6	7	8	9
Overview of the activity Key Questions? <ul style="list-style-type: none"> • How can students be actively involved as quickly as possible? • How can ICT be included in the activity? • How will the enterprise outcomes be shared with students? • How will groups be organised? • How can links with real businesses be exploited or accessed? • Who will write the project brief and ensure it is clear, precise and exciting for students? • How can you differentiate to ensure access for all students? 	<p><i>Use the Enterprise Process Model in Appendix 2:</i></p> <p><i>Stage 1 - How will students be clear on the exact nature of the problem? How will time be built in for discussion?</i></p> <p><i>Stage 2 - How will students be given planning time? How can you ensure that they stick to deadlines? What resources would you need to provide?</i></p> <p><i>Stage 3 - How can you ensure students are on task? Have you encouraged times for them to regroup and discuss their progress?</i></p> <p><i>Stage 4 - Plans for evaluation/debriefing both subject and enterprise learning</i></p>								

Assessment and	Questions/Issues

<p>Feedback of the Enterprise Skills as well as subject content</p>	<ul style="list-style-type: none"> • How can self and peer assessment be used effectively? • Have you referred to the Enterprise Assessment materials? • How will students keep a record of their Enterprise learning?
<p>Evidence</p>	<p>How will evidence of the activities be displayed to highlight good practice? Where?</p> <p><i>Is it possible for the activity (ies) to be converted into a case study and submitted to the Specialist Schools and Academies Trust Website?</i></p> <p><i>Can the press officer be made aware of the activity and the local press involved in generating PR for the Academy?</i></p>

Author:	Version:	Date Approved:	Page 12 of 13
	1	13/08/08	

APPENDIX 4 - THE ENTERPRISING CLASSROOM

It is very easy to sense and feel an enterprising learning environment. Through learning from what constitutes enterprising teaching and learning we can ensure that the Academy achieves its mission of 'Achieving Excellence Through Enterprise'.

<p>An enterprising teacher:</p> <ul style="list-style-type: none"> • Approaches planning from an enterprise perspective; • Has student centred learning at the heart of their planning; • Utilises effective group work regularly; • Uses ICT in an exciting and interactive way; • Use a range of interactive learning strategies eg, role plays, peer teaching, presentations; • Gives responsibility to students and allows them to make decisions; • Uses praise and rewards to boost self esteem and confidence; • Takes risks and thinks outside the box, • Provides exciting and interesting challenges to students; • Uses mini-competitions to foster a competitive spirit; • Perseveres and focuses on what can be done rather than on what can't; • Listens to student voice and shows that student's views have been taken into account. 	<p>An enterprising student:</p> <ul style="list-style-type: none"> • Accepts personal challenge and wants to do well; • Makes their own decisions and takes responsibility; • Is resourceful and tries to solve their own problems; • Knows when and how to use ICT to develop their work; • Relishes working with their peers, listens to and responds in a group setting; • Is creative and adapts to new situations; • Focuses on what they can do and works on what they can't positively; • Takes risks in learning; • Seeks advice when relevant; • Grasps opportunities and does not let them pass by; • Is involved in their own learning and takes part in different activities; • Develops and demonstrates the employability skills of leadership, team work, problem solving and presentation
<p>An enterprising classroom:</p> <ul style="list-style-type: none"> • Has displays of student work and evidence of success; • Has displays of evidence showing the knowledge, skills and attitudes of enterprise; • Everyone in the classroom has a PMA (positive mental attitude) to learning; • Has a real feel of enterprise activity: student centred and active learning! 	

Author:	Version:	Date Approved:	Page 13 of 13
	1	13/08/08	