



Springwood
Campus



INWOOD
TEACHING SCHOOL ALLIANCE



"Entitlement plus opportunity"

Linwood School

Enterprise Learning Policy

JT December 2012, Updates TB Dec 2014, TB March 2018, DK March 2021

Key Issues

- Careers and enterprise education is not only important in preparing young people for the world of work. It is also an essential and central part of raising standards.
(The Careers & Enterprise Company 2018)
- The vision for the development of Enterprise at Linwood is to further develop the ethos of Enterprise across the school, enabling all pupils to have equal opportunities in accessing the learning associated with knowledge, skills, attitudes and qualities of Enterprise Capability, regardless of phase and level of need through a range of learning experiences suited to their developmental stage.
- Enterprise is a key element within Business Enterprise, Careers and Work Related Learning at Linwood School in all of its campuses, adding significant value to learning experiences and opportunities that contribute to our personal development programme for all of our pupils, increasing their self – esteem, awareness of themselves and the world around them and positively preparing them for coping with the transitions that they will face at school and beyond.
- This policy links directly with the Careers and Work Related Learning policy. It is envisaged that both policies will be amalgamated upon the next policy review as they are both inherently linked together.
- Business Enterprise already forms a significant part of the Work Related Learning programme at KS4 and 5 for many pupils. Many enterprising learning opportunities also already exist within the curriculum at KS1 – 3 that can be further developed, to enable our pupils to develop enterprising skills and qualities start on their enterprise journeys at an earlier stage.
- In order to highlight areas for development, an audit focused on enterprise opportunities will take place for all Key Stages.
- In the Governments review of Careers Learning published in 2017 it identified that the Gatsby Good Careers Guidance Benchmarks are a big focus. *They are a framework of 8 guidelines about what makes the best careers provision in schools and colleges. They make a great place to start for planning or improving your programme.* From January 2018 schools should use the benchmarks to guide their careers activity provision, if they don't already. The government aims for all schools and colleges to meet all 8 benchmarks by 2020. Linwood school and all of its campuses has started this process.

Developing Enterprising Capabilities: Skills, Qualities, Knowledge and Understanding at Linwood

Enterprise Capability is the ability to be innovative & creative, take risks and manage them, having a can do attitude and having the drive to make ideas happen (*The Enterprise Education Guide DCSF, 2010*).

Providing opportunities for developing enterprising skills:

- increases self-confidence, motivation and a commitment to life-long learning for all.
- encourages a positive 'can-do' attitude to learning for all key partners (pupils, parents and staff)
- supports pupils in becoming learners who are as independent as possible
- prepares them for the transitions they face
- enables them to lead happy and successful lives, in line with the Preparing for Adulthood agenda set in the SEND Code of Practice

This is therefore a central part to all aspects of learning, for all learners, during their time at Linwood and beyond and therefore we see its further development as adding another dimension to the work that already exists at the school, in order to benefit all of its pupils, with a focus on embarking on this part of their learning journey earlier than they do currently.

What does Enterprise look like at Linwood?

Due to the nature of our school, we are already enterprising in our approaches to learning, in order to meet the very individual needs of our pupils. An enterprising teaching style is:-

- **Learning by doing**
- **Facilitation of learning rather than instruction**
- **Team orientated and problem solving activities**
- **Combinations of activities that appeal to different learning styles**

(*The Enterprise Education Guide DCSF, 2010*)

Therefore, pupils across the school are already experiencing the learning of enterprising skills in a variety of situations including opportunities for self reflection, developing, thinking skills, problem solving, decision-making & goal setting.

What Enterprise skills should we target to ensure effectiveness?

- Innovation
- Creativity
- Risk-Management
- Risk-Taking
- A can-do attitude
- Financial Capability

- Economic and Business Understanding
- Initiative
- Taking responsibility for projects
- Leadership qualities
- Team Working
- Flexibility

Current position

Key Stage 4 and Key Stage 5 run a number of business enterprises, selling goods to staff and at the school fetes, horticultural produce grown at the school polytunnel, car washing, Tasty Bites and the Top Deck Cafe. There are also seasonal projects in Key Stage 3 and 4 set up to support the CHI Venture shop. For some pupils, achievements are accredited through the BTEC Level 1 Workskills qualification and through self –reflection opportunities, resulting in the BTEC Learning for Life qualification at Entry Level 3. For other pupils, participation in Enterprise and is recorded and contributes to learning programmes such as the OCR Life & Living Skills Diploma and Duke of Edinburgh Award Scheme.

Where possible, students should be encouraged to experience enterprise within the wider community by taking part in competitive programmes such as Young Enterprise and also initiatives within school such as The Tenner Challenge and Grow a Fiver.

Although many opportunities already exist for the development of enterprising skills at the school, we can see that there also exists opportunity to develop these further, with a focus on starting the enterprise journey earlier on in school careers. In doing so, we aim to ensure that each pupil, regardless of their age or stage of development, has opportunities throughout their time at Linwood, to develop the skills associated with enterprise capability. It is also crucial to note that developing enterprising qualities are not limited to business enterprise and that in fact enterprising qualities are involved and necessary elements of all learning.

Opportunities for development

Through an audit involving phase leaders and teaching staff, four areas of Enterprise capability were identified as being crucial to all pupils at Linwood in order to develop their enterprising skills in ways appropriate to each pupils' age, needs and stage of development.

Decision Making	Personal and Social Skills
Confidence	Self-reliance / Independence

Therefore the vision for the further development of Enterprise at Linwood will concentrate on developing equal opportunities for all pupils for enterprise learning focusing on these four attributes through a range of learning mediums in order to further embed an ethos of enterprise across the school and in highlighting the development of enterprising skills more explicit throughout the school. Through this whole school focus, opportunities for the

development of other elements of Enterprise learning such as leadership and creativity will also emerge, for pupils for whom it is appropriate.

The following ways have been identified as being a means of developing the ethos of enterprise at Linwood throughout the whole school, in addition to those that exist:

- Communicate to staff what we mean by Enterprise education
- Promoting Enterprise & celebrating achievement through school publications, assemblies, staff meetings, displays and the school website
- Promoting the focus qualities around the school
- Whole school focus events such as a recycled fashion show, organised in conjunction with Literacy and Numeracy Leaders
- KS4 and 5 classes working in partnership with classes from Key Stages 1, 2, 3 on joint enterprising projects (short term)
- Continuing to develop quality links with local business and community contacts
- KS4 and 5 organising events for classes lower down the school based on their
- Developing a system of monitoring how the four qualities (and eventually others)are addressed
- Assessing and identifying further areas for improvement and development.
- Providing staff with ideas and support in weaving enterprise through lessons
- Opportunities for the development of enterprising activities outside of curriculum time
- Compilation of achievements to be added to Record of Achievement and Progress Files at the end of a Key Stage.
- The sharing of good practice through Phase meetings
- Development of ways to record individual progress for Enterprise skills.
- Development of 'I can' statements for each focus where appropriate to help pupils monitor and record their progress.

Monitoring, evaluation, review and development

- The monitoring, evaluation and review of enterprise education will be the overall responsibility of the BECWRL Leader. As with the review of Work related Learning, this will take place annually as part of the Subject Leader Development Plan, that feeds into the SIP. There is also a longer term BECRWL overview development plan, to which elements not already included in this policy can be added as part of the longer term vision for its development. The overall evaluation will be fed into through interim reviews, gathered annually, or following specific events, where information will be gathered from the class teacher.
- Enterprise activities will be tracked and their general impact measured through four levels of impact:

Reactions – did the pupils enjoy it?

Learning – what new knowledge, skills or understanding did they learn?

Behavioural change – what are they doing differently as a result?

Results – what difference have those behavioural changes made?

(The Enterprise Education Guide DCSF, 2010)



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- The Gatsby Charitable Foundation has brought together the best national and international research to set out eight Benchmarks that define excellence in careers provision. These Benchmarks have resonated with schools, colleges and employers, and many have started voluntarily to set out their own plans to work together to meet them.
- By adopting these Benchmarks, Linwood School will be putting employers at the heart of the careers & enterprise programme. Support will be tailored to address the needs of every young person, especially disadvantaged students, and data and technology will be used to drive improvements:

The Gatsby Benchmarks

- A stable careers programme. Every school and college should have an embedded programme of career education and guidance that is known and understood by students, parents, teachers, governors and employers.
- Learning from career and labour market information. Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
- Addressing the needs of each student. Students have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.
- Linking curriculum learning to careers. All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
- Encounters with employers and employees. Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
- Experiences of workplaces. Every student should have first-hand experiences of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
- Encounters with further and higher education. All students should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
- Personal guidance. Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.