

QPCS Enterprise Skills Audit October 2013

Rationale

Enterprise has been integrated into our "Outstanding Curriculum" (Ofsted 2008) This document serves as an audit of the skills taught across all subjects and as a tool to promote Enterprise skills across the curriculum as part of Personal Enterprise Learning and Thinking skills.

Design and Technology

DT is of itself a very enterprising subject, since it innately requires innovation and design and making skills.

The GCSE project is a case in point – where students need to find a need/problem, find out about their user, research and analyse their task, create an idea against a specification drawn up through that research, produce a full costing report, make the product and then evaluate it against the specification.

Enterprise Knowledge and understanding delivered through lessons:

Organisation (planning how to make something), **innovation** (designing the products), **risk** (trying out something new and using machinery), **teamwork** (working in groups to research design movements), **money** (costing done for GCSE project), **credit** (Year 9 building a bridge get 100 credits, can apply for a loan), **costing projects** (GCSE, Year 8 metal projects), **the market** (GCSE project research), **efficiency** (learning how to make for minimum cost)

Enterprise skills delivered through lessons:

Decision making (choosing processes and tools), **thinking and learning skills** (constant problem-solving throughout the process), **Design and making skills** (integral to DT), **Managing risk** (costing decisions, safety procedures), **Teamworking** (a lot of group working), **key skills** (GCSE projects), **Budgeting** (GCSE and Year 8 metals), **ability to make decisions** (GCSE project and other DT activities)

Enterprise attributes delivered through lessons:

'Can do' approach (4x4 method of generating ideas – e.g. PSP for grannies), **responsibility** (managing coursework, workplace safety), **ambition** (creativity is rewarded), **open-mindedness** (the design process), **respect for evidence** (analysing research, is it reliable? How to link to conclusion), **pragmatism** (all the time), **commitment** (being able to sell a concept), **taking an interest in economics, resources, the role of business and its responsibilities** (students encouraged to consider environment, sustainability and inclusive design)

Art

Enterprise Knowledge and understanding delivered through lessons:

Organisation (GCSE Art coursework), **innovation** (decisions about how to create), **risk** (Use of trial and error), **teamwork** (Year 7 aboriginal project done in groups), **costing projects** (Aboriginal project costing paint)

Enterprise skills delivered through lessons:

Decision making (having to work out how to meet their brief), **thinking and learning skills** (Learn knowledge of skills, how to apply them, then how to analyse and evaluate their work), **Design and making skills** (integral to Art), **leadership** (Each team on the aboriginal project has a team captain) **Managing risk** (Students asked to take risks creatively), **Teamworking** (Aboriginal project), **key skills** (GCSE projects), **Budgeting** (Aboriginal project, Canopic), **investigate simple hypotheses** (best practice learning)

Enterprise attributes delivered through lessons:

Self-reliance (students need to rely on their art skills to get work done) **'Can do' approach** (Cannot do art without it), **responsibility** (managing coursework), **ambition** (assessing learning), **open-mindedness** (vital for art), **respect for evidence** (artists as an influence), **commitment** (starting and finishing a project properly)

Music

Organisation (GCSE composition and performance), **innovation** (GCSE composition and other work in the school), **risk** (Use of trial and error), **teamwork** (Samba/Gamelan Yr8, mood music Yr 7, Film music theme Yr9)

Enterprise skills delivered through lessons:

Decision making (working out how best to produce music), **thinking and learning skills** (Learn knowledge of skills, how to apply them, then how to analyse and evaluate their work), **Design and making skills** (GCSE music composition), **Teamworking** (all through KS3), **key skills** (Using music technology, talking about music)

Enterprise attributes delivered through lessons:

Self-reliance (students need to rely on their art skills to get work done) **'Can do' approach** (Cannot do music without it), **responsibility** (managing coursework), **ambition** (assessing learning), **open-mindedness** (vital for music), **respect for evidence** (composers as an influence), **commitment** (starting and finishing a project properly)

English

Enterprise Knowledge and understanding delivered through lessons:

Organisation (Yr 7 Village project – could use action plan, Yr8 School trip, Yr 9 Shakespeare, Yr9 intro to GCSE English), **innovation** (Yr 7 Beowulf, Yr 7 village project, Yr8 Ballad writing, Yr 9 Shakespeare, Yr9 film trailer, Yr10 media advert), **risk** (Yr 7 Beowulf, Yr 7 village project, Yr 8 Shakespeare, Yr8 School trip), **teamwork** (Yr 7 village project, Year 8 Shakespeare), **managing change** (Yr 7 village project 'motorway'), **personal effectiveness** (Chaucer morals, Yr 7 exam reading and writing, Yr 10 Debates, Yr 11 An Inspector Calls why I should go to heaven), **costing projects** (Yr 8 School trip) **world of work** (Yr 11 Of Mice & Men itinerant workers)

Enterprise skills delivered through lessons:

Decision making (Year 7 8 children's stories, Yr 10 Debates), **thinking and learning skills** (Yr 7 Beowulf, Yr7 'Boy' analysis of survey results on corporal punishment, Yr 8 Novel analyses and empathetic writing, Yr8 Ballad compare and contrast, Yr 9 Tempest create own world, Yr9 intro to GCSE English, Yr10 Romeo and Juliet, Yr 10 media advert, Yr 10 exam), **Design and making skills** (Year 7 Poetry acrostics, Year 7 village project, Year 8 children's stories, Yr 10 media advert), **leadership** (Yr 7 village project), **Managing risk** (Yr8 School trip), **selling**, (Yr7 letter to Primary school, Yr 7 'Boy' letter to persuade head not to use corporal punishment, Yr 8 children's stories, Yr8 School trip, Yr 9 Shakespeare, Yr9 short stories, Yr 10 exam ideal job), **Teamworking** (Yr 7 Beowulf, Yr 7 village project, Year 8 Shakespeare, Yr 10 Debates), **key skills** (Yr 7 village project)

communication, Yr 7 exam reading and writing, Year), **financial planning** (Yr 8 School trip), **Budgeting** (Yr8 School trip village project), **ability to make decisions** (Yr 8 children's stories, Yr 8 School trip)

Enterprise attributes delivered through lessons:

Self-reliance (Year 7 village project, Yr 9 Shakespeare), **'Can do' approach** (Yr 7 Beowulf, Year 7 village project, Year 8 Shakespeare, Yr8 School trip, Yr8 Ballad writing), **responsibility** (Yr8 School trip) , **ambition** (Yr8 School trip, Yr8 Ballad writing), **open-mindedness** (Yr 7 Beowulf, Year 8 Shakespeare, Yr9 film trailer), **respect for evidence** (Year 8 children's stories, Yr 9 Shakespeare, Yr9 short stories), **pragmatism** (Year 8 children's stories, Yr8 School trip),

Mathematics

Enterprise Knowledge and understanding delivered through lessons:

Organisation (Correct equipment, ready for lessons, mark own work, get task from box), **Innovation** (Use what they know to solve problems & explore new maths concepts), **Risk** (Probability – JS3 have games involving chance, are they fair or biased?) **Managing change** (At end of each module work must be signed off and marked and learning checked off before being introduced to a new one), **personal effectiveness** (Opportunity to practice it through discussion in pairs, motivation, keep stats on tasks done and set targets), **money** (used in many examples), **credit** (used in many examples), **investment** (KS4 simple compound interest and depreciation), **costing projects** (Coursework on comparing mobile phones, comparing prices)

Enterprise skills delivered through lessons:

Decision making (Probability), **thinking and learning skills** (All the time through individualised learning, feedback where they review task and say what they've learned from it), **Design and making skills** (Level 4&5 – given shapes they design pictures – 3-d shape of a cube – Year 7 induction day design puzzle piece make a puzzle), **key skills** (Maths is a key skill), **financial planning** (Extended projects, each year data handling), **investigate simple hypotheses** (Year 11 coursework on height and weight of school students)

Enterprise attributes delivered through lessons:

Self-reliance (Individualised learning), **'Can do' approach** (Vital for Maths), **responsibility** (For own individualised learning) , **ambition** (Set targets for smile cards completed), **respect for evidence** (Must show working all through Maths), **pragmatism** (Mustn't get too far ahead of themselves)

Science

Enterprise Knowledge and understanding delivered through lessons:

Organisation (Using the right equipment for experiments), **Risk** (Making sure equipment and chemicals used properly), **Teamwork** (most experiments and research done in groups), **personal effectiveness** (Communication and use of technology and ICT for research), **costing projects** (next year project to make products from reuseable sources and sell it at QPCS day),

Enterprise skills delivered through lessons:

Decision making (Deciding what equipment to use), **thinking and learning skills** (use skills and knowledge learned to apply to experiments, then use analysis and evaluation – particularly at GCSE), **Design and making skills** (next year project to make products from reuseable sources and sell it at QPCS day), **managing risk** (responsible use of equipment and chemicals), **Teamworking** (Most experiments and research in groups), **key skills** (Communication, ICT, technology), **financial planning** (Extended projects, each year data handling), **ability to make decisions**, **investigate simple hypotheses** (Central to science all the way up the school but particularly the new GCSE curriculum)

Enterprise attributes delivered through lessons:

'Can do' approach (Important for science experiments), **responsibility** (during experiments) , **respect for evidence** (understanding science is all about respect for evidence – e.g. Y11 rates of reaction coursework), **pragmatism** (In experiments), **taking responsibility for the impact of financial decisions** (studying congestion charging), **taking an interest in economics, resources, the role of business and its responsibilities** (many of the case studies for GCSE plus in some of KS3 on pollution)

Humanities**Enterprise Knowledge and understanding delivered through lessons:**

Organisation (Yr 9 industrial revolution), **Innovation** (Yr9 Industrial revolution) **Risk** (Yr9 Industrial revolution), **teamwork** (Most units but specifically medieval life assessment), **personal effectiveness** (Communication, reading, writing, ICT), **the market, efficiency** (Yr9 industrial revolution) **economic growth** (Yr9 industrial revolution), **organisation of business, world of work** (KS4 World of work)

Enterprise skills delivered through lessons:

Decision making (Yr 7 Medieval, KS4 Cuban missile crisis simulation), **thinking and learning skills** (Yr8 Pilgrimage presentation, KS4 Windsor coursework), **Design and making skills** (Yr 7 contours, mapwork and weather, KS4 MLK newspaper report), **leadership** (Yr7 Rivers, Yr9 Industrial revolution, KS4 Windsor project), **Teamworking** (Group presentations e.g. Yr7 Rivers, Yr9 industrial revolution, Vietnam investigation), **key skills** (Communication, ICT, reading, writing)

Enterprise attributes delivered through lessons:

Self-reliance (GCSE coursework) **'Can do' approach** (For research and presentations), , **respect for evidence** (using sources, particularly in KS3 and KS4 History), **taking an interest in economics, resources, the role of business and its responsibilities** (KS4 World of Work, any environmental units)

ICT

Organisation (GCSE coursework, use of ICT to organise schoolwork), **Innovation** (Creativity in data presentation and websites, presentations), **Teamwork** (Groupwork KS3), **personal effectiveness** (Communication, ICT), **Money** (Yr 8 enterprise project), **The market** (create websites for new businesses KS4), **efficiency** (Using Excel formulas to make calculations easier), **the world of work** (use of ICT in the workplace)

Enterprise skills delivered through lessons:

Decision making (Deciding how to solve problems using ICT), **thinking and learning skills** (Yr 8 Control, GCSE coursework), **Design and making skills** (Presentations and websites), **Teamworking** (Various group work throughout KS3), **key skills** (Communication, ICT), **Budgeting** (using Excel), **ability to make decisions** (using ICT to make decisions)

Enterprise attributes delivered through lessons:

Self-reliance (GCSE coursework) **'Can do' approach** (Excel formulas, using ICT), **Ambition** (Trying out new skills using software), **open-mindedness** (ability to use new software and skills), **commitment** (getting coursework done)

PHSCE

Risk (Understand the risks involved in many life choices), **Teamwork** (Throughout most PHSCE tasks), **Managing change** (course is about managing the changes in students' lives) **personal effectiveness** (PHSCE is all about building personal effectiveness), **Money** (Money and finances unit), **credit** (money and finances unit), **personal finance** (money and finances unit), **organisation of business and the world of work** (preparation for work experience)

Enterprise skills delivered through lessons:

Decision making (Support in making life decisions), **Thinking and learning skills** (new ways of thinking about issues, learning from others), **managing risk**, (PHSCE gives students knowledge to manage risks in their lives), **Teamworking** (Various group work throughout PHSCE curriculum), **key skills** (PHSCE is about key skills), **Budgeting** (during money and finance unit), **financial planning** (money and finances unit), **Personal risk management** (Students give knowledge to manage personal risk) **ability to make decisions** (Throughout PHSCE course)

Enterprise attributes delivered through lessons:

Self-reliance (PHSCE gives skills for self-reliance), **Responsibility** (PHSCE teaches skills for responsibility), **Ambition** (PHSCE discusses ambitions for life), **open-mindedness** (PHSCE encourages open-mindedness, particularly for disability, homosexuality etc), **pragmatism** (PHSCE gives students knowledge to make pragmatic choices), **taking responsibility for the impact of financial decisions** (money and finances units), **taking an interest in economics, resources, the role of business and its responsibilities** (preparation for work experience)

PE

Organisation (GCSE coursework, Team sports), **Innovation** (Creativity when playing a sport), **Risk** (Understand the risks involved in choices whilst playing a sport), **Teamwork** (Integral to most sports) **Managing change** (sports constantly provide needs to manage change) **personal effectiveness** (Communication and good health),

Enterprise skills delivered through lessons:

Decision making (Constantly done during sports), **Thinking and learning skills** (Learning from other people, constantly having to think under pressure), **Leadership** (Captaincy in P.E. games), **managing risk** (Many decisions in sport carry risks), **Teamworking** (Integral to sports), **key skills** (Communication, teamwork)

Enterprise attributes delivered through lessons:

Self-reliance (P.E. encourages trust in skills and abilities), **'Can-do' approach** (Central to achievement in sports), **Responsibility** (Sports encourage the taking of responsibility), **Ambition** (P.E. can help certain students develop and achieve ambitions), **open-mindedness** (To try new sports), **pragmatism** (To make realistic choices whilst playing a sport), **commitment** (Performance in sport is better if the student is committed to it, at a micro (e.g. a football tackle) and macro (e.g. training))

Modern Languages

Enterprise Knowledge and understanding delivered through lessons:

Organisation (Learning and revising new vocabulary for tests and for classroom use – at all ages and levels), **Innovation** (adapting written and spoken texts or conversations for personal suitability), **Risk** (Improvising conversations in realistic situations and in speaking tests at GCSE and 'A' level), **Teamwork** (essential to all speaking work in pairs or groups), **Managing change** (adapting given vocabulary and situations in order for them to be personally suitable) **Personal effectiveness** (all language use should be suitable to realistic situations).

Enterprise skills delivered through lessons:

Decision making (essential for the ability to use languages in realistic situations), **Thinking and learning skills** (essential for working out meanings and patterns in grammar and vocabulary), **Leadership** (motivating students to take control in difficult linguistic learning situations), **managing risk** (many decisions need to be made to express oneself successfully at all ages and levels), **Teamworking** (integral to speaking activities: it takes at least two to hold a conversation), **key skills** (communication is the key aim in learning any foreign language).

Enterprise attributes delivered through lessons:

Self-reliance (preparation for Controlled Assessment tasks at GCSE level), **'Can-do' approach** (central to the ability to speak a foreign language with confidence), **Responsibility** (putting oneself in realistic situations which may happen when one is abroad), **Ambition** (aiming for specific goals when travelling in the foreign country, with the ultimate goal of living or working abroad), **open-mindedness** (to accept different grammatical concepts and vocabulary which are different from English), **pragmatism** (to make realistic choices about one's abilities and how to exploit them in real situations), **commitment** (determination to memorising vocabulary and to using the language when abroad).