

# 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).