



# SHANKLEA PRIMARY SCHOOL

Enterprise Policy

SPS

## Policy Control Details

|                            |                      |           |      |
|----------------------------|----------------------|-----------|------|
| Date policy approved:      | September 2017       |           |      |
| Prepared by:               | Helen Brown          | Signature | Date |
| Approved for issue by:     | Gareth Pearson       | Signature | Date |
| Review period:             | 2 years              |           |      |
| Review required by:        | September 2019       |           |      |
| Responsibility for review: | Curriculum Committee |           |      |

# Shanklea Primary School

## Enterprise Policy

### 1. Introduction

At Shanklea Community Primary School we recognise the importance of enterprise education and aim to create an enterprising ethos throughout the school.

Enterprise is embedded in the whole school vision. Children are encouraged to participate in many aspects of school life through the School Council, teaching and learning and working with the community. The Thinking Skills Strategies programme will also further children's creative problem solving skills.

We see enterprise as a way to foster and develop core skills in real situations; to promote education for citizenship; to enhance pupil's personal and social development; to provide opportunities for pupils to make informed choices and decisions. Many of the school's activities easily lend themselves to enterprise education.

An activity can be classed as enterprising by:

- **Having a real or contextual reason for it** e.g. producing posters to raise awareness about the need to recycle, making something to sell at the Christmas Fair, role-playing shops in an EYFS environment.
- **Children taking over-all responsibility for planning and decision making for the project** e.g. organising a sponsored event for charity, putting on a production/assembly for parents.

The teacher/TA is the facilitator and is on hand to offer advice and guidance. The extent of teacher intervention will depend on the age/stage and previous experience of the children involved.

### 2. Aims

Enterprise education will be developed by:

- The application of the core skills of communication, numeracy, literacy, problem-solving, using ICT and working with others across the curriculum
- Promoting enterprising attitudes and skills through learning and teaching.
- Nurturing a knowledge and understanding of the world of work through contact with professionals.
- Enhancing personal and social development.
- Forming links with the wider community.
- Fostering skills in citizenship.

### 3. Objectives

The children will be able to:

- Demonstrate skills in numeracy, problem-solving, literacy, ICT and working with others, and apply these in a range of different curriculum situations.
- Participate fully in enterprise activities.
- Show a knowledge and understanding of the world of work.
- Make personal contributions and work as part of a team thus improving self-confidence and self-esteem (e.g. designing and running stalls)
- Interact with the wider community (e.g. assemblies, good neighbours, remembrance service)
- Make informed choices and decisions and be able to take action, individually and as part of a team.
- Develop an understanding of differing economies and socio-economic conditions within this country and internationally.

### 4. Enterprise Activities

Class and whole school activities will include:

Projects

- Design and Evaluation
- Events
- Selling
- Displays
- Fundraising
- Campaigns
- Careers Education
- Contact with outside agencies (e.g. fire officer)
- Community links

### 5. Financial Education in Enterprise

The children will have the opportunity to develop their financial and mathematical competence in a 'real' way and at an age-appropriate level by e.g.

- assessing value for money
- preparing and using budgets
- making informed financial decisions
- evaluating potential risks and returns (what could go wrong?!/ how much profit can we make)?
- using financial and other resources in an innovative and confident manner
- applying knowledge and skills creatively and responsibly in a range of situations
- having awareness of developing world issues (poverty/health/housing)

## **6. Careers**

We will call on the skills of families, community members, Governors and staff to help inform the children of the types of careers/jobs which may be of interest to them in the future. This will be done through visits during which adults may deliver a mini presentation, show resources used in their work, answer questions about their jobs and inform the children about qualifications(if any) needed. This is usually approached in a bi-annual 'Careers week' and supplemented by a variety of visitors throughout the school year. It encourages an enterprising, 'can do' attitude and makes connections between school events/activities and 'real life'. It is relevant to life beyond the classroom.

## **7. Roles and Responsibilities**

### **Head teacher's Role:**

- Overall responsibility for the implementation of enterprise education.
- Final responsibility for resources and staff development needs.
- Liaise with staff
- To support staff in the implementation of Enterprise in the curriculum.
- To review and advise on appropriate resources.
- To look for and facilitate links with the community.
- To look for and encourage business and industry links.

### **Role of Teacher and TA**

- To encourage an enterprising approach in all areas of the curriculum.
- To look for and recognise opportunities to use the enterprise approach to learning and teaching.
- To be a facilitator in providing an enterprising approach to learning and teaching
- To provide opportunities for children to take responsibility for their own learning through problem-solving and decision making
- To facilitate, where appropriate, links with the community as well as business and industry links.
- To positively approach whole school initiatives and co-operate and communicate with each other in individual enterprise projects

### **Role of Parents/Carers**

- To work in partnership with the school
- To use their knowledge and skills to enhance teaching and learning
- To support any activities their child is involved in
- To attend meetings, assemblies and other events wherever possible

## Monitoring and Assessing

We will monitor and assess these approaches through the relevant assessments of each separate project, through normal class assessments, and through discussions with children. The Headteacher will annually refer to curriculum coverage records and discuss the development of enterprise initiatives in line with normal curriculum review.

### 8. The Development of Enterprise across the curriculum

Due to the small nature of our school, not all of these activities take place every year so as not to repeat experiences for children and also to ensure Enterprise activities are relevant to topics.

#### (EYFS/Y1)

- Role-play area – cafes; Garden design; restaurants; laundry; pirates, shops, space, submarines, 'Travelling around the World' topic; transport. 'Nature' topic – e.g. hatching and looking after chicks in class; looking after Fluffy, the rabbit for night/weekend.

*Encourages awareness of paying with money, giving receipts, tickets*

*Broadens children's horizons, awareness of other cultures including economic conditions at an age appropriate level, from across the world.*

- People who help us topic.  
*An introduction to the world of work and jobs.*
- Enterprise also developed through the child-initiated activities of the EYFS curriculum.

*Mastering the basic skills of having an idea and developing it at an age appropriate level.*

- EYFS Garden – children vote on which plants to grow and grew from seed. Set up stalls to sell vegetables from the garden.

#### (Y1/2)

- Role-play area – fire station, garden centres, an island, shops,  
*Further develops experiences of paying with money, giving receipts, tickets through play. Children price objects themselves.*
- Visits/Visitors to/from places of work and 'real life' – e.g. Fire Station as part of 'Great Fire of London' topic, visiting Horticulturalist as part of Cramlington Azure Gardens' and 'Cramlington In Bloom'  
*First hand experiences of a work place and the world of work.*
- Planning and running events and parties – e.g. Harry Potter themed banquet, Party.  
*Children begin to practise those enterprise skills of planning, team working, thinking about pricing, writing invitations and evaluating at an age appropriate level.*

#### French Lunchtime/Evening Club

- *Learning about life, including social and economic differences, in a foreign country.*
- *First hand, real life experiences encouraging responsibility and understanding.*
- Espresso News

- *Knowledge and Understanding on a range of national and international issues.*

### **(Y3/4)**

#### **War and Peace**

- *Learning about life, including social and economic differences, in a different region in our own country.*
- *World War 1 – rationing;*
- *Afghanistan topic – making kites activity*
- *Learning about life, including social and economic differences, in a foreign country.*

### **KS2 (Y3/4)**

- *Y4 G&T 'Murder Mystery' project  
Analysis and collation of data from a crime scene*
- *Year 5 and 6 Food Technology Enterprise  
Planning, designing, costing, pricing, adding VAT, presentations about a product at an age appropriate level.*
- *Visits/Visitors to/from places of work and 'real life' – e.g. Engineering Centre, Fire safety officer  
Developing first hand experiences of a work place and the world of work.*
- *Science Enrichment Week - Competition for Y3/4 encourages strong development of enterprise skills*

### **(Y5/6)**

- *Year 6 Leavers' Assembly  
Children write and develop their own assembly to perform at the end of the year*
- *Monitor Responsibilities – e.g. adding team points, distributing fruit, sweeping hall, giving tours, recycling*
- *Preparation for the world of work by having real responsibilities in school*
- *Go Global- discuss apartheid using the text 'Journey to Jo'burg'*
- *Be the Boss! – Careers Day /Young Enterprise 'Our World'  
Enterprise specific topic covered every 2-3 years.*
- *Cramlington Transition Day - STEM Day (Science, Technology, Engineering and Maths)*
- *Cluster competition for Y5 encourages strong development of enterprise skills*
- *Planning, designing, costing, pricing, job adverts, presentations for own theme park.*
- *World War Two topic – rationing/planning menus*
- *Economics within a historical context.*
- *Visits/Visitors – e.g. Design at Northumbrian Castle Museums, design activities on residential.*
- *Development of enterprise skills related to product design and evaluation.*
- *'Good Neighbours' – children play for and serve tea to elderly local residential; carol services*
- *Developing awareness of responsibility to local community  
Learning about local news – reading and discussing issues in Castle Groups*

- *Developing awareness of a range of real-life issues related to local community*
- *St. John's Ambulance – Emergency First Aid*

## **WHOLE SCHOOL APPROACHES**

- 'Go Heart' Enrichment Week
- Enterprise Breakfast theme
- Christmas and Summer Fairs – all classes plan and run stalls at both fairs every year.
- Maths across the curriculum – money, problem solving, handling data.
- Contextual maths – e.g. Maths Mountain
- Literacy across the curriculum – persuasive writing, adverts and marketing, presentations. Contributions to school weekly newsletter.
- ICT across the curriculum – cutting edge technology with iPads and Apple TV; using ICT for data handling, PowerPoint for presentations, internet for research.
- Class Blogs – contextual writing
- D&T – product design, construction and evaluation.
- MFL – developing awareness and knowledge of the global community.
- Gardening – all classes involved in growing produce – planned 'shop' to sell goods this year during harvest time.
- Cake Draw – children help with selling tickets on Friday mornings.
- Fundraising – charity of the year; FOBS activities, supermarket voucher schemes.
- School Council: choosing and planning fundraising events for Charity of the Year, managing school council budget (most recent purchase outdoor clock), contributions to newsletter, discussing and leading school improvement issues
- Eco Council: leading 'green' issues around school including raising awareness.
- Careers Week (every other year) – parents and other visitors come and talk to children about the world of work.
- Arts Week– visiting artists, children designed and made stained glass windows in hall.
- Being involved in appointment of new teaching staff – i.e. school council interviews, lesson feedback.
- Trips – children responsible for own spending money.

## **Selected activities**

**Reviewed: September 2015 Review due: Summer 2016**

### **Campaign**

- Anti-Bullying Posters
- Healthy Eating
- Letters to parents/contributions to newsletter
- Eco Council
- School Council
- Gardening

### **Events/Fundraising**

- Leavers assembly

- Harvest festival/homeless collection
- Good Neighbours' in the community
- Non uniform days
- Children in need
- Red Nose Day
- Sports Relief
- Teddy bear picnic
- Bikeathon
- Virgin Money 'Make 5 Grow'
- SKILLS To Shine
- Bake Off
- Cake Sale

### **Displaying Knowledge**

- Show and tell
- Class Projects
- Displays
- Designing field play area
- School Council Budget
- Celebration Assemblies

### **Selling**

- Biker Breakfasts
- Cake Sale
- Christmas Cards
- Flowers and vegetables
- Book sale
- Christmas and Summer Fair stalls