

THE ST. CHRISTOPHER SCHOOL

Academy Trust - Special School

Mountdale Gardens, Leigh-on-Sea, Essex SS9 4AW

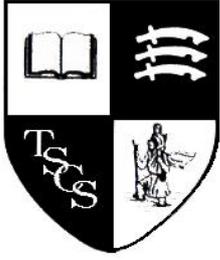
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THE ST. CHRISTOPHER SCHOOL ACADEMY TRUST KEY STAGE 4 ENTERPRISE POLICY

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1. INTRODUCTION

Our aim is for all pupils to enjoy a broad and varied curriculum that will help them to develop a range of life and social skills, knowledge and understanding that they can transfer into everyday situations. The Enterprise module is introduced at Key Stage 4 in order to prepare pupils for their transition at the end of Year 11. During this module, all pupils will experience working as a member within a team – planning, executing and completing various self-funding enterprise projects.

2. AIMS AND OBJECTIVES

The aim of these sessions is to link together all previous skills attained. These skills are then used to plan, execute and complete a project that will enable the group to make a profit. Group members will then decide how to use these profits and therefore also develop money skills. This provides a work ethic and increased understanding of the value of money.

In Enterprise we aim for all pupils to:

- Develop confidence and proficiency in basic skills including numeracy, literacy and social interaction.
- Work within the local community and gain an understanding of the wider world.
- Understand that skills gained at school in all subjects can be applied to everyday situations.
- Develop work skills, showing gradual progress over time, culminating in an end product or event.

3. TEACHING METHODS (Teaching and Learning)

The Enterprise Programme will be delivered through a variety of teaching and learning methods e.g. whole class, group and individual work. Differentiation and progression will be ensured by a variety of approaches such as:

- Same activities but different expectations of outcome.
- Same theme but different levels of input.



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- Allowing for different pace of working
- Different groupings of pupils.
- Developing different modules of work at different times of the year to help students understand the seasonal nature of some of the activities (e.g. Christmas, Summer, Easter, Autumn etc.).
- The strengths and interests of individual pupils will be used to help them develop experiences and skills that can be taken into the world of work or college after school.
- Skills of the staff will be utilised in order to maximise pupils' experiences.

4. CURRICULUM CONTENT AND TIME

- Enterprise is an integral part of the curriculum.
- Enterprise is taught as a separate subject in its own right and also as a cross-curricular tool to support all the subjects across the national curriculum.
- All planning, schemes of work and lesson content is differentiated to enable all pupils to engage on an individual level and develop co-operation within the group.

Extension and Extra Curricular Activities

Extra-curricular activities may be undertaken in the community either to reward the hard work of the enterprise group or to involve the community in our enterprise projects. Appropriate links will be made with local businesses and charities to provide wider opportunities

5. ATTITUDES

We encourage group work, sharing and collaboration between peers and staff, respect and correct use of tools, equipment and resources will be an integral part of the sessions. Positive attitudes are encouraged through learning about a variety of products, services and social gatherings. Pupils are given opportunities to take on a variety of job roles and learn that wages must be earned.

6. CURRICULUM SUBJECT TEACHERS

The teachers will be responsible for:

- Raising standards in all areas e.g. social, national curriculum.
- Monitoring the delivery of Enterprise and reporting to the Headteacher on the current status of the subject.
- Monitoring the progression and development of the subject.
- Revising schemes of work and project content in consultation with pupils and senior management of the school.

7. ASSESSMENT AND REPORTING

Formative assessment is a continuous process and teachers will use information gathered whilst working with, and observing pupils, to inform future planning of work about Enterprise and the use of Enterprise in all subjects.

Summative assessments will use ASDAN schemes where appropriate (on going as part of planning and yearly as part of awards). These can also be used to inform future planning.

The skills that are acquired in Enterprise will be entered on the B Squared assessment tool so that progress is recorded.

Annual reports will be sent to parents at the end of each academic year and Enterprise is included within this report.

8. USE OF CLASSROOM BASED SUPPORT STAFF

- The support staff are an essential and valued part of the whole school staff team.
- LSAs enable differentiated learning and one to one activities to take place.
- The learning support staff at the school build and sustain positive relationships with both staff and pupils alike to enhance the learning and development of the pupils.

9. USE OF ICT

- ICT resources are deployed throughout the school to maximise access, to enhance teaching and learning and to raise attainment.
- ICT is used as a research tool and also to record events and activities in progress.
- Photographs and posters are created to advertise enterprise events and activities.
- ICT is most commonly used to produce advertising material for forthcoming events, price lists and recording pupils at work and during their reward trips.

10. RESOURCES AND BUDGET

- There is an allocated budget which is used to start up termly projects.
- Proceeds raised from our events are used to purchase materials and resources as required and to pay wages to pupils for work done.
- During the academic year, pupils will have the opportunity to experience new and interesting activities and pursuits funded by their own efforts and hard work.

Name: Tracy Coster, Enterprise Budget Holder

Date: February 2015