



IT & VOCATIONAL - BUSINESS AND ENTERPRISE

| VISION | INTENT | IMPLEMENTATION | IMPACT |
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| <p><i>“What is innovation? How are some people more successful than others? Do you have an aptitude for success?”</i></p> <p>A high quality education on Business allows Baldon School Business pupils to develop sector specific applied knowledge and understanding through realistic vocational context. Pupils will learn characteristics of enterprises and entrepreneurs and internal and external factors that can affect the success of an enterprise. A focus of developing key skills that prove aptitude in planning an enterprise idea, including market research, planning, carrying out financial transactions, communication and problem solving. These key skills will ensure Baldon School pupils are ready for the workplace and wider world.</p> | <p>The KS4 Business Curriculum has been designed to ensure students are able to achieve the highest standards and outcomes. High quality teaching comes from specialist subject teachers. The curriculum includes formal teaching throughout a wide range of subject areas. Students will learn a wide range of skills.</p> <p>Each of our curriculum areas are carefully designed with the students at the heart of our thinking. The intent is for the framework for each programme of study in the National Curriculum to be well planned and sequenced to enable all students to build their knowledge and skills towards the agreed end points at each key stage. We consider how this is taught in order to support our students and ensure this is implemented effectively. For the desired impact to be reflected in the outcomes that students achieve through the education they have received.</p> | <p>Outstanding subject knowledge and strong teaching pedagogy is at the forefront of our KS4 Business Enterprise Curriculum. Students are taught by subject specialists to ensure high quality and consistent teaching. All skills are sequenced from year 10 and 11 students are progressing each year and they can continuously retrieve information from each project. High quality questioning and resources are used during practical lessons and theory lessons. Adaptive teaching strategies are implemented with a ‘Teach to the Top’ approach, using effective modelling and scaffolding.</p> <p>Assessment sheets and quality marks are used at the end of each topic to inform students of their progress and achievements, this will allow students to progress to the next level with skills and knowledge. Through CPD, all staff have updated current skills to the required industry standard.</p> <p>Professional Development opportunities are attended to ensure</p> | <p>Exam results from BTEC Enterprise historically are above national average. BTEC Enterprise is one of the most popular subjects that students opt for during the options process. Student voice is used to survey the impact of students learning and enjoyment of the course, based on the outcomes the curriculum is structured to suit all needs. Regular learning walks are conducted from senior members of staff within the faculty aligned with the monitoring calendar. All data is analysed by the Headteacher, Deputy Headteacher and Head of Faculty. There is a wide range of examples of students pursuing a career and studies at sixth form and going into the world of business. Students regularly inform us how much they enjoy studying enterprise and learning a wide range of skills and developing business knowledge.</p> |

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| | <p>The KS4 Business and Enterprise curriculum has been developed to ensure students are able to achieve high standards and outcomes and be fully prepared for a modern business world. BTEC Enterprise provides students with the platform to develop and enhance skills needed by successful entrepreneurs. Both skills and knowledge are learned in a sequential order. Our assessment structure is designed to ensure students can apply their knowledge while developing business skills through exploring ideas, planning, pitching micro-enterprises and developing promotions. In addition, learners will be taught how to problem solve, examine, make connections, develop, communicate and collaborate. Learners will develop their research, presentation and self-reflection skills. At Baldon, students thrive in BTEC Enterprise and we have many examples of learners proceeding to university, apprenticeships and into the world of business.</p> <p>These skills will help pupils build a future career in the subject. All skills are taught in a sequential manner to support independence in assessments. The projects and topics are developed to ensure that each year students</p> | <p>curriculum requirements are met and to develop subject knowledge which is reflected in the delivery of outstanding lessons throughout the department. Staff regularly share good practice to maintain high standards across the faculty, sharing teaching techniques along with behaviour management tactics which enables the department to create a safe and positive learning environment for all students to progress and achieve their personal best in IT.</p> <p>Outstanding lesson delivery is a product of staff adopting the Baldon Learning Sequence into their practice. Staff begin lessons with 'Bold Starts' where learning is revisited from previous lessons and/or schemes of learning. The sequence progresses onto new learning being introduced, together with development of new knowledge through independence and enrichment. New learning is then reviewed through varied questioning through 'cold-calling' strategies.</p> <p>Learners will thrive from outstanding teaching and resources, all teachers are actively involved in regular training courses to enhance subject knowledge and to be in line with cutting edge research to develop our teaching pedagogy and knowledge of the world</p> | <p>All data is analysed by senior leaders and governing bodies within the school to ensure challenge and accountability.</p> <p>Staff set high expectations, which inspire, motivate, and challenge students. They are accountable for their attainment, progress, and outcomes. Staff incorporate cutting edge, adaptive teaching strategies with a 'teach to the top' approach to push and challenge students irrespective of background, with a key focus of ensuring progress. This is evident during lesson observations and learning walks, with positive senior leadership reviews and feedback received.</p> <p>Regular learning walks within the faculty are conducted to ensure high quality teaching and delivery is being provided to learners.</p> <p>Student voice is used to survey the impact of the KS4 Business and Enterprise Curriculum, the outcomes allow us to reshape and restructure the curriculum to maximise student learning, outcomes and enjoyment. Students recognise that the digital sector is a major source of employment in the UK where digital and business skills span across multiple industries,</p> |
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| | <p>embed and build upon previous knowledge and skills.</p> <p>Our curriculum is both ambitious and innovative, it is structured to develop students' knowledge and understanding through innovative and engaging teaching. Students learn from a high quality, knowledge rich faculty.</p> <p>This BTEC Business and Enterprise qualification can ensure learners progress to A Levels in a range of subjects, Apprenticeship and study of a vocational qualification at Level 3 such as BTEC National in IT. Our intent is underpinned by a culture of high aspirations and each student believing that by working hard they can achieve their very best. In every topic, links to careers and the world of work are made. The curriculum is regularly monitored and adapted to suit the needs of all our learners.</p> | <p>of modern business. Students are assessed at the end of each unit alongside high level questioning and regular feedback to inform students of progress. Each student is provided with summative assessment criteria which exemplifies distinction standard criteria.</p> | <p>where almost all jobs in the UK require good levels of digital literacy.</p> |
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