

The Quality of Education – Intent, Implementation, and Impact

Business.

Intent – what we want to achieve

The Business curriculum aims to provide students with the opportunity to learn about the way in which businesses and their employees operate in the real world. In addition to the substantive knowledge gained, we aim to equip them in the longer term with employability skills, the ability to take advantage of business opportunities if they arise and resolve business problems using their disciplinary knowledge.

Students develop and practise their entrepreneurial skills in the safe environment of their classroom, applying business theory to case studies and visiting a range of businesses when appropriate/ possible. By the end of Key stage 4, they will be more able to think independently and analytically, reaching logical evidence informed conclusions and making reasonable recommendations for change. GCSE Business prepares students to study Business at A-Level or other post 16 options. Some students may choose to take on an apprenticeship or employment and learning about the different functions of a business and learning about the recruitment process supports students beyond KS4.

Students are challenged to work collaboratively and think independently when engaging in all lessons and class discussions. This allows them to express themselves in a confident manner. Lesson materials are engaging, promote topical discussion and encourage students to develop an enquiring mind in relation to business organisations and their operations.

To create *aspirational citizens*, our curriculum is:

- relevant and interesting
- full of real life examples e.g. Ruzwana Bashir and her PEEK.com success.
- made relevant and contextualised to aid understanding.
- rich in skills and knowledge.
- challenging and accessible for all.

To create *successful learners* our curriculum is:

- sequenced so that skills and knowledge are built up over the two years course. For example, the Business Finance unit is taught last in the sequence. It is a good way to link right the way back to Unit 1 and the purpose(s) of setting up a business.
- designed to develop literacy, oracy and reading skills.
- based on good quality lesson planning and excellent resources which are accessible for all.

To create *leaders and communicators* our curriculum:

- Develops skills in team working, communication and creative problem solving.
- Promotes diversity and inclusion.
- Allows students to develop their own ideas and express their opinions for example in Unit 4 Human Resources students learn about different job contracts and express their opinion as to whether zero-hour contracts are ethical.

Students have opportunities to:

- Learn about different businesses. For example, students learn about Ford and Toyota and their production process.
- Learn beyond the classroom.

Students have opportunities to:

- work individually and in groups.
- regularly revisit and embed key business concepts and theories. For example, in Unit 4 Human Resources students learn about motivation and Maslow's Hierarchy of needs.
- build up confidence and self-esteem in reading, speaking and literacy.
- aim high and make improvements to their written work

Students have opportunities to:

- take part in class discussions and express their own ideas.
- develop entrepreneurial skills, for example students create a business plan for a small business.
- make decisions for themselves and express these in their answers.

Implementation – how we achieve it.

- Well-designed schemes of learning that have been mapped out using the GCSE specification.
- High quality lesson planning and resources produced by subject specialist, adapted to the needs of individuals and groups of students.
- Well planned assessment points throughout the academic year to inform future lesson planning.
- Personalised intervention so all students are supported to make progress.
- Excellent teacher / student relationships.
- Students who are enthusiastic to take part.

Impact – how we know we have been successful.

- 1 Student attainment is at least in line with national averages.
- 2 Student voice shows that a high percentage of students enjoy lessons.
- 3 Work in students' books shows that they value learning in this subject and are making progress.
- 4 Lesson observations and learning walks show that lessons are well planned and that students are making progress.
- 5 Increase in the number of students opting to take the subject at GCSE.

SMSC Statement

Social-

Students work together as a team/group and carry out peer assessment with constructive criticism. Discussion and communication of ideas such as The Economic and Legal Environment, Business ethics in relation to minimum wage, working conditions etc.

Moral-

Students learn Employment Law, the Equalities Act, Health and Safety Law and Consumer Law and learning about the world around them. Students are encouraged to always try to do what's right and take responsibility for their own actions.

Cultural-

Taking an interest in the different cultural perspectives on business and their impact on the way they operate and sharing ideas and experiences from their own culture validates a sense of personal and cultural identity as well as an understanding and tolerance of others' beliefs. Students also study other cultures in relation to business for example, the study of Kaizen and Japanese business culture.

Spiritual-

Students are free to express their own opinions and encouraged to contribute to class discussions. The culture of the classroom helps create a safe environment for sharing thoughts and ideas.

Equality, Diversity and Inclusion (EDI) in the Curriculum.

The curriculum is designed to support students from all backgrounds and to encourage them to see themselves as future entrepreneurs by including examples of businessmen and women who reflect our student body, for example Ruzwana Bashir. Students will learn about Equalities Act 2010 with links to protected characteristics and the consequences for employers.

Students will learn about businesses in different cultures. Tolerance and respect for differences is fostered during any discussion.

British Values in the Curriculum.

Democracy.

Students can consider the views and values of others when discussing decisions businesses make. Students are given opportunity to express their opinions in group and written work e.g. the ethical considerations of business decision makers.

Rule of law.

Students learn about employment law, health and safety law and business ownership. They understand the consequences of their actions through use of the behaviour and rewards system and regular reiteration of the BGGs way.

Tolerance of other religions and those with no religion

The study of borrowing and interest at GCSE is enhanced by exploring religious perceptions of this concept and how lending is adapted to take this perspective into account.

Respect and mutual respect

Students are expected to show mutual respect to one another when presenting different ideas and viewpoints during peer assessment and class discussions.

Individual liberty

Students can express their own individuality through units of work and are given opportunity to make their own decisions and choices to responses and viewpoints to higher tariff questions which require analysis and evaluation.

Careers in the Curriculum

- Students are introduced to a wide range of jobs and careers that are linked to each topic. For example: careers in Law, Human Resource, Operations, logistics, supply chain, marketing, finance.
- Lesson slides with career choices, salaries and qualifications needed are shown and discussed.
- A corridor display shows of a wide range of possible career options and college and university courses that are available.