



BUSINESS STUDIES

Intent – What do we learn and why?

These schemes of learning (SOL) have been carefully designed both to maximise progression and to allow flexibility within a single course that optimises the expertise and availability of teaching resource within the Faculty. In Year 10 those students that opt for a Business course follow the same SOL irrespective of prior achievement as we understand that pupils' ability to learning progresses at different ages. Some content will inevitably be met in our higher prior achieving sets earlier than in others. This means that for those not yet attaining as highly as their peers, differentiation and peer-to-peer communication can be deployed to help Lower Starting Point (PSP) students to understand and consolidate concepts before moving on to new content, whilst the pace of learning is kept brisk. At the beginning of Year 10 the focus is on introducing, developing and embedding key analytical and evaluation skills of both statistical data and written evidence. We aim for all pupils to be thinking about, working on and discussing the same Business concepts whilst individually developing the ability to form logical chains of reasoning. Challenge and the opportunity to deepen understanding and develop these skills is provided for all through effective differentiation. Having established strong foundations, we aim to start advancing and mastering these skills by working through the further content required as Year 10 progresses and throughout Year 11.

Implementation – How is the curriculum planned?

The content covered and the sequence of this content for all year groups has been carefully designed so that topics can build on previous content learnt. For example, Year 10 starts with the introduction of just 5 key strands of content focused on a setting up a small business (; Enterprise and entrepreneurship, spotting a Business Opportunity, putting a Business Idea into Practice, Making the Business Effective and Understanding the External influences on a Business). Throughout the course these are revisited with inter-lacing activities and are explored again and in more depth to enable students to advance and master the depth of reasoning required to attain higher marks, whilst new concepts – ones that require the same mathematical reasoning, analysis and evaluation skills- are introduced in the context of growing a business throughout Year 11. The new GCSE places greater emphasis on explaining business decisions or the impact of these decisions. It also requires students to make choices in given business scenarios and be able to fully justify these decisions, because of this we start teaching these pivotal skills right from the start of the course so that students have more confidence applying them to later topics. We hold great value in revisiting and overlearning previous content. Students are actively encouraged to read widely and take their learning beyond the classroom, which is re-enforced with a range of independent/home learning activities throughout the course. Our Schemes of learning allow plenty of opportunity for students to overlearn and practise the skills learnt earlier in the course. We also aim to help the students learn how the various topics synoptically link to help them understand and explain more complex business scenarios and the appropriate and effective decisions businesses would make in those situations.

We recognise that practice is a vital part of learning and we aim for the practice to be intelligent practice that develops pupils' conceptual understanding and encourage reasoning and mathematical reasoning, as well as reinforcing their procedural fluency. We use well-crafted examples and exercises which, through careful use of variation focuses pupils' attention on the key learning points. Significant time is spent

developing a deep understanding of the key ideas and concepts needed to underpin future learning. The structure of analytical arguments and connections within the business concepts are emphasised, which helps to ensure the pupil's learning is sustainable over the 2 years at KS4 and sets the foundations for further progress in KS5.

Every attempt is made to keep the whole class learning together. Differentiation is achieved through student specific challenge and pointed questioning. This ensures every pupil is able to fully grasp the skills and concepts being learnt. This ensures all pupils are able to embed the keys skills needed ready for advancing and mastering these skills throughout Year 10 and 11. Acceleration by some pupils is encouraged through challenging them to conduct deeper analysis of the concepts and by applying concepts to new and unfamiliar business scenarios. If some pupils fail to grasp an important aspect of the concept or skill it is identified quickly either by teacher in-class monitoring, interim assessments and end of section diagnostic tests. Early intervention in these cases will ensure that these pupils will catch up.

Extra-curricular Learning:

Extra-curricular activities are embedded within our departmental culture, we aim to engage pupils in exploring topics across the curriculum and to take them to new levels of thinking. We participate in Tenner Challenge in Year 10. We also take every opportunity for invited local business people and former students to come in a lead session with the pupils:

GCSE Students have the option to attend weekly intervention workshops held Tuesday lunchtimes.

Special Educational Needs:

We teach Business Studies to all students, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all students. Teachers provide learning opportunities matched to the needs of students with learning difficulties. Different resources are used to allow students with special educational needs to have access and contribute to lessons. However, we set high expectations of all students and aim to get all students through the same curriculum activities so differentiation focuses on supporting LSP students to do so whilst stretching the HSP with extension activities of pointed questioning that provokes deeper thought.

Equal Opportunities:

Ensuring equality of opportunity does not mean that all learners are treated the same. At Chosen Hill School, in accordance with the Learner's Act 1989, students are considered as individuals with particular needs and potentialities. Each student is given encouragement and the opportunity to develop their full potential in Business Studies, with appropriate support provided as necessary, whatever their gender, race, religious belief, cultural background or disability.

Assessment – How do we assess student understanding?

Government requirements for the statutory RSHE curriculum states that 'schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on student progress.'

As with any learning process assessment of students' personal, social and emotional development is important. It provides information which indicates students' progress and achievement and informs the development of the programme. Students do not pass or fail within PSHE but have the opportunity to reflect on their own learning and personal experiences and set personal goals and agree strategies to reach them. Work is assessed and students are given feedback at the end of each topic.

PHSE topics will primarily be assessed through pre and post learning and multiple-choice tests. Other forms of assessment will include regular teacher marking of students work (once per topic using the green marking stamp) and poster/leaflet/presentation work.



Home Learning

To encourage independent learning, homework will be split into two distinct types of task:

1. Skills/Knowledge consolidation and application along with independent wider reading/investigation
2. Remedial learning and feedback response.

These tasks will be set at a rate of two tasks per section. These will be sent to all students, via Class Charts, and will be linked to the SOL. There is a weekly intervention/independent learning workshop, to support all students who require extra support and guidance, held in G20. Students are encouraged to attend these and sometimes, where a real skill or content deficiency has been recognised, they are mandatory.

