

GLENCORSE PRIMARY SCHOOL

'A small school building big dreams'

Enterprise in Education

Rationale

Enterprise in Education (E in E) is about the future of Scotland and about enhancing children's life skills and employability through the development of enterprise skills and attitudes.

Determined to Succeed (DtS) is the Scottish Executive's strategy for enterprise in education. It aims to help Scotland's young people develop self confidence, self reliance and ambition to achieve their goals - in work and in life.

DtS is a long term drive to build an enterprise culture in Scotland. It aims to give young people a better chance of realising their full potential and this will give Scotland's economy the skills, new ventures and entrepreneurs it needs for growth.

Enterprise in Education should be an integral part of the curriculum. Sometimes it will be very obvious inserts and at other times it will be a permeating element through all areas of the curriculum, through the adoption of creative approaches to learning and teaching.

This policy is a statement about all Enterprise in Education work undertaken in Glencorse Primary School, curricular and extra curricular. It takes account of the existing good practice in Glencorse Primary School and looks ahead to how this good practice can be extended and improved.

Aims

In Glencorse Primary School we aim to:

- develop the core skills young people need to be successful in the world of work. (Appendix 1).
- develop the interpersonal, social and team working skills of young people.
- develop informed attitudes about a wide variety of work situations.
- foster creativity and enterprise in all staff and pupils.
- develop in all children a range of positive attitudes towards themselves and their peers including concern for others, tolerance, enjoyment, co-operation and sharing.
- develop the confidence and skills of pupils to respond flexibly to the changing economic circumstances of the future.

- develop the ability of young people to see clear purpose in school as relevant preparation for their future lives as citizens and workers.

To realise these aims the teacher will:

- ensure that each child participates in at least one enterprise focus annually.
- develop the children's interpersonal, social and team working skills through Enterprise activities.
- plan and evaluate Enterprise in Education activities. (Appendix 2)
- develop appropriate enterprise activities for their stage in accordance with the whole school progression table. (Appendix 3).
- maintain the progression of Enterprise skills checklist for their class and pass it to the next class teacher. (Appendix 4)
- use the record booklet to monitor children's progress and involvement in E. in E. activities. (Appendix 5)

Objectives

Children should be able to:

- demonstrate creative approaches, enterprising attitudes and core skills related to:
 - number
 - communications and negotiation
 - ICT
 - personal and interpersonal skills
 - problem solving
 - decision making
- show that they have certain qualities e.g. a positive attitude to teamwork.
- show that they know and understand the concepts of jobs and work.

ACTIVITIES

In school

Children will be given the opportunity to participate in at least one enterprise activity annually.

The school's progression table ensures that children will experience a variety of enterprise activities encompassing the three main areas of business, community and

environmental enterprise. Each area will be visited at least twice during a child's seven years within the school.

The enterprise progression table also provides introductory activities to enterprise, appropriate to the age and stage of the class.

In business

Children will be given the opportunity to create links with local businesses.

Staff will be notified of and encouraged to take up teacher placements in industry, commerce through recognised programmes.

In the community

Children will be encouraged to play a role in their local community contributing their time and effort to community projects and establishing links with various sectors of the community.

Progressions and Continuity

Progression in Enterprise will be in evidence through individual use of the P1-P7 progression table and planning form.

'Excellence in Enterprise' will be used to monitor, evaluate and ensure progression.

Key Skills, Activities and Learning Outcomes

Pupils use the skills of	Core activities	Pupils learn about
Communicating ICT Working with others Numeracy Problem solving Negotiating Decision making Creating Initiating Planning Co-operation Delegation Presentation	Building skills Learning about enterprise Finding ideas Testing feasibility Administration Advertising Creating a company Finance Finding resources Market research Production Selling Telling others Reviewing	Own and others strengths and weaknesses Teamwork Flexibility Buying and selling Negotiating Using technology Presenting Manufacturing Marketing Money management Financial record keeping Collecting and interpreting information Meeting deadlines Communicating in different ways Working with adults in the community The world of work Entrepreneurship
Pupils become the enterprising person who <ul style="list-style-type: none"> • is confident • can work with others • will accept responsibility • is a positive thinker • can be creative • is tolerant • has the skills of logical analysis • is aware of own and others strengths and weaknesses • has an understanding of the community 		<ul style="list-style-type: none"> • is an effective communicator • is resilient • can make plans and put them into action • can judge risks and appraise proposed projects • uses initiative • is self reliant when necessary • is independent if needs to be • is flexible in thought and action • can motivate self and others

<ul style="list-style-type: none"> • can collect and evaluate information • is economically aware 	<ul style="list-style-type: none"> • can persevere
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Appendix 2

**ENTERPRISE IN EDUCATION
PLANNING/EVALUATION FORM**

PART A - PLANNING

School:

Type of Enterprise: Business/Community/Environmental (Please delete)

Enterprise Title:

Proposed Start Date: _____

Proposed End Date: _____

Teacher(s) Involved: _____

No of pupils: P1 _____ P2 _____ P3 _____ P4 _____

P5 _____ P6 _____ P7 _____

Description of Enterprise

Possible Business Contacts

Name of business	Contact Person	Address	Telephone	Description of Support

Expenditure for Enterprise: Amount requested from the Authority - £

Core Skills (Tick those applicable)	Inputs e.g. a talk from business/community; input from Education Support Officer; cluster involvement
Communication	1.
Numeracy	2.
ICT	3.

Working with others		4.
Problem Solving		5.

Enterprising Skills (Tick those applicable)		Outcomes - Pupils will become (Tick those applicable)	
Negotiation		Confident	
Decision Making		Able to work with others	
Planning		Willing to accept responsibility	
Evaluation		Creative	
Co-operation		Aware of others and own strengths and weaknesses	
Delegation		Aware of the community	
Presentation		Self motivated	
		Able to use initiative	

National Priorities (Tick those applicable)		
1. Achievement and Attainment Increased levels of numeracy and literacy. Improved examination results (or other measures of achievement)		
2. Framework for Learning Continuing professional development of teachers' skills. Increased self discipline of pupils. Enhanced school environments which are more conducive to teaching and learning.		
3. Inclusion and Equality Every pupil benefits from education. Every pupil benefits from education with particular regard paid to pupils with disabilities and special educational needs. Every pupil benefits from education, with particular regard paid to Gaelic and other lesser used languages.		
4. Values and Citizenship Increased respect for self and others. Increased awareness of interdependence with other members of their neighbourhood and society and increased awareness of the duties and responsibilities of citizenship in a democratic society.		
5. Learning for Life Pupils are equipped with the necessary foundation skills, attitudes and expectations to prosper in a changing society. Increased levels of creativity and ambition in young people.		

PART B - EVALUATION

School:

Enterprise Title:

Core Skills Developed (tick those applicable)		National Priorities (Tick those that were relevant)	
Communication		1. Achievement and Attainment	
Numeracy		2. Framework for Learning	
ICT		3. Inclusion and Equality	
Working with Others		4. Values and Citizenship	
Problem Solving		5. Learning for Life	
<u>Comments:</u>			

Input from Business/Community, Education Support Officer, Cluster Involvement	
Source of Input	Comments
1.	
2.	

Enterprising Skills Developed (Tick those applicable)		Actual Outcomes (Tick those applicable)	
As in Planning Sheet		As in Planning Sheet	
Others:		Others:	
<u>Comments:</u>			

Quality Indicators In Enterprise Education		6. Excellent 5. Very Good 4. Good 3. Adequate 2. Weak 1. Unsatisfactory					
<u>Key Question</u>	QIs	Overall Evaluation					
		6	5	4	3	2	1
To what extent did the programme and course provide a rich experience in enterprise in education for all pupils?	1.2						
How good were pupils' performance, attainment and achievement in the attitudes, skills and knowledge of enterprise in education?	2.1						
How good was pupils' quality of experience in enterprise in education, across the range of different contributions?	3.3						
To what extent did the enterprise experience meet the needs of the full range of pupils?	3.4						
How good are the opportunities for PSD deriving from the programme in enterprise in education?	4.2						
How good was the school at helping pupils to learn about different types of jobs and work?	4.3						
To what extent does this enterprising experience execute the school's aims/action plan for enterprise in education?	7.3						

<u>Teacher(s) Comments</u>

<u>Pupil(s) Comments</u>

<u>Comments from Other</u> (Business/Community/Parents)
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Folder of Evidence (Tick those which have been kept)			
Photographs		Questionnaires	
Pupils' Writing		Video Clips	
Invitations to Events			
Accounts			
Letters			
Minutes of Meetings			

GLENCORSE PRIMARY SCHOOL
Enterprise in Education
P1 -P7 Progression

Stage	Type of Enterprise	Introductory Enterprise Activities	Possible Contexts	Cross-Curricular Links
P1	Business	All about me Visit to an enterprise e.g. Garden Centre Be a Star	*Bulb Selling *Painted flower pots *Christmas Decorations *Paper weight from pebbles	PSD- Inter-personal relationships Independence and inter-dependence ES- People in Society. Level A (Rules, Rights and Responsibilities) Science- Level A (Living things and the processes of Life) Technology- Designing and Making Level A Language- Listening. Talking Maths- Counting, sorting Art- Creating and designing Level A
P2	Environmental	Hand tracing Skills Choices Birthday Surprise	*Bird feeders/cakes *School grounds clean up *Winter safety assembly/campaign	PSD- Inter-personal relationships Independence and inter-dependence ES- People and Place (Human and physical Interactions) Level A Science- Living things and the processes of life Level A Skills in Science Investigating Level A Technology- Designing and making Level A Language- Listening to instructions and directions Talking in groups Writing- Flow charts, simple directions Art- Using media, creating and designing Level A

Stage	Type of Enterprise	Introductory Enterprise Activities	Possible Contexts	Cross-Curricular Links
P3	Community	Decision Making How could we do that? Holiday Island Egg-sitting tower	*Easter egg or treasure hunt *Art Gallery *Organising a visit to a farm *Egg decorating competition	PSD- Self Esteem Inter-Personal Relationships Independence and Interdependence ES- People and Place (farm visit) Map work level A/B Language- Listening and Talking Writing- Functional (letters, posters, information sheets (art)) Maths- Money, co-ordinates Art- Using media, using visual elements, creating and designing, communicating at levels A/b
P4	Environmental	Designing a Poster Rent a Skill Find the Treasure	*Recycling *Class assembly *Paper/can recycling *Organise a visitor to the school to talk to pupils about recycling	PSD- Self awareness Independence and Inter-dependence Inter-Personal Relationships ES- People and Place, Human-Physical Interactions Level B Health- Social Health Level B Language- Talking and Listening Writing- Functional (posters, letters, instructions)
P5	Community	Your Park Decision Making Window Box	*Playground games and markings *French sandwich café *Christmas art exhibition	PSD- Self awareness Inter-Personal Relationships Independence and Inter-dependence ES- People and Place Level C (French activity) Technology- Designing and making Health- All strands at Level C ICT- Questionnaires, posters, information cards Language- Functional (invitations, letters, posters, information cards) Maths- Length, area, perimeter

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Stage	Type of Enterprise	Introductory Enterprise Activities	Possible Contexts	Cross-Curricular Links
P6	Business	Buying Equipment Humpty Dumpty Mobile Sweet Challenge	*Stationery trolley *Recipe Books *Toiletry bags *Christmas Candles and holders *Themed mugs	PSD- Self awareness Independence and Inter-Dependence Inter-Personal Relationships Health- Emotional health Level C ICT- Questionnaires, surveys, spreadsheets, posters Word processing, editing techniques Language- Listening and Talking Writing- Functional (letters, posters, labels) Maths- Money, addition and subtraction, percentages, profit
P7	Community	Copy Cats Notices Designing a Poster	*Project exhibition *Healthy food tasting *Organisation of aspect of quiz night (eg posters, tickets) *Christmas Post *Organise mini sports *Organise sponsored event	PSD- Independence and Inter-Dependence Inter-Personal Relationships ES- People in the Past Level D Technology- Designing and making Health- Physical health ICT- Posters, tickets, information cards, surveys, Questionnaires, evaluation forms, powerpoint presentations Language- Listening and Talking Writing- Functional (reports, letters, instructions, Posters, information cards) Maths- Information Handling Art- Creating and designing, using visual elements.

GLENCORSE PRIMARY SCHOOL
Progression of Enterprise Skills

Skill	P1	P2	P3	P4	P5	P6	P7	
Negotiation:	-in groups -with teacher -with Head Teacher -with PTA -with School Staff -with business - -	-in groups -with teacher -with Head Teacher -with PTA -with School Staff -with business - -	-in groups -with teacher -with Head Teacher -with PTA -with School Staff -with business - -	-in groups -with teacher -with Head Teacher -with PTA -with School Staff -with business - -	-in groups -with teacher -with Head Teacher -with PTA -with School Staff -with business - -	-in groups -with teacher -with Head Teacher -with PTA -with School Staff -with business - -	-in groups -with teacher -with Head Teacher -with PTA -with School Staff -with business - -	-in groups -with teacher -with Head Teacher -with PTA -with School Staff -with business - -
<u>Comments</u>								

Skill	P1	P2	P3	P4	P5	P6	P7	
Decision Making:	-individually -in groups -with teacher -with Head Teacher -with PTA -with School Staff -with business - -	-individually -in groups -with teacher -with Head Teacher -with PTA -with School Staff -with business - -	-individually -in groups -with teacher -with Head Teacher -with PTA -with School Staff -with business - -	-individually -in groups -with teacher -with Head Teacher -with PTA -with School Staff -with business - -	-individually -in groups -with teacher -with Head Teacher -with PTA -with School Staff -with business - -	-individually -in groups -with teacher -with Head Teacher -with PTA -with School Staff -with business - -	-individually -in groups -with teacher -with Head Teacher -with PTA -with School Staff -with business - -	-individually -in groups -with teacher -with Head Teacher -with PTA -with School Staff -with business - -
<u>Comments</u>								

<u>Skill</u>	P1	P2	P3	P4	P5	P6	P7
Planning:	-through discussion -brainstorming -mind mapping -timescale -daily tasks - -						
<u>Comments</u>							

<u>Skill</u>	P1	P2	P3	P4	P5	P6	P7
Evaluation:	-self -group -peer - -						
<u>Comments</u>							

Skill	P1	P2	P3	P4	P5	P6	P7
Co-operation:	-with individuals -in groups -with teacher -with Head Teacher -with PTA -with School Staff -with business - -	with individuals -in groups -with teacher -with Head Teacher -with PTA -with School Staff -with business - -	with individuals -in groups -with teacher -with Head Teacher -with PTA -with School Staff -with business - -	with individuals -in groups -with teacher -with Head Teacher -with PTA -with School Staff -with business - -	with individuals -in groups -with teacher -with Head Teacher -with PTA -with School Staff -with business - -	with individuals -in groups -with teacher -with Head Teacher -with PTA -with School Staff -with business - -	with individuals -in groups -with teacher -with Head Teacher -with PTA -with School Staff -with business - -
Comments							

Teacher Comments

P4

Date:

P5

Date:

P6

Date:

P7

Date:

Glencorse Primary School

**Enterprise Education
Experience Record**

Name: _____

Date:

Primary 1

Name of Enterprise _____

Type of Enterprise _____

What I did

Production

Selling

Administration

Yes _____

Yes _____

Yes _____

No _____

No _____

No _____

Advertising

Market Research

Finance

Yes _____

Yes _____

Yes _____

No _____

No _____

No _____

Draw a picture of what you did

Teacher Comments

P1

Date:

P2

Date:

P3

Date:

Date:

Primary 3

Name of Enterprise _____

Type of Enterprise _____

What I did

Production

Yes _____

No _____

Selling

Yes _____

No _____

Administration

Yes _____

No _____

Advertising

Yes _____

No _____

Market Research

Yes _____

No _____

Finance

Yes _____

No _____

Write about what you enjoyed most about your enterprise

Date:

Additional Enterprise Activity

Name of Enterprise _____

Type of Enterprise _____

Position Held - (circle appropriate box or boxes)

Managing Director

Finance Manager

Admin Manager

Advertising Manager

Sales Manager

M Research Manager

Production Manager

Resources Manager

Secretary

Finance Team

Admin Team

Advertising Team

Sales Team

M Research Team

Production Team

Resource Team

I was good at holding this/these position(s) because:

The skills I developed and used were:

Date:

Primary 7

Name of Enterprise _____

Type of Enterprise _____

Position Held - (circle appropriate box or boxes)

- | | | |
|---------------------|-------------------|--------------------|
| Managing Director | Finance Manager | Admin Manager |
| Advertising Manager | Sales Manager | M Research Manager |
| Production Manager | Resources Manager | Secretary |
| Finance Team | Admin Team | Advertising Team |
| Sales Team | M Research Team | Production Team |
| Resource Team | | |

I was good at holding this/these position(s) because:

The skills I developed and used were:

Date:

Primary 4

Name of Enterprise _____

Type of Enterprise _____

What I did

Production

Selling

Administration

Yes _____

Yes _____

Yes _____

No _____

No _____

No _____

Advertising

Market Research

Finance

Yes _____

Yes _____

Yes _____

No _____

No _____

No _____

Write about what you enjoyed most about your enterprise

Date:

Primary 5

Name of Enterprise _____

Type of Enterprise _____

What I did

Production

Yes _____
No _____

Selling

Yes _____
No _____

Administration

Yes _____
No _____

Advertising

Yes _____
No _____

Market Research

Yes _____
No _____

Finance

Yes _____
No _____

Write about what you enjoyed most about your enterprise

Date:

Primary 6

Name of Enterprise _____

Type of Enterprise _____

Position Held - (circle appropriate box or boxes)

- | | | |
|---------------------|-------------------|--------------------|
| Managing Director | Finance Manager | Admin Manager |
| Advertising Manager | Sales Manager | M Research Manager |
| Production Manager | Resources Manager | Secretary |
| Finance Team | Admin Team | Advertising Team |
| Sales Team | M Research Team | Production Team |
| Resource Team | | |

I was good at holding this/these position(s) because:

[Empty rectangular box for text entry]

The skills I developed and used were:

[Empty rectangular box for text entry]

Date:

