

<p>KS4 Rationale</p> <p><i>We learn how business impacts on individuals as well as communities; locally, nationally and globally. We utilise case studies that reflect each of these geographical contexts. Our boys will learn to apply knowledge, in order to become actively engaged citizens. We promote the skills to enable our boys to be more enterprising, developing reflective thinkers with enquiring minds.</i></p>	
<p>Pedagogy within the classroom</p> <p>High expectations of all pupils regarding behaviour for learning and outcomes</p> <p>Pace. Every lesson matters. Lessons are well planned and purposeful. “Do now” activities will be followed by brisk and timed activities.</p> <p>Challenge All pupils are challenged in order for them to make the best possible progress from their individual starting points</p> <p>Questioning will be effective in developing pupil knowledge and understanding, assessing progress and informing teacher planning.</p> <p>Progression. All learning builds towards an end point. Learners are being prepared for their next stage of education, training or employment at each stage of their learning.</p>	<p>Links to School Improvement Plan</p> <p>Increase the use of low stakes assessments, revision tools and consolidation resources so that pupils increase in confidence and remember the content they have been taught in the longer term</p> <p>Ensure that incisive feedback is in place and that pupils are given opportunities to respond to it so that pupils learn from mistakes, close gaps in their learning and ultimately take more responsibility for their own progress.</p> <p>Literacy- Promote a passion for reading and a thirst for knowledge. Any gaps in reading to be addressed rapidly</p>
<p>Skill Progression</p> <p>Pupils build on prior knowledge and skills to help them prepare for the next stage of their education</p> <p>Skills are consolidated from one year to the next, providing the foundation for increasing challenge.</p> <p>Numeracy and literacy expectations are high and links are made with departments based on KS3 prior knowledge and skills.</p> <p>Work given to pupils to be more demanding and to match the aims of the ambitious curriculum</p>	<p>SEN</p> <p>Working to increase our own knowledge of different areas of SEN and how to differentiate appropriately</p> <p>Understanding the SEN needs of all pupils on the SEN register in the class</p> <p>Being flexible and adaptable in teaching approaches to meet the needs of all pupils, not just those with no SEN</p> <p>Not seeing the “label” but seeing the child</p> <p>Having as high expectations of Business Enterprise VCERT qualification pupils as we do for Business Studies GCSE pupils; recognising that Business Enterprise pupils may need even more knowledge to plug gaps in their learning than Business Studies pupils, not less</p> <p>Creating a “no-excuses” culture: never letting a child’s SEN become an excuse for inadequate or poor-quality work. Having high expectations in extended writing tasks to prepare pupils for the internal synoptic project and 12/9 mark questions.</p>

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