



The Purbeck Business School



Business Studies Hand Book

Vision

“The Purbeck Business School creates highly employable, confident, competent and engaged business savvy students that add value to their community wherever that may be”

Business Studies is interactive and highly enjoyable, we want students to get involved and **actively engage within lessons from the very outset**. There is also a **theoretical element to the courses** and for this reason, we endeavour to develop skills such as *literacy and numeracy* through *extended writing* as soon as the courses commence in September of Year 10. There is also the integration of *worked examples and calculations*, necessary for achievement in Business Studies examinations.

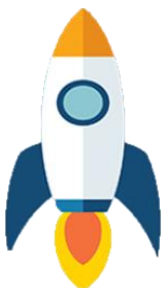
However the courses we run also provide a wealth of additional skills which are especially useful for both University and work:

1. Solving business problems
2. Making decisions
3. Critical evaluation
4. Application and analysis of statistics and data
5. Communication and presenting information
6. Understanding the world of business around us

Our aim is to bring the world of business into the classroom and this is achieved through: consistent use of up-to-date, pertinent business examples, sessions run by external organisations as well as talks delivered by local businesses. We also provide the chance for students to visit other organisations.

Entrepreneurial skills are encouraged through practical activities throughout the course as well as active participation and engagement with enterprise related activities offered throughout the year including:

1. Tenner Challenge
2. Young Enterprise (Year 12s complete this)
3. Work experience / placements



Ethos

The well rounded student will have more than just academic success, our ethos is to develop students in other useful ways:

Collaboration

Aim: Develop students collaborative skills

1. Developing social skills

Collaborative learning makes students with different backgrounds, race, or up bringing, to work together. In order to solve a project's given problem, students need to communicate. They can hear different opinions and learn more about different cultures.

2. Learn from peers

Generally, people have different skills, passions, and knowledge. In a small collaborative group, when a question is raised, different students can have different answers and students can learn new things from one another, but also understand different perspectives.

3. Engage in learning

Each student will have the opportunity to express their ideas. Being able to do so and being heard, can give the feeling of importance and value. The learning experience becomes more fun, and students are eager to learn more.

4. Gain confidence

In business working as a team, students will receive more support, therefore gain confidence. Collaborative learning can help shy students express themselves more.

Context

Aim: Develop students understanding of the world around them:

1. Real world understanding

The Purbeck Business School embeds live and real examples to ensure students can relate to the world around them and apply to their own lives both current and future.

2. Explore careers and the world of work

Research clearly shows that having a vision or future oriented target is important to being successful, our curriculum therefore includes different examples of jobs, careers and opportunities. Worked examples is also used for instance analysis of Peter Jones (Dragons Den) and his entrepreneurial skills.

3. Raising expectations

As well as exposing students to a diverse set of examples from all over the world, our curriculum includes discussion on what is achievable – by showing successes as well as failures in the Business world.



Ethos

Potential

Aim: Develop students potential:

1. Passionate

Being passionate about the world of work and business will allow pupils to develop themselves faster. Passion is shown by their thinking and their body language. This passion can create positivity and motivation. We engender passion for the curriculum in our students by displaying passion in our teaching of the subject.

As a department we actively manage the body language of students (emotional state -https://www.youtube.com/watch?v=Ks-_Mh1QhMc) trying to gain a positive and passionate body language in order to engender a better learning environment. This is done by managing the physical environment and shifting body positions (mixing groups, board work, energisers etc) throughout a lesson.

2. Choice

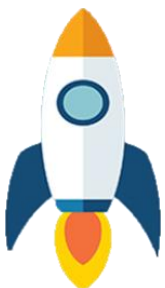
The world around us provides an unlimited source of potential. Our students, when they leave us, go into this world with the knowledge and skills that they have learnt. We believe that they can apply themselves to do good in their community by utilising what they have learnt.

The Purbeck Business School shows students that Business is all around us, it is live and real and understanding how to interact and use business skills is a core ability to be successful in whatever endeavour that they choose.

3. Developing employability skills

Employability skills, or transferable skills, are the core skills and traits required to succeed in any job. They are the soft skills that make a student desirable to an organisation regardless of previous training or professional experience. The Purbeck Business School at it's core drives to develop these skills, in context, to increase communication, work readiness and teamwork ability.

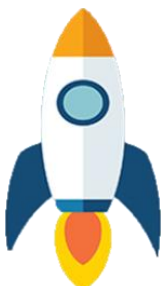
The Purbeck Business School uses its curriculum to develop and extend these 3 core employability skills.



Ethos

Curriculum Enhancement Detail - Skills

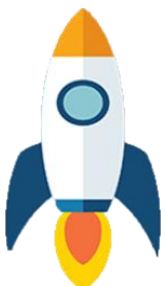
Skill	Execution
1. Solving business problems	In both GCSE and Cambridge Technical students are expected in [9 mark and 12 mark] questions to review and interpret data, make a choice and provide a balanced analysis supporting their choices.
2. Making decisions	Within each unit of work topics are presented with facts, uses and case studies and both the pro's and con's are explored of each topic. For example GCSE 2.1.1 Business Growth explores the different ownership types and growth options (using information from 1.3.2) and students explore each type in terms of why business owners may choose one over another and the benefits and downsides of each.
3. Critical evaluation, . Application and analysis of statistics and data	<p>A further critical element is in 1.3.2 Business revenues, costs and profits and 1.4.4 Business plans, where students are asked to analyse, decide and build their own business case and use this for supporting funding options – they must analyse their numbers and build a viable case to primarily support bank lending.</p> <p>In GCSE Topic 2.2 Making marketing decisions, students explore and are asked to assess and decide on actions of marketing especially Price and Promotion, and, justify their decisions in both verbal and format</p>
5. Communication and presenting information	<p>It is critical that students are able to express their thoughts both verbally and in written form. Extended writing practise is started early in Year 10 and remains a regular process throughout In both GCSE and Cambridge Technical . This is done both in classroom and home environments and is marked with specific individual feedback not just about the technical content but also the use of English, layout and impact of their writing.</p> <p>Verbal discussion forms a core part of lesson structure with the use of set questions for plenary discussion.</p> <p>An example is in GCSE 1.1.3 The role of business enterprise, students are asked to decide, design and crate and then present a product that they have added value to. The product is a plain no branded bottle of water and students must create the brand (brand visual & brand concept) and make a full PowerPoint based presentation in plenary. They receive feedback on both their communication technique as well as the technical development.</p>
6. Understanding the world of business around us	In all topics case studies are used to illustrate the academic aspect in real world use. These can be brief using a company and pictures to illustrate to more detailed case studies for example in GCSE 1.3.1. Business aims & objectives students study a current analysis of Vistaprint.



Ethos

Curriculum Enhancement Detail

Skill	Execution
Collaboration	
<p>1. Developing social skills</p> <p>2. Learn from peers</p>	<p>All units are designed with a mix of self, small group and plenary tasks, Collaborative tasks in small groups are used to assess and discuss topics and are normally then reviewed in plenary. For instance in 1.3..2 Business revenues, costs and profits the TGB Ltd break even case study is completed in pairs and then resulting breakeven charts are shared in plenary to the model answer.</p>
<p>3. Engage in learning</p> <p>4. Gain confidence</p>	<p>In all units of work in the curriculum is designed to pose questions for students to engage in answering. These are formalise in the PowerPoint and all students are encouraged to engage. Nomination technique is used to draw students out and are given praise for having an idea, thought or opinion. 'Right or wrong' is not focused on rather 'what is your logic' or 'can you explain that?'. Praise is key tool in getting engagement in our curriculum, and praise in analytical thinking is especially important. Encouragement to advance their ideas is critical to extended writing skills, so verbal praise in class is used to help students engage in this way. Practise in writing is then used to demonstrate capability with evolving feedback build confidence.</p>
Context	
<p>1. Real world understanding</p> <p>2. Explore careers and the world of work</p> <p>3. Raising expectations</p>	<p>All units have case studies to demonstrate the practical application to real businesses. Where possible real experience can be used such as Cost Plus pricing in the turnaround of Hovis in 2.2.2 Price. The use if video data is used to overlay real world interest as in 2.2.3 Promotion where adverts are analysed from use through to impact. Current news is also used in relation to actual or recent topics such as the impact of an interest rate rise that day on business decision making. Every class will have different aspirations and examples used have to show breadth, from Plumbers to Armed Forces to Bankers. In presenting case studies emphasis is shown on entrepreneurships (Topic 1.1 Enterprise and entrepreneurship) both plumbers and Richard Branson are explored to understand consistent skills used to be successful. Analysis of these skills in relation to running a successful business is a core part of the early curriculum to set up the 'possibility mode of thinking' . Early in year 10 the messaging that success is possible and the skills may not be academic is important</p>



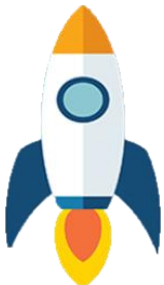
Ethos

Curriculum Enhancement Detail

Skill	Execution
Potential	
1. Passionate	<p>The primary methodology to develop passion is based on managing body language to drive emotional state. This is done in every lesson in 2 ways:</p> <ol style="list-style-type: none"> 1. Teachers are expected to challenge disengaged body language (head down, slouched, not making notes, not raising hand, no note taking) and reward engagement body language (asking questions, tracking the teacher, making notes, smiling) and engender passionate emotional state (sitting erect, open body language, enthused, vibrant movements such as raising hand) 2. Displaying passion – ‘what good looks ‘- using enthusiasm, energy, large tonal movement, large volume movement, significant tonal marking of key works , exaggerated open body language
2. Choice	<p>The key process to show and allow students more choice is to explicitly discuss options that they have. This is most usefully display high quality questioning:</p> <ul style="list-style-type: none"> • “How can topic be used” • “How will this be useful” • “What can you use this.....” <p>Use of Possibility frame when discussing topics such as “You may find yourself using this knowledge when.....”. This will be extended by offering regular reinforcement of career path choices, such as “you might be thinking of apprenticeship or university” or perhaps “these skills will be very useful when you might consider starting your business (this is especially useful for those thinking of a career that is likely to develop into a sole trader such as electrician, plumber etc)</p>
3. Developing Employability Skills	<p>Communication Skills</p> <p>Written – the curriculum is tested with extended writing in both exams. Practise in terms of structure, grammar, spelling and vocabulary is embedded throughout all years.</p> <p>Speaking / Presenting – all lessons will require students to speak in front of the class. This is embedded in starter activity and nomination technique throughout lessons</p> <p>Listen – Students are expected to listen to instructions, however deeper listening is practised by exploring in small group work.</p>



Ethos



Curriculum Enhancement Detail

Skill	Execution
<p>Potential</p>	
<p>3. Developing Employability Skills</p>	<p>Work readiness</p> <p>Job readiness refers to the extent to which an individual possesses the necessary skills, knowledge, and attributes to effectively undertake a specific role or occupation. Business Studies is unique in terms of providing both knowledge and skills development in almost all the curriculum that aids students readiness for ‘real world’ understanding. The Purbeck business school aims to drive all examples used in the context of ‘real world’ by saying “in reality” , “this is used in companies by..”.</p> <p>Particular attention is given to timekeeping by linking good time keeping to real world employment skills. In addition we develop active-listening skills by asking students to paraphrase information, to ask questions and taking notes about crucial topics during meetings.</p>
	<p>Teamworking</p> <p>Many positions within a company rely on teamwork and collaboration. This can help teams perform their tasks efficiently. The Purbeck business school aims to develop teamwork skills by using extensive (most lessons) small group work in pairs 3’s or 5’s. Whilst the groups are working the teacher is expected to encourage key team work skills:</p> <ol style="list-style-type: none"> 1. Respect You can respect your team members even when you dislike them or disagree with their views. Direct intervention by the teacher is to encourage students to practise this by listening to each other and explore others ideas as well as their own. 2. Tolerance Team members need to tolerate each other by being open-minded and willing to learn from each other. To show tolerance, students need to attempt to understand each other’s views ideas even if they disagree. 3. Collaboration For effective collaboration, students need to share ideas and support each other to enhance cooperation. Increased collaboration not only contributes to achieving the immediate goals but also increases innovation. Teachers will nurture students to learn from each other by pooling their knowledge, strengths and talents by suggesting or posing questions such as “ X has an interesting idea there, how might that be useful for a business?”



The Purbeck Business School

GCSE



Pearson Edexcel GCSE (9-1) Business

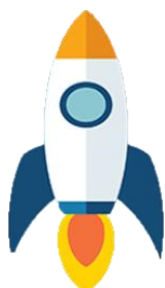
Qualification at a glance

Content and assessment overview

The Pearson Edexcel Level 1/Level 2 GCSE (9–1) in Business consists of two externally-examined papers.

Students must complete all assessment in May/June in any single year.

Theme 1: Investigating small business (*Paper code: 1BS0/01)
Written examination: 1 hour and 45 minutes 50% of the qualification 90 marks
Content overview <ul style="list-style-type: none">• Topic 1.1 Enterprise and entrepreneurship• Topic 1.2 Spotting a business opportunity• Topic 1.3 Putting a business idea into practice• Topic 1.4 Making the business effective• Topic 1.5 Understanding external influences on business
Assessment overview <p>The paper is divided into three sections:</p> <p>Section A: 35 marks</p> <p>Section B: 30 marks</p> <p>Section C: 25 marks.</p> <p>The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.</p> <p>Questions in Sections B and C will be based on business contexts given in the paper.</p> <p>Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in <i>Appendix 4: Calculators</i>.</p>



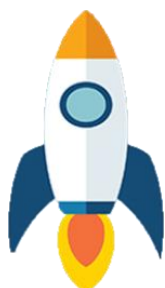
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Qualification at a glance

Theme 2: Building a business (Paper code: 1BS0/02)
Written examination: 1 hour and 45 minutes
50% of the qualification
90 marks
Content overview <ul style="list-style-type: none">• Topic 2.1 Growing the business• Topic 2.2 Making marketing decisions• Topic 2.3 Making operational decisions• Topic 2.4 Making financial decisions• Topic 2.5 Making human resource decisions
Assessment overview <p>The paper is divided into three sections:</p> <p>Section A: 35 marks</p> <p>Section B: 30 marks</p> <p>Section C: 25 marks.</p> <p>The paper will consist of calculations, multiple-choice, short-answer and extended-writing questions.</p> <p>Questions in Sections B and C will be based on business contexts given in the paper.</p> <p>Calculators may be used in the examination. Information on the use of calculators during the examinations for this qualification can be found in <i>Appendix 4: Calculators</i>.</p>

The full course specification can be found at :

<https://qualifications.pearson.com/content/dam/pdf/GCSE/Business/2017/specification-and-sample-assessments/gcse-business-spec-2017.pdf>

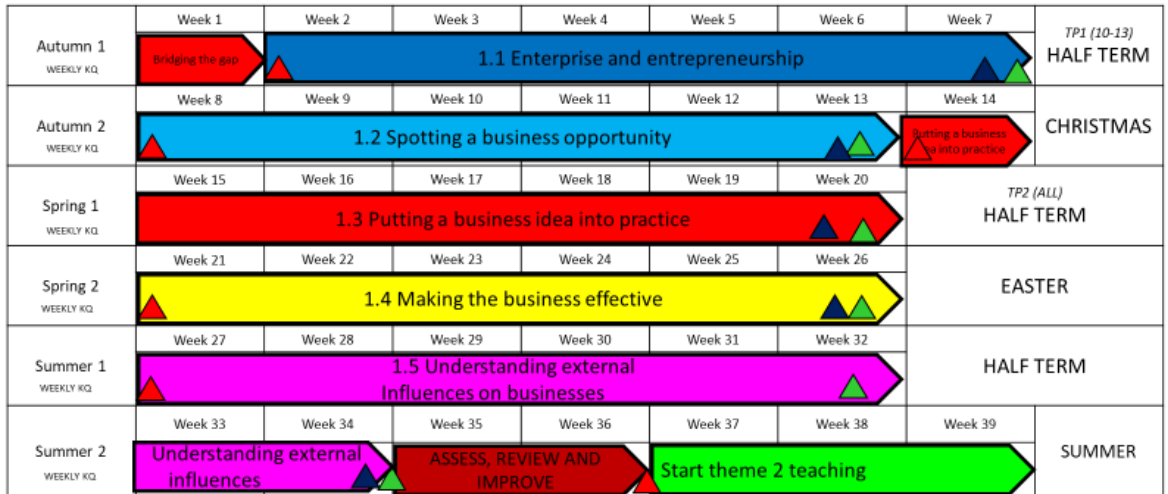


Pearson Edexcel GCSE (9-1) Business

Curriculum overview

The Purbeck Business School

Y10 Business - Long term overview

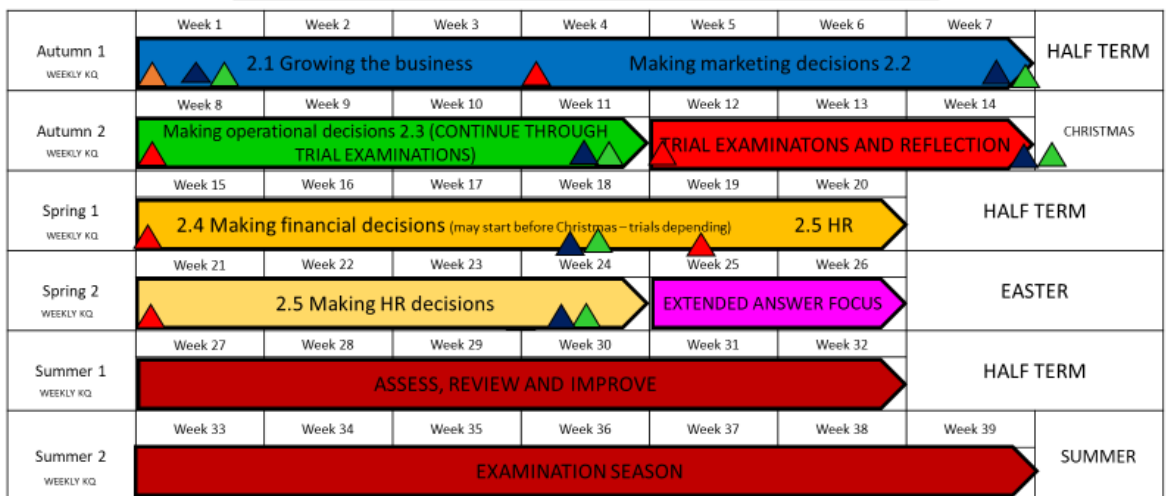


▲ Pre key questions
 ▲ Post key questions / examination feedback
 ▲ Termly test

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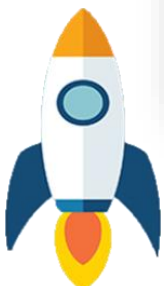
Y11 Business - Long term overview



▲ Key questions
 ▲ Pre key questions
 ▲ Post key questions / examination feedback
 ▲ Termly test / TRIAL EXAMS

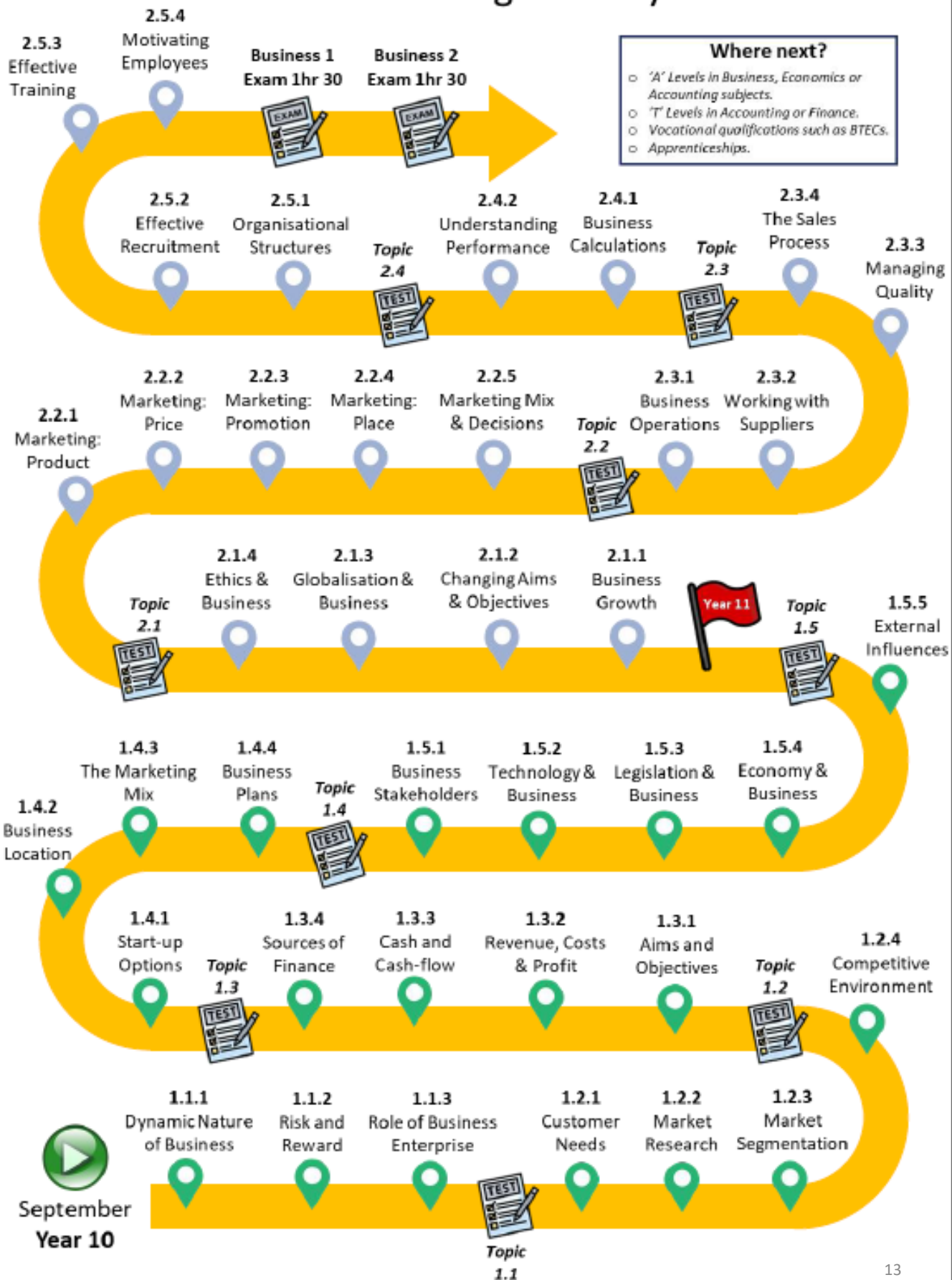
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EdExcel GCSE Business Studies

Our Learning Journey



Pearson Edexcel GCSE (9-1) Business

Curriculum enhancement

The layout of the Edexcel GCSE is both logical and flows well from a learning perspective, so the Purbeck Business School delivers this in that order. However, there are 3 enhancements that we make to the curriculum:

Deep dive week

We are dev

Year 10 - Each half term the last week is allocated to a critical topic and a project based 'deep dive', where a subject is looked at in depth, gaining additional examples. This feeds into a major, year long case study. The case study will build a business plan for a proposed business. Students will follow a Research → Proposal → Present sequence.

Year 11 - Have a combination of revision and employability skills.

Year 10 Deep Dive Plan

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Economy	Marketing	Limited Liability	Financing Business	Revenue Costs & Profits	Business Planning

Year 11 Deep Dive Plan

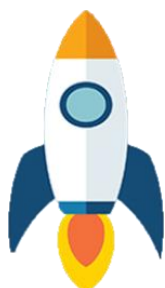
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Revision and design of revision materials	Employment & CV skills (guest speakers)	Revision and design of revision materials	Job / 6 th form interview roleplay	Revision	

Revision

We use formative assessment to understand where learning has occurred and we use a 'starter activity' in every lesson to embed learning across the curriculum. This 'recycling' of the subject content consistently checks learning has occurred and reinforces uptake to long term memory. Our curriculum includes revision skills and explains the biology of why repetition works (Neuroscience and Myeline Sheath research e.g. <https://www.ucsf.edu/news/2020/02/416621/long-term-learning-requires-new-nerve-insulation>). The making and repeated use of flash cards is at the core of the departments revision strategy.

Context & News

The world of business is dynamic and full of news. We purposely expose students to this news and relate this context to the curriculum, be it the Chancellors Autumn Statement or reporting on Health & Safety issues in the gig economy.



Pearson Edexcel GCSE (9-1) Business

Curriculum enhancement

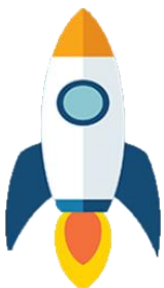
Literacy

Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.

Education Endowment Foundation (EEF) is an independent charity dedicated to breaking the link between family income and educational achievement and provides evidence-backed resources, tools, and opportunities for senior leaders and teachers working in secondary schools. They have produced a seven point recommendation which both the school and department have adopted as a benchmark

<p>1</p> <p>Prioritise 'disciplinary literacy' across the curriculum</p>  <ul style="list-style-type: none"> Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life. Disciplinary literacy is an approach to improving literacy across the curriculum that emphasises the importance of subject specific support. All teachers should be supported to understand how to teach students to read, write and communicate effectively in their subjects. School leaders can help teachers by ensuring training related to literacy prioritises subject specificity over general approaches. 	<p>2</p> <p>Provide targeted vocabulary instruction in every subject</p>  <ul style="list-style-type: none"> Teachers in every subject should provide explicit vocabulary instruction to help students access and use academic language. Effective approaches, including those related to etymology and morphology, will help students remember new words and make connections between words. Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech. Teachers and subject leaders should consider which words and phrases to teach as part of curriculum planning. 	<p>3</p> <p>Develop students' ability to read complex academic texts</p>  <ul style="list-style-type: none"> Training focused on teaching reading is likely to help secondary school teachers teach their subject more effectively. To comprehend complex texts, students need to actively engage with what they are reading and use their existing subject knowledge. Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension. Strategies can be introduced through modelling and group work, before support is gradually removed to promote independence. 	<p>4</p> <p>Break down complex writing tasks</p>  <ul style="list-style-type: none"> Writing is challenging and students in every subject will benefit from explicit instruction in how to improve. Teachers can break writing down into planning, monitoring and evaluation, and can support students by modelling each step. Targeted support should be provided to students who struggle to write fluently, as this may affect writing quality. Teachers can use a variety of approaches, including collaborative and paired writing, to motivate students to write. 	<p>5</p> <p>Combine writing instruction with reading in every subject</p>  <ul style="list-style-type: none"> Combining reading activities and writing instruction is likely to improve students' skills in both, compared to a less balanced approach. Reading helps students gain knowledge, which leads to better writing, whilst writing can deepen students' understanding of ideas. Students should be taught to recognise features, aims and conventions of good writing within each subject. Teaching spelling, grammar and punctuation explicitly can improve students' writing, particularly when focused on meaning. 	<p>6</p> <p>Provide opportunities for structured talk</p>  <ul style="list-style-type: none"> Talk matters: both in its own right and because of its impact on other aspects of learning. High quality talk is typically well-structured and guided by teachers. Accountable talk is a useful framework to ensure talk is high quality, and emphasises how talk can be subject specific. Teachers can support students by modelling high quality talk, for example including key vocabulary and metacognitive reflection. 	<p>7</p> <p>Provide high quality literacy interventions for struggling students</p>  <ul style="list-style-type: none"> Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7. Developing a model of tiered support, which increases in intensity in line with need is a promising approach. Assessment should be used to match students to appropriate types of intervention, and to monitor the impact of interventions. Creating a co-ordinated system of support is a significant challenge requiring both specialist input and whole school leadership.
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The following table layout how the Department addresses these recommendations



Pearson Edexcel GCSE (9-1) Business

How we develop literacy through the Business Studies curriculum

EEF recommendation 1: We prioritise 'disciplinary literacy' across the science curriculum by:

- We have subject specific terminology and contextual requirements which are listed specifically in the year group knowledge organisers.
- We set practise 3, 6, 9 mark questions and feedback either by peer, live modelling or individually the discipline requirements
- We consistently use visualiser to review what 'good looks like' and improvements that can be made.
- Students are provided with scaffolding in their extended writing practise

EEF recommendation 2: We provide targeted vocabulary instruction by:

- Academic language is taught though Knowledge Organisers, low stakes quizzing
- Starter quizzes in lesson to explicitly teach and revise / recap key words which are important for the lesson and unit (linked to core knowledge)
- Tier 2 and Tier 3 words are linked to their Knowledge Organiser
- Key words are identified and emphasised both by boldening and verbally within a lesson and resources
- Use of SENECA (home learning) further provides targeted vocabulary at Tier 2 and 3
- Review of corporate websites and examples of corporate content (e.g. Annual Accounts) are used to illustrate use of specific vocabulary in context.

EEF recommendation 3: We develop students' ability to read complex academic texts by:

- We help develop students' ability to read complex academic texts by a teacher modelling good reading in front of the class by reading extracts and clips from newspapers
- Use of printed and projected case studies, blogs, news websites, corporate websites and internet articles are used to expand both thinking and use of contextual language.
- Decoding and identifying key command words eg: describe/explain/evaluate



Pearson Edexcel GCSE (9-1) Business

How we develop literacy through the Business Studies curriculum

EEF recommendation 4: We break down complex writing tasks by:

- Supporting extended writing tasks by scaffolding, such as use of mnemonic structures for 3-mark questions which progressively builds for extended 12-mark answers
- Live modelling the answers
- Recapping key terms and definitions to promote more complex writing – starter activity especially used to revisit complex concepts
- Using sentence starters (where required)
- Use of wall posters to provide scaffolding and ‘what good looks like’

EEF recommendation 5: We combine writing instruction with reading by:

- Use of handout case study materials (such as blogs, articles and corporate) which require reading and then answering 9- and 12-mark question in context
- Creating, modelling and reviewing model answers to show how to improve their writing (both before and after writing independently)
- More formal assessment with extended writing such as end of unit assessment, trial exams and where practical, practise 3, 6 and 9 mark questions are marked both with discipline and grammar and spelling.

EEF recommendation 6: We provide opportunities for structured talk by:

- Modelling subject specific dialogue
- Encouraging students to ‘say it again better’

EEF recommendation 7: We provide high quality literacy interventions for struggling students by:

- We embolden and verbally stress key words to help students pick out key aspects for information and understand the concept
- We use visual illustrative pictures, photos and diagrams alongside bodies of text to help with understanding complex texts
- Complex ideas are scaffolded into smaller chunks size spread over a series of slides
- Ensure all PowerPoints have dark coloured text on a on a light-coloured background
- Print worksheets on blue paper, if required / provide blue overlays



Pearson Edexcel GCSE (9-1) Business

Assessment

Overview

Business has three assessment objectives, covering knowledge and understanding, application, and analysis and evaluation. There are fixed weightings for each of the assessment objectives which all awarding organisations will follow:-

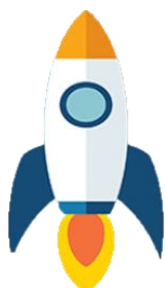
AO1 – 35%	Demonstrate knowledge and understanding of business concepts and issues
AO2 – 35%	Applying knowledge and understanding of business concepts and issues to a variety of contexts
AO3 – 30%	Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgements and draw conclusions

External Assessment

Pearson Edexcel provide our external assessment of learning of the curriculum using 2 papers, one on each Theme:

1. Paper 1 - Theme 1: Investigating small business (taught in year 10)
2. Paper 2 - Theme 2: Building a business (taught in year 11)

Examinations	Details
Paper 1 - Theme 1: Investigating small business (1BS0/01)	1 hour 30 minutes 90 marks 50% of GCSE
Paper 2 - Theme 2: Building a business (1BS0/02)	1 hour 30 minutes 90 marks 50% of GCSE
The papers will consist of calculations, multiple-choice, short-answer and extended-writing Questions. Calculator will be allowed	



Pearson Edexcel GCSE (9-1) Business

Assessment

Internal Assessment

Summative Assessment

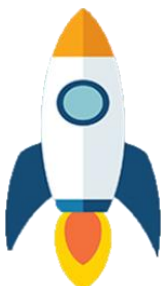
Year 10:

1. Summative assessment of work is ongoing throughout year at the end of each task. Using multiple choice questionnaire with recorded scores on a database.
2. End of Topic assessment with exam style paper with recorded scores on a database

Year 11

1. Summative assessment of work is ongoing throughout year at the end of each task. Using multiple choice questionnaire with recorded scores on a database.
2. End of Topic assessment with exam style paper with recorded scores on a database
3. Trial (mock exams) in Autumn term and the following Spring term

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Edexcel GCSE Business 1.1.3

0 4 Which of the following statements best describes the term, entrepreneur?

- A Someone who buys a product from a business
- B Someone who uses goods and services produced by a business
- C Someone who works for a business
- D Someone who is willing to take the risk involved in starting a business

[1 mark]

0 5 In order to add value, local grocery stores often sell cheese that has already been grated for the customer. This adds value through:

- A Convenience
- B Branding
- C Quality
- D Customer service

[1 mark]

0 6 One role of an entrepreneur is to organise resources. Which of the following statements best describes this role?

- A The ability to take calculated risks
- B The skill to think creatively
- C Employing workers and buying equipment in order to produce goods
- D The prospect of keeping all profits that are generated

[1 mark]

0 7 Which of the following statements best describes the term, added value?

- A When a product stands out from those of its competitors
- B Making a product widely recognisable
- C The difference between the cost of a product and its selling price
- D Making a product convenient to use

[1 mark]

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MCQ test at end of each unit

APT's Topic & End of Theme Tests for Edexcel GCSE (9-1) Business - Theme 1: Investigating Small Business 5

(d) Explain one way in which a new business idea comes about. (3)

.....

.....

.....

.....

.....

(e) Explain one role of a business enterprise. (3)

.....

.....

.....

.....

.....

.....

[Total for Question 2 = 12 marks]

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Exam style test at end of each topic

Pearson Edexcel GCSE (9-1) Business

Assessment

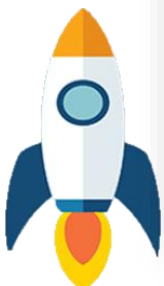
Internal Assessment

Formative Assessment

Year 10 & 11:

1. 'Do Now' starter task in every lesson. Each lesson starts with a 5 or 10 point question set, which is normally answered on a whiteboard. Questions review previous teaching and measures retention. Answers are reviewed in plenary and any mis knowledge is corrected.
2. Each key point is tested with Thumb Test for student to display their perception of their grasp of the lesson content (see below)
3. Seneca home learning data is used to monitor students progress and identify gaps in their core knowledge
4. Use of 'bounce' to stretch and adapt displayed knowledge using "leading to" and "therefore" and 'extension questions'.
5. Live modelling "I do" & "You do" and use of visualiser to explore key extended writing points, peer and self marking
6. RAG (Red Green Amber) self assessment tracker

The Purbeck Business School



Starter

1. Give one reason we might do market research
2. Give 2 of the main methods of Primary Research
3. List 2 benefits of using secondary market research
4. Define quantitative research
5. Define qualitative research

Starter

1. Give one reason we might do market reach
 - Identify customer needs & wants
 - Identify gaps in the market
 - Reduce risk
 - Inform business decisions
2. Give 2 of the main methods of Primary Research
 - Survey
 - Questionnaire
 - Focus group
 - Observation
3. List 2 benefits of using secondary market research
 - Cheaper
 - Research has already been conducted
 - Time saving
 - Access to wide amount of data
4. Define quantitative research
 - Data / statistical
5. Define qualitative research
 - Personal / opinions

Do Now starter questions

“I kinda barely understand”

“I think I understand but could do with support”

“I understand most of it, but not sure I could explain it to others”

“I understand it, and could do an OK job of explain it”

“I understand completely and can easily explain this to someone else”

EdExcel GCSE Business Studies 9 - 1 (1856)
Theme 1: Investigating Small Business Specification

Topic	Learning Objectives	RAG
Topic 1.1 Enterprise and entrepreneurship		
1.1.1	The dynamic nature of business	
1.1.1	The dynamic nature of business	
1.1.2	Risk and reward	
1.1.2	Risk and reward	
1.1.3	The role of business enterprise	
1.1.3	The role of business enterprise	
1.1.4	The role of business enterprise	
1.1.4	The role of business enterprise	
Topic 1.2 Spotting a business opportunity		
1.2.1	Customer needs	
1.2.1	Customer needs	
1.2.2	Market research	
1.2.2	Market research	
1.2.2	Market research	
1.2.2	Market research	
1.2.3	Market segmentation	
1.2.3	Market segmentation	
1.2.4	The competitive environment	
1.2.4	The competitive environment	
Topic 1.3 Putting a business idea into practice		
1.3.1	Business aims and objectives	
1.3.1	Business aims and objectives	
1.3.1	Business aims and objectives	
1.3.1	Business aims and objectives	
1.3.2	Business revenues, costs and profits	
1.3.2	Business revenues, costs and profits	
1.3.2	Business revenues, costs and profits	
1.3.2	Business revenues, costs and profits	

Whole class 'Thumb Test' structure

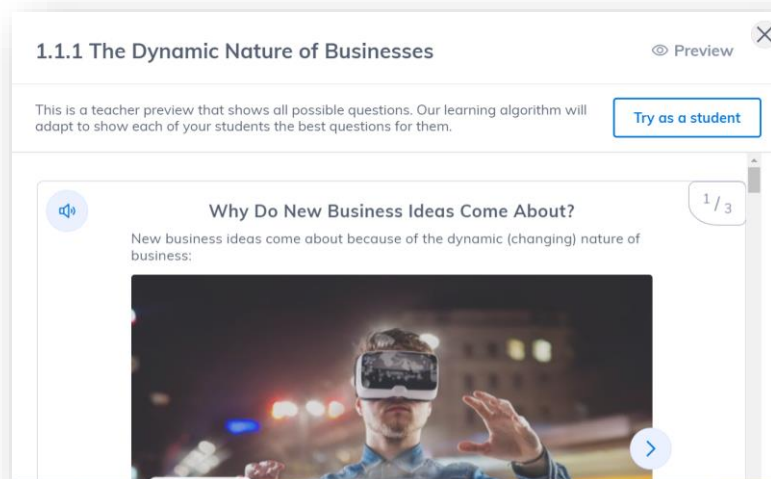
Student RAG Tracker

Pearson Edexcel GCSE (9-1) Business

Home Learning

Year 10 & 11:

The Purbeck Business School uses the **SENECA** platform to set home learning either weekly or two weekly dependant on the class speed through aspects of the curriculum. Home learning is normally set for between 40 minutes to 1 hour. Home learning is used to **reinforce** and **revise** taught topics.



SENECA Platform

Bespoke Home learning:

Bespoke home learning is also set, such as questions from exam past papers or specific research.

Consequences of non completion

Home learning is compulsory and failure to complete assignments will incur an after school detention where the home learning is expected to be completed.

Home learning incentives

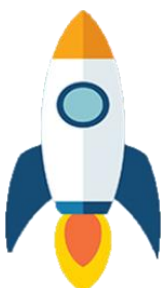
Attaining 100% in each Seneca assignment allows the student to be placed on a displayed 'Hall of fame' each month. All student on the Hall of Fame are entered in monthly draw for a bar of chocolate prize.

Home learning support:

Seneca allows students to proceed at their own pace, however where student feel they are struggling 1:1 mentoring should be available either at lunchtime or after school.

Year 12 & 13:

Home learning is fully bespoke and is compulsory.



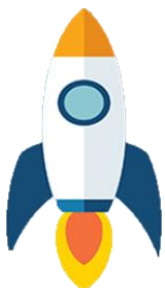
Pearson Edexcel GCSE (9-1) Business

Home Learning

Knowledge Organisers



Students are issued with a knowledge organiser (and replaced where needed) each year. They are expected to refer to these both in class and at home and use these to access core knowledge. Students are encouraged to create flash cards of this content for revision purposes (this is often used as a review process at the each of each unit).

The Purbeck Business School



The Purbeck Business School
Creating informed, dynamic, resilient,
Consumers, Future Leaders and Business owners

Topic 1.1.1 Dynamic Nature of Business

<p>Key Vocabulary</p> <p>Business – an organisation that seeks to satisfy the needs and wants and wants of consumers through the production of goods and services</p> <p>Dynamic – continual change</p> <p>Consumer – the end user of the product or service</p> <p>Obsolete – outdated; a product that has declining sales or come to an end</p> <p>Entrepreneur – an individual who comes up with a business idea and is willing to take a risk to develop it</p>	<p>Core Knowledge</p> <p>The world changes constantly, and therefore so do consumer needs, and so businesses must therefore be dynamic to respond to these changes, or they risk failure.</p> <p>Business ideas come about because of:</p> <ol style="list-style-type: none"> 1. Changes in technology 2. Changes in what consumers want 3. Products and services becoming obsolete <p>Business ideas come about because</p> <ol style="list-style-type: none"> 1. An entrepreneur has a completely original idea – this is invention 2. Adapting an existing idea – this is innovation <p>Adaptions to products can be:</p> <ul style="list-style-type: none"> • New flavours • Different colours / pack sizes • Online access to a product or service • Offering personalisation 	<p>Wider Business World</p> <p>Apple – great example of business that continually adapts products</p> <p>Iceland – changed from frozen only foods to non-frozen and non-food goods because this is what consumers want when they shop</p> 
	<p>Star Tips</p> <ul style="list-style-type: none"> • Innovation and inventions are not the same thing • Avoid statements like "ALL customer have...."; "NOBODY uses...." • Don't assume that all products that have declining sales will become totally obsolete – some see revivals, e.g. vinyl records • Don't assume that all ideas will be successful – unfortunately a lot do not succeed 	<p>Synoptic Links</p> <p>Marketing – the product life cycle states that all products eventually need to be removed from sale</p> <p>Technology – changes in technology have led to obsolete products and changes in consumer tastes</p> <p>Role of enterprise – entrepreneurs are the individuals who develop new ideas</p>

Edexcel GCSE Business (9-1)		Confident	Nearly there	Unconfident
Key Terms				
Theme 1 Investigating Small Business				
Added value	The difference between the cost of the materials taken to make a product and the price that is charged for the product.			
Aims and objectives	The goals of a business. These may be financial or non-financial.			
Breakeven	The number of products a business must sell so that its total revenue is the same as its total costs. At this point the business will make no profit or loss.			
Business plan	A plan for the development of a business, giving details such as the products to be made, resources needed, and financial forecasts.			
Business success	A measure which could be sales, market share or profit related.			
Cash flow	The flow of money into and out of a business over a period of time.			
Cash inflow (Receipts)	Money coming into the business. E.g. Revenue, a loan or another source of finance.			
Cash outflow (Payments)	Money leaving the business. E.g. Wages, suppliers, loan repayments or advertising.			
Choice	A range of products aimed at differing needs and segments.			
Closing balance	The amount of money left at the end of the current time period.			
Competition	When companies produce comparable products or services within the same market.			
Competitive advantage	The advantage one company has over another, or several others.			
Competitive environment	A market which has many competitors.			

Pearson Edexcel GCSE (9-1) Business

Lesson Structure

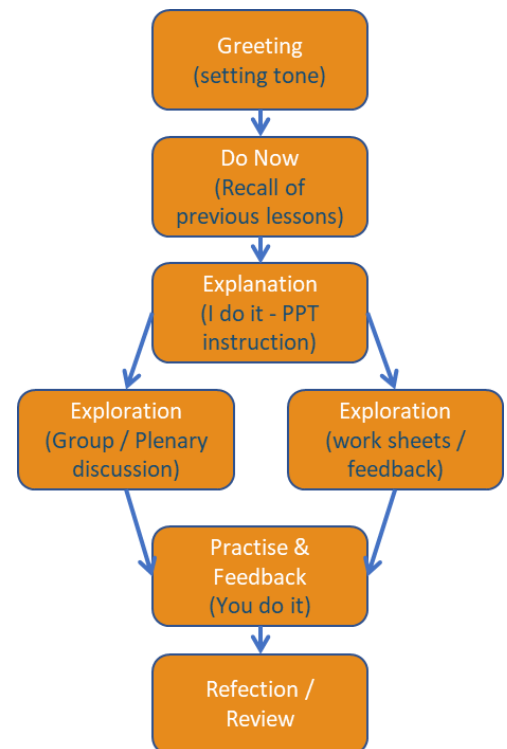
What does a 'typical' lesson look like?:

It is important to have a classroom routine pupils can count on every day. Having the same procedures every day cuts down wasted learning time significantly.

Our classroom routines promote a positive environment where all pupils can learn. We further promote team working within the class with small group discussion and exercises.

Our daily routines include:

- Initial greeting as student enters the classroom, these may be tailored comments for each student
- "Do Now" activity on personal whiteboard as pupils settle. Normally driven by a PowerPoint slide, but can be tailored to specific needs of the class, such as a live news item exploration.
- Plenary review of "Do Now" – extension and adapting to individual students through, extension questions such as "leading to?" or using prompts
- Setting high classroom expectations from the start and reference to poster on classroom expectations
- Well planned and sequenced lessons which are explicit about the coverage of that lesson
- Use of PowerPoint to deliver core knowledge using large bold images, extension questions and colour, include set examples to bring content alive
- Additional bespoke examples from live / recent news items
- Plenary questions with 'cold calling' of students and / or discussion of student experiences
- Use of work sheets to embed learning
- Setting example questions to practise both extended writing skills and answer structure to show development levels in answer
- MCQ assessment and self marking



Pearson Edexcel GCSE (9-1) Business

Lesson Structure

What does a 'typical' lesson look like?:

PowerPoint design:

The Purbeck Business School

Segmentation of a market

- The most common methods of segmenting a market are by:
 - location
 - demographics
 - lifestyle
 - income
 - age
- How does a toothpaste company such as Colgate® segment the market by age?

Core knowledge

Clear heading for student book

Visual Cue for topic

Example

Extension

PowerPoint Style - Open, interesting, visual

Worksheets:

Specification Topic: Market research

Q1	Fill in the gaps	
	The purpose of market research is to identify and understand customer _____. In addition, it can be used to identify _____ in the market and inform business _____. Market research can also help to reduce _____, which will help to ensure a business does not waste its time and _____ producing a product that few customers will want to buy.	
	There are many different _____ of market _____ available to a business. The choice that each business makes will be dependent on a number of factors, such as the budget or money the business has available to carry out the research and the specific type of _____ it wishes to find out.	
	It is also important for a business to understand how reliable any market research data collected is, in terms of the number of people asked, or sample _____, whether these people are representative, or are _____ of the other customers that the business targets and whether the data is _____, i.e. does it favour a particular viewpoint.	
	<i>Choose from: typical; research; size; biased; information; decisions; gaps; needs; risk; money; methods</i>	
Q2	Define it! Define each of these important key terms linked to market research	
	2.1 Primary research	
	2.2 Secondary research	
	2.3 Quantitative data	
	2.4 Qualitative data	

Vocabulary

Recall / exploration



Pearson Edexcel GCSE (9-1) Business

Classroom Environment

Layout

The classroom layout is focused toward the teacher and the screen. Students are asked to sit within a seating plan where many factors are taken into account for instance.

- More able students can help other students
- Over zealous students are separated
- Students that work well together can do so easily
- Friendships – where this does not influence learning
- SEN students given optimal position based on IEP

Visual Content

Purbeck Business School believe that information can also be reinforced through visual content and also the content can provide cues for repetition and upload to long term memory. There is growing evidence that Myelin Sheath plays significant role in learning, so repeated exposure to content is important. Key structural content is displayed on bespoke A1 posters, which follow similar principles to PowerPoints (Open, interesting, visual)



Knowledge displayed

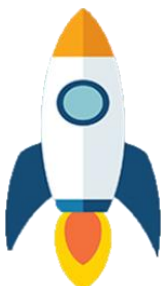


What 'good' looks like

Behaviour

The Purbeck Business School follows the The Purbeck School behaviour policy and remind students that we have a high expectation of them. However, students are EXPECTED to interact, answer questions and form analytical decisions and state their reasoning. This is encouraged by 'bouncing' from student to student and extending thinking.

We use 'say it better' or 'What would be business vocabulary for that?'. We do not accept 'I don't know' and use prompts and additional scaffolding so the student can tackle the answer.



Pearson Edexcel GCSE (9-1) Business

Specialist

SEN

SEN students with IEP's will be provided with Quality First Teaching based on the IEP.

SEN students without IEP will be afforded Quality First Teaching in line with guidance from the SENCO.

Pupil Premium

Pupil Premium students will be afforded optimal teaching where possible and allowed additional time and access outside of lessons to coaching where this will have appositive impact.

The department will identify and invite these student to additional study time at lunchtime / Study Plus after school as appropriate

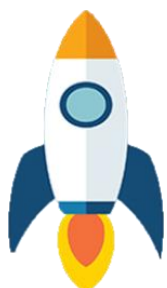
More Able

More able student will receive more bespoke coaching with targeted feedback and work such as more advanced question practice, suggested reading, YouTube and articles will also be made available.

Whilst all students have free access the Financial Times website more able students are actively encouraged to access tis and discuss with their teach topics of current issue and / or interest.

Extra Time

Those students identified as needing extra time in examinations can be penalised in the classroom assessments including formative assessment. The use of 'Cold calling' followed by a lag should include prompting students that they will be asked the question and allow additional thinking time before inviting them to answer.



Pearson Edexcel GCSE (9-1) Business

Future Pathways

KS5 Linked subjects

L3 Cambridge Technical Business (The Purbeck School), A Level Business (other provider), A Level Economics (Other Provider), A Level Geography, A Level Government & Politics (Other Provider), A Level Mathematics, A Level Psychology, A Level Sociology.

Careers

Although the subject is useful across all careers there are some specific careers that students may consider that link directly to Business Studies may include:

Accountant, Management Consultant, Social Media Manager, Financial Analyst, Business Teacher, Business Reporter, Actuarial analyst, Business adviser, Business analyst, Business development manager, Corporate investment banker, Data analyst, Data scientist, Forensic accountant, Insurance underwriter, Management consultant, Project manager, Risk manager, Stockbroker or Supply Chain Manager

Cross Curricular

Business Studies links and directly relates to the following subjects:

Maths

Financial data analysis, statistical data interpretation & analysis, calculation of ratios & percentages, use of formula

English

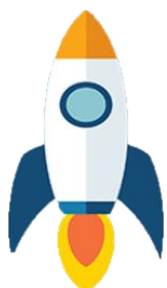
Extended written work, vocabulary, grammar and layout of prose

Geography

Socio economic factors, GDP and geographic factors affecting regional prosperity

Media Studies

Markets and marketing, brand and image



Pearson Edexcel GCSE (9-1) Business

Resources

Useful websites for the curriculum:

<http://www.beebusinessbee.co.uk/>

<https://www.bbc.co.uk/bitesize/subjects/zpsvr82>

<https://www.gcsebusiness.com/>

<https://businessed.co.uk/>

<https://ondemand.tutor2u.net/students/edexcel-gcse-business-catch-up-2021>

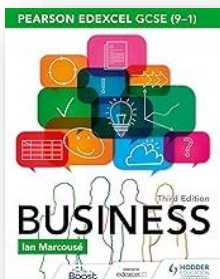
<https://www.aqa.org.uk/subjects/business/gcse/business-8132>

<https://www.senecalearning.com/>

<https://www.bbc.com/bitesize/subjects/zpsvr82>

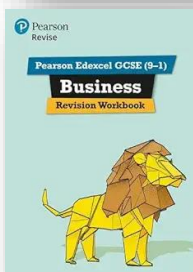
<http://www.gojimo.com/gcse-business-revision/>

<https://www.tutor2u.net/business/blog/gcse-igcse-business-studies-revision-notes-master-listing>



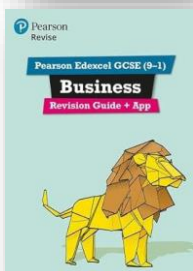
Pearson Edexcel GCSE (9–1) Business, Third Edition Paperback
by Ian Marcouse (Author)

https://www.amazon.co.uk/Pearson-Edexcel-GCSE-Business-Third/dp/1398356328/ref=sr_1_4?crd=38N6T8L7NWX3H&keywords=business%2C+ian+marcou%26qid=1700829110&spre%26sr=8-4



Pearson Edexcel GCSE (9-1) Business Revision Workbook

https://www.amazon.co.uk/Revise-Edexcel-Business-Revision-Workbook/dp/1292190701/ref=sr_1_4?crd=L7NTXDTX6EKQ&keywords=Pearson+Edexcel+GCSE+%289%E2%80%931%29+revision&qid=1700829517&spre%26sr=8-4



Pearson REVISE Edexcel GCSE (9-1) Business Revision Guide: For 2024 and 2025 assessments and exams - incl. free online edition

https://www.amazon.co.uk/Revise-Edexcel-Business-Revision-Guide/dp/129219071X/ref=sr_1_6?crd=L7NTXDTX6EKQ&keywords=Pearson+Edexcel+GCSE+%289%E2%80%931%29+revision&qid=1700829517&spre%26sr=8-6



The Purbeck Business School



OCR

Oxford Cambridge and RSA

Level 3

Cambridge

Technical

Extended

Certificate

Overview

BUSINESS AND ECONOMICS
Summary brochure

CAMBRIDGE TECHNICALS IN BUSINESS

CAMBRIDGE
TECHNICALS

ABOUT CAMBRIDGE TECHNICALS

Cambridge Technicals are vocational qualifications at Level 2 and Level 3 for students **aged 16+**. They're designed with the workplace and progression to higher education in mind and provide a high-quality alternative to A Levels at level 3. Qualifications at levels 2 and 3 have a mixture of internal and external assessments and centres are allocated a visiting moderator.

KEY INFORMATION

SPECIFICATION CODES:

Business Level 3 (2016) Certificate/Extended Certificate/
Foundation Diploma/Diploma/Extended Diploma –
05834 to 05837, 05878

Business Level 3 (2012) Certificate/Introductory Diploma/
Subsidiary Diploma/Diploma/Extended Diploma –
05327, 05329, 05332, 05335, 05338

PERFORMANCE POINTS:

All Business Level 3 (2016) qualifications are eligible for
Key Stage 5 performance points. These qualifications will
attract funding until July 2026. The final two-year course for
these existing qualifications will begin in September 2025

IDEAL FOR:

Students aged 16+

PROGRESS TO:

Higher education, apprenticeships, employment

UCAS POINTS:

Level 3 qualifications receive UCAS tariff points

LEVEL 3

Our Level 3 Cambridge Technicals in Business qualifications help your students to achieve their potential and progress to the next stage of their lives, whether that's higher education, an apprenticeship or employment.

We have designed refreshing and exciting content that's up to date, engaging, fit for purpose and suitable for the needs of your students. To do this, we've consulted with universities, employers and industry specialists to make sure your students will gain the right combination of knowledge, understanding and skills required for the 21st century.

These focused qualifications meet the DFE's technical guidance for mandatory content and external assessment. The centre assessed units include practical and wider project-based assessment opportunities, as well as OCR visiting moderation providing centre feedback and support. Depending on the size chosen, these qualifications can either complement a Key Stage 5 study programme alongside other vocational qualifications or A Levels or make up the bulk of a two-year study programme. Our diplomas have vocational pathways within them that students can follow (one pathway must be achieved).

READ MORE:

ocr.org.uk/cambridgetechnicals



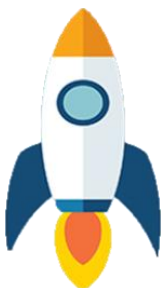
Overview

BUSINESS

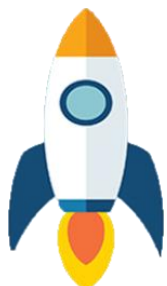
LEVEL 3 CAMBRIDGE TECHNICALS IN BUSINESS (2016)

Qualification name	Size	Qualification number – Entry code	Review date*	UCAS tariff points	ESFA 16–19 funding (England)	ESFA 19+ funding (England)	DfE category	16–18 performance tables	MEI required
Certificate	180GLH	601/7698/2 – 05834	31 December 2026	✓	✓	✓	Applied General	✓	✗
Extended Certificate	360GLH	601/7699/4 – 05835	31 December 2026	✓	✓	✓	Applied General	✓	✗
Foundation Diploma	540GLH	601/7700/7 – 05836	31 December 2026	✓	✓	✓	Applied General	✓	✗
Diploma	720GLH	601/7701/9 – 05837	31 December 2026	✓	✓	✓	Applied General	✓	✗
Extended Diploma	1080GLH	603/0299/9 – 05878	31 December 2026	✓	✓	✓	Applied General	✓	✗

The Purbeck Business School



Overview



OCR Level 3 Cambridge Technical Extended Certificate in Business at a glance

Qualification number	601/7699/4	OCR Entry code	05835
First registration date	01/09/2016	Approved age range	16–18, 19+
Guided Learning Hours (GLH)	360	UCAS points	You'll find further information on the UCAS website .
Total Qualification Time (TQT)	477	Performance information	See section 2 performance information .
Exam sessions each year	January and June	Eligible for funding	It's designed to meet the funding requirements of a 16–19 study programme.

Entry requirements	There are no formal entry requirements for this qualification. It is recommended that learners have, or are working towards, a grade 4/grade C or above in Maths and English GCSE.
This qualification has been designed	<ul style="list-style-type: none"> • For learners who are on a 16–19 study programme • To meet the Department for Education's characteristics for an Applied General qualification.
This qualification is suitable for learners	<ul style="list-style-type: none"> • Who want to gain a Level 3 qualification to support further study in Further Education (FE) or Higher Education (HE) in business-related programmes • Looking to gain a Level 3 qualification to support further study in FE or (HE) in any other sector or subject area

Qualification structure	Learners must achieve a total of 5 units consisting of 3 mandatory units and 2 optional units.
--------------------------------	--

Assessment method/model	Units 1, 2 and 3 are assessed by exam and marked by us. Your centre staff will internally assess the other units and we will moderate them.
Grading	Examined units are graded Near-Pass, Pass, Merit and Distinction. Internally assessed units are graded Pass, Merit and Distinction. The qualification is graded Pass, Merit, Distinction, Distinction*

Examination resits	Learners can resit an examined unit twice before they complete the qualification.
Repeat submission of learners work	If you and the learner feel they haven't performed at their best during the assessment, the learner can, at your discretion, improve their work and resubmit it to you for assessment. You must follow our requirements on authenticity and feedback in section 8.




OCR Level 3 Cambridge Technical Extended Certificate In Business

Qualification at a glance

Content and assessment overview

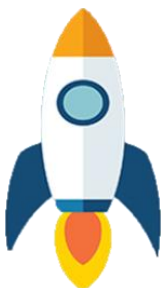
OCR Level 3 Cambridge Technical Extended Certificate In Business consists of five units, three externally-examined papers and 2 internal assessed and moderated coursework.

Mandatory units

-  **The business environment**
Unit 01 - 120 GLH, assessment method E - PDF 735KB
-  **Working in business**
Unit 02 - 60 GLH, assessment method E - PDF 999KB
-  **Customers and communication**
Unit 04 - 60 GLH, assessment method I - PDF 971KB

Optional units (120 GLH needed)

-  **Business decisions**
Unit 03 - 60 GLH, assessment method E - PDF 1022KB
-  **Marketing and market research**
Unit 05 - 60 GLH, assessment method I - PDF 1MB



OCR Level 3 Cambridge Technical Extended Certificate In Business

Qualification at a glance

Unit 1: The business environment

120 Guided learning hours
Written examination : 2 Hours
100% of the Unit qualification
90 Marks

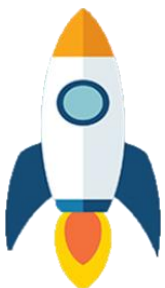
Content Overview

1. Understand different types of businesses and their objectives
2. Understand how the functional areas of businesses work together to support the activities of businesses
3. Understand the effect of different organisational structures on how businesses operate
4. Be able to use financial information to check the financial health of businesses
5. Understand the relationship between businesses and stakeholders
6. Understand the external influences and constraints on businesses and how businesses could respond
7. Understand why businesses plan
8. Be able to assess the performance of businesses to inform future business activities

Assessment Overview

The paper is divided into three sections:

- Section A: 20 Marks - Multiple Choice
- Section B: 20 Marks – Short and extended writing questions
- Section C: 50Marks – short and extended writing questions



OCR Level 3 Cambridge Technical Extended Certificate In Business

Qualification at a glance

Unit 2: Working in business60

60 Guided learning hours
Written examination : 1 hour 30 minutes
100% of the Unit qualification
60 Marks

Content Overview

1. Understand protocols to be followed when working in business
2. Understand factors that influence the arrangement of business meetings
3. Be able to use business documents
4. Be able to prioritise business tasks
5. Understand how to communicate effectively with stakeholders

Assessment Overview

The paper is not divided:

- Maximum marks: 60 Marks - Short and extended writing questions

Unit 3: Business decisions

60 Guided learning hours
Written examination : 1 hour 30 minutes
100% of the Unit qualification
60 Marks

Content Overview

1. Understand factors to be taken into account when making business decisions
2. Be able to use financial data to inform business decisions
3. Understand how human resource information informs business decisions
4. Understand how marketing information informs business decisions
5. Be able to use resource, project and change management information to inform business decisions
6. Be able to use information to make and justify business decisions

Assessment Overview

The paper is not divided:

- Maximum marks: 60 Marks - Short and extended writing questions



OCR Level 3 Cambridge Technical Extended Certificate In Business

Qualification at a glance

Unit 4: Working in business60

60 Guided learning hours

Internally assessed coursework –externally moderated

100% of the Unit qualification

Graded: Ungraded, Pass, Merit, Distinction, Distinction *

Content Overview

1. Understand who customers are and their importance to businesses
2. Understand how to communicate with customers
3. Be able to establish a rapport with customers through non-verbal and verbal communication skills
4. Be able to convey messages for business purposes
5. Know the constraints and issues which affect the sharing, storing and use of information for business communications
6. Understand how to communicate effectively with stakeholders

Assessment Overview

Internally assessed with internal standardisation, OCR external moderation

Unit 5: Business decisions

60 Guided learning hours

Internally assessed coursework –externally moderated

100% of the Unit qualification

Graded: Ungraded, Pass, Merit, Distinction, Distinction *

Content Overview

1. Understand the role of marketing in businesses
2. Know the constraints on marketing
3. Be able to carry out market research for business opportunities
4. Be able to validate and present market research findings

Assessment Overview

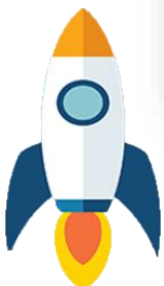
Internally assessed with internal standardisation, OCR external moderation



OCR Level 3 Cambridge Technical Extended Certificate In Business

Curriculum overview

The Purbeck Business School



Y12 Business - Long term overview: Unit 1 examination

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		
Autumn 1 WEEKLY KQ	LO1 - To understand different types of businesses and their objectives				LO2 - To understand how the functional areas of businesses work together to support business activities			TP1 (10-13) HALF TERM	
Autumn 2 WEEKLY KQ	LO3 - To understand the effect of different organisational structures on how businesses operate			LO4 - To understand financial information to check the health of a business					CHRISTMAS
Spring 1 WEEKLY KQ	LO5 - To understand the relationship between businesses and stakeholders		LO6 - To understand external influences and constraints on businesses and how businesses could respond					TP2 (ALL) HALF TERM	
Spring 2 WEEKLY KQ	LO7 - To understand why businesses plan		LO8 - To understand how to assess the performance of a business to inform future business activities					EASTER	
Summer 1 WEEKLY KQ	ASSESS, REVIEW AND IMPROVE – REVISION + TRIAL EXAMINATIONS + UNIT 1 ACTUAL EXAMINATION						HALF TERM		
Summer 2 WEEKLY KQ	Start Year 2 teaching: Unit 2 examined unit and unit 5 coursework							SUMMER	

Pre key questions
 Topic test / assessment
 Post key questions

The Purbeck Business School

The Purbeck School

Y12 Business - Long term overview: Unit 4 coursework

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Autumn 1 WEEKLY KQ	Task 1A	INTRODUCE UNIT 4 COURSEWORK						TP1 (10-13) HALF TERM
Autumn 2 WEEKLY KQ	Task 1 B	CONTINUE UNIT 4 COURSEWORK						CHRISTMAS
Spring 1 WEEKLY KQ	Task 2 A	CONTINUE UNIT 4 COURSEWORK				Task 2B	TP2 (ALL) HALF TERM	
Spring 2 WEEKLY KQ	CONTINUE UNIT 4 COURSEWORK				FINAL SUBMISSIONS			EASTER
Summer 1 WEEKLY KQ	FINAL SUBMISSIONS		RESEARCH	START UNIT 5 COURSEWORK		Task 1	HALF TERM	
Summer 2 WEEKLY KQ	Task 1	CONTINUE UNIT 5 COURSEWORK						SUMMER

Pre key questions
 Topic test / assessment
 Post key questions

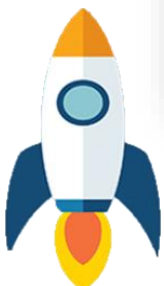
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OCR Level 3 Cambridge Technical Extended Certificate In Business

Curriculum overview

The Purbeck Business School



Y12 Business - Long term overview: Unit 2 examination

Autumn 1 WEEKLY KQ	Start UNIT 2 teaching in Year 12: LO1 – To understand protocols when working in business							TP1 (10-13) HALF TERM
Autumn 2 WEEKLY KQ								CHRISTMAS
Spring 1 WEEKLY KQ								TP2 (ALL) HALF TERM
Spring 2 WEEKLY KQ								EASTER
Summer 1 WEEKLY KQ								HALF TERM
Summer 2 WEEKLY KQ	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	SUMMER
	Unit 2 LO1 – To understand protocols when working in business							

▲ Pre key questions ▲ Topic test / assessment

▲ Post key questions

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Y12 Business - Long term overview: Unit 4 coursework

Autumn 1 WEEKLY KQ	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	TP1 (10-13) HALF TERM
	INTRODUCE UNIT 4 COURSEWORK							
Autumn 2 WEEKLY KQ	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	CHRISTMAS
	CONTINUE UNIT 4 COURSEWORK							
Spring 1 WEEKLY KQ	Week 15	Week 16	Week 17	Week 18	Week 19	Week 20		TP2 (ALL) HALF TERM
	CONTINUE UNIT 4 COURSEWORK						Task 2B	
Spring 2 WEEKLY KQ	Week 21	Week 22	Week 23	Week 24	Week 25	Week 26		EASTER
	CONTINUE UNIT 4 COURSEWORK					FINAL SUBMISSIONS		
Summer 1 WEEKLY KQ	Week 27	Week 28	Week 29	Week 30	Week 31	Week 32		HALF TERM
	FINAL SUBMISSIONS		RESEARCH		START UNIT 5 COURSEWORK		Task 1	
Summer 2 WEEKLY KQ	Week 33	Week 34	Week 35	Week 36	Week 37	Week 38	Week 39	SUMMER
	CONTINUE UNIT 5 COURSEWORK							

▲ Pre key questions ▲ Topic test / assessment

▲ Post key questions

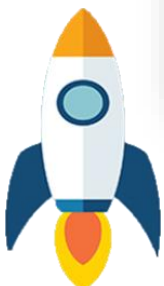
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OCR Level 3 Cambridge Technical Extended Certificate In Business

Curriculum overview

The Purbeck Business School



Y13 Business - Long term overview: Unit 5 coursework

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
Autumn 1 WEEKLY KQ	Task 2 CONTINUE UNIT 5 COURSEWORK							TP1 (10-13) HALF TERM
Autumn 2 WEEKLY KQ	CONTINUE UNIT 5 COURSEWORK Task 3							CHRISTMAS
Spring 1 WEEKLY KQ	Continue Unit 5 coursework					Finalise unit 5 coursework		TP2 (ALL) HALF TERM
Spring 2 WEEKLY KQ	#1 submission unit 5 coursework						EASTER	
Summer 1 WEEKLY KQ	FINAL SUBMISSIONS						HALF TERM	
Summer 2 WEEKLY KQ	RE-TAKE UNIT 1 AND UNIT 2 EXAMINATION A							SUMMER

▲ Pre key questions ▲ Topic test / assessment

▲ Post key questions

The Purbeck Business School

The Purbeck School

Y13 Business - Long term overview: Unit 2 & 3 examination

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		
Autumn 1 WEEKLY KQ	LO2 – To understand factors that influence arrangements of business meetings		LO3 – To be able to use business documents		LO4 – To be able to prioritise business tasks			TP1 (10-13) HALF TERM	
Autumn 2 WEEKLY KQ	LO5 – Understand how to communicate effectively with stakeholders		Unit 2 ASSESS, REVIEW AND IMPROVE REVISION			TRIAL EXAMINATION AND PREP FOR JANUARY UNIT 2 EXAMINATION			CHRISTMAS
Spring 1 WEEKLY KQ	UNIT 3 LO1: Understand factors to be taken into account when making business decisions		LO2: Be able to use financial data to inform business decisions		LO3: HR decisions			TP2 (ALL) HALF TERM	
Spring 2 WEEKLY KQ	LO3: Understand how human resource information informs business decisions		LO4: Understand how marketing information informs business decisions			LO5: change management information			EASTER
Summer 1 WEEKLY KQ	LO5: Be able to use resource, project and change management information to inform business decisions		LO6: Be able to use information to make and justify business decisions		Unit 3 ASSESS, REVIEW AND IMPROVE REVISION			HALF TERM	
Summer 2 WEEKLY KQ	SUMMER EXAMINATION / STUDY LEAVE							SUMMER	

▲ Pre key questions ▲ Topic test / assessment

▲ Post key questions

The Purbeck Business School

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OCR Level 3 CTECH Business Studies

Our Learning Journey



OCR Level 3 Cambridge Technical Extended Certificate In Business

Curriculum enhancement

The curriculum layout is influenced by time, for instance the longer Unit 1 is done in year 12 where there is less stress and allows the critical exam to be done at the end of Year 12, away from other subjects exam season in year 13. Unit 4 and 5 run consecutively with the exam Units in order to achieve the course deadlines.

Deep dive week

Each term a week is allocated to a critical topic and a 'deep dive' is completed where the subject is looked at in depth, additional examples with live and real case studies are conducted and where possible a guest speaker is used to give a practical and real insight into the topic.

Year 12 Deep Dive Plan

Autumn 1	Spring 1	Summer 1
Recruitment and interviews	The Economy BOE Trip	Revision

Year 13 Deep Dive Plan

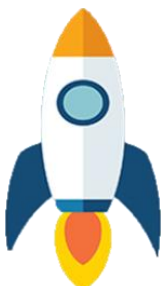
Autumn 1	Spring 1	Summer 1
Sales & Selling	Kaizen & Operations	Revision

Revision

We use formative assessment to understand where learning has occurred and we use 'starter' activity in every lesson to embed learning across the curriculum. This 'recycling' of the subject content consistently checks learning has occurred and reinforces to uptake to long term member. Our curriculum includes revision skills and explains the biology of why repetition works.

Context & News

The world of business is dynamic and full of news. We purposely expose students to this news and relate this context to the curriculum, be it the Chancellors Autumn Statement or reporting on Health & Safety issues in the Gig economy.



OCR Level 3 Cambridge Technical Extended Certificate In Business

Grades

Overview

Calculating the qualification grade

To be awarded a full qualification, a learner must achieve the units required for the qualification with at least:

- a Near-Pass grade for the externally assessed units
- a Pass grade for all the internally assessed units.

If they don't do so, they won't be awarded the qualification.

Learners will be awarded a Pass, Merit, Distinction or Distinction* qualification grade determined by the aggregation of points gained through the successful achievement of individual units.

The number of points available for each unit depends on the unit grade achieved.

Points available for unit grade achieved

You'll find full details of unit GLH in 'How these qualifications are structured' in section 4.

The table below shows the number of points issued for each grade.

Unit GLH	Points table for units based on GLH				
	Near Pass (R)*	Pass	Merit	Distinction	unclassified
60	12	14	16	18	0
120	24	28	32	36	0

* Near-Pass (R) grade is issued, at unit level, for learners who narrowly miss a Pass on externally assessed units.



OCR Level 3 Cambridge Technical Extended Certificate In Business

Assessment

Overview

Qualification grade table

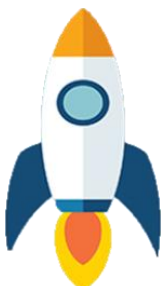
OCR Level 3 Cambridge Technical Extended Certificate (360 GLH)

The table below shows the points ranges and the grades that those ranges achieve.

Points range	Grade	
104 and above	Distinction*	D*
100 – 103	Distinction	D
92 – 99	Merit	M
72 – 91	Pass	P
Below 72	Unclassified	U

Full details can be found:

<https://www.ocr.org.uk/images/258757-centre-handbook-certificates.pdf>



OCR Level 3 Cambridge Technical Extended Certificate In Business

Assessment

Business has three assessment objectives, covering knowledge and understanding, application, and analysis and evaluation.

Internal Assessment

Summative Assessment

Year 12:

1. Summative assessment of work ongoing throughout year at the end of each coursework submission, feedback and resubmission.
2. Use of past exam questions and past papers.
3. Sitting final Unit 1 exam in summer – opportunity for resit the following January.

Year 13:

1. Summative assessment of work ongoing throughout year at the end of each coursework submission, feedback and resubmission.
2. Use of past exam questions and past papers.
3. Sitting final Unit 2 exam in January – opportunity for resit the following June. Sitting final Unit 3 exam in June

This is a sample assessment material form for OCR Level 3 Cambridge Technicals in Business, Unit 1: The business environment. The form includes the OCR logo, the title of the assessment, and the unit name. It specifies the date as Morning/Afternoon and the time allowed as 2 hours. There are sections for 'You must have' (Candidate copy of the research brief) and 'You may use' (A calculator). The form contains fields for the candidate's name, centre number, and date of birth. It also includes a barcode and a section for 'INSTRUCTIONS' and 'INFORMATION'. The instructions include: Use black ink; Complete the boxes above with your name, centre number and candidate number; Answer all the questions; Write your answer to each question in the space provided; Do not write in the bar codes. The information section states: The total mark for this paper is 96; The marks for each question or part question are shown in brackets; The document consists of 20 pages. At the bottom, it says '© OCR 2016' and 'Updated 22/12/16 - Mark Scheme Question 15 answer amended'. There is a 'Turn over' instruction at the bottom right.

Exam style test at end of each topic

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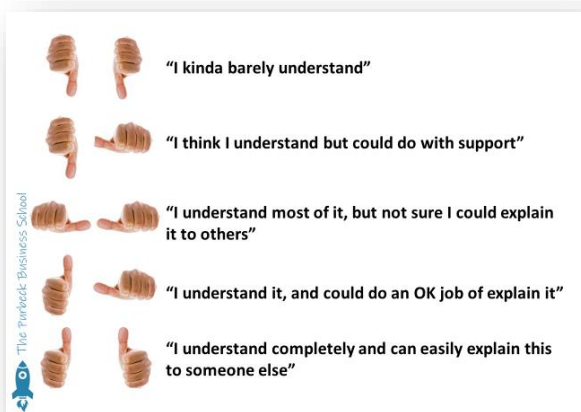
Assessment

Internal Assessment

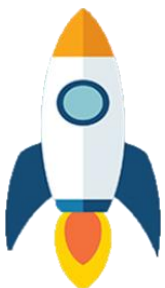
Formative Assessment

Year 12 & 13:

1. 'Do Now' starter task in every lesson. Each lesson starts with a 5 or 10 point question set, with plenary discussion and review. Questions reviews previous teaching and measures retention. Answers are reviewed in plenary and any misknowledge is corrected'
2. Each key point is tested with Thumb Test for student to display their perception of their grasp of the lesson content.
3. Use of 'bounce' to stretch and adapt displayed knowledge using "leading to" and "therefore"
4. Live modelling "I do" & "You do" and use of visualiser to explore key extended writing points, peer and self marking



Whole class 'Thumb Test' structure



OCR Level 3 Cambridge Technical Extended Certificate In Business

Lesson Structure

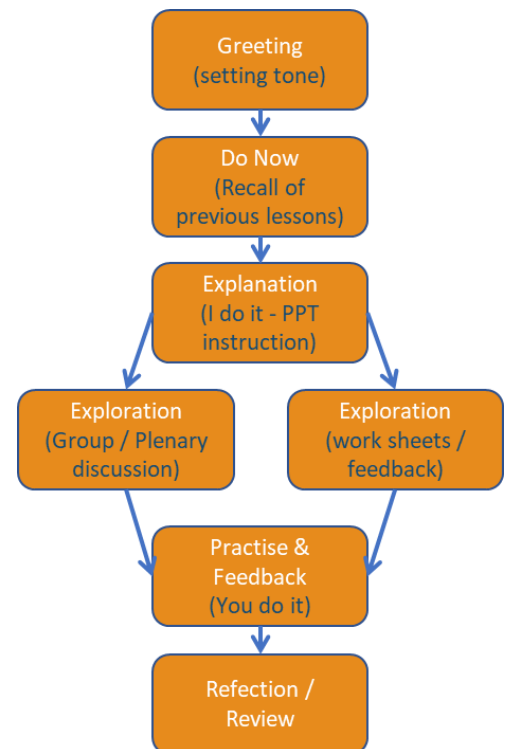
What does a 'typical' lesson look like?:

It is important to have a classroom routine pupils can count on every day. Having the same procedures every day cuts down wasted learning time significantly.

Our classroom routines promote a positive environment where all pupils can learn. We further promote team working within the class with small group discussion and exercises.

Our daily routines include:

- Initial greeting as student enter classroom, there may be tailored comments for each student
- "Do Now" activity as pupils settle. Normally driven by question and answer, but can be tailored to specific needs of the class
- Plenary review of "Do Now" – extension and adapting to individual students through, like "leading to?" or using prompts
- Setting high classroom expectations from the start and reference to poster on classroom expectations
- Well planned and sequenced lessons which are explicit about the coverage of that lesson
- Use of PowerPoint to deliver core knowledge using large bold images, extension questions and colour, include set examples to bring content alive
- Additional bespoke examples from live / recent news items
- Plenary questions with 'cold calling' of students and / or discussion of student experiences
- Use of work sheets to embed learning
- Setting example questions to practise both extended writing skills and answer structure to show development levels in answer
- Practise of exam questions or writing coursework

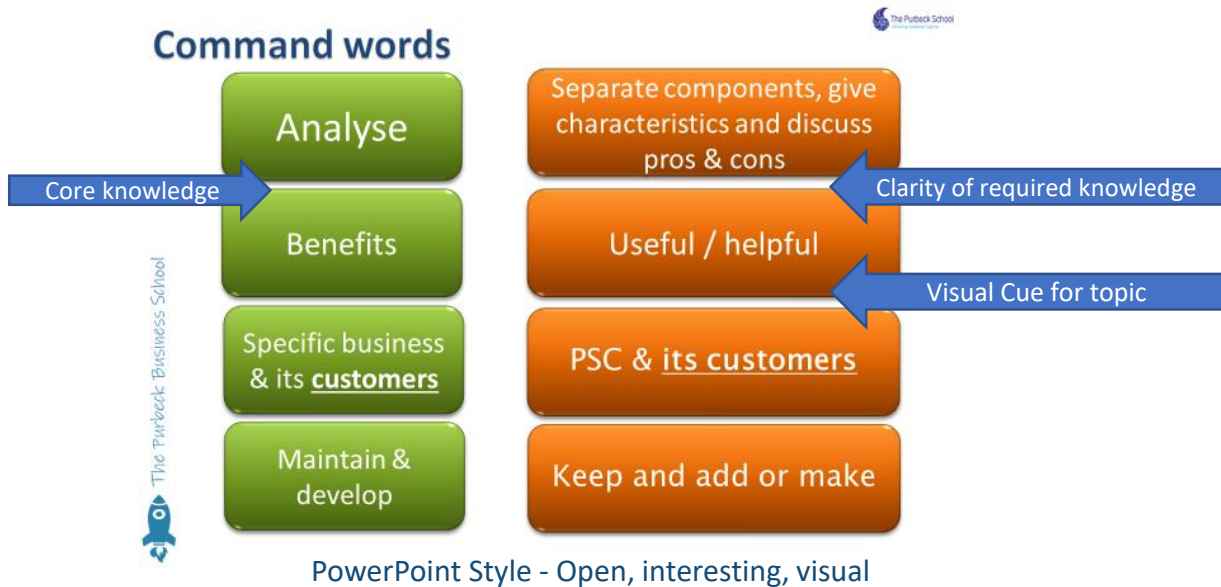


OCR Level 3 Cambridge Technical Extended Certificate In Business

Lesson Structure

What does a 'typical' lesson look like?:

PowerPoint design:



Coursework exemplar template:

Unit 4 Your name

M1: analyse the benefits to a specific business and to its customers of maintaining and developing customer service

Introduction
In this section I will cover (paragraph on what you will cover)

Definitions

- Customer service is (2 paragraphs defining with examples)
- A customer is (a paragraph)

You need to demonstrate knowledge here

Overview
PSC provides maintain and develops good customer service in many ways which include:

- Providing Social media & marketing**
Add 2 paragraphs of relevant content
Benefits to Customers:
List the benefits
- Benefits to the business**
List the benefits

- Provision of additional and expanded services**
Add 2 paragraphs of relevant content
Benefits to Customers:
List the benefits
- Benefits to the business**
List the benefits



OCR Level 3 Cambridge Technical Extended Certificate In Business

Coursework Structure

Units 4 & 5

1. Students are 'taught' the key content from the Unit specification for each question they have to answer e.g.:

LO	Pass	Merit	Distinction
The learner will:	The assessment criteria are the Pass requirements for this unit.	To achieve a Merit the evidence must show that, in addition to the Pass criteria, the candidate is able to:	To achieve a Distinction the evidence must show that, in addition to the pass and merit criteria, the candidate is able to:
1. Understand the role of marketing in businesses	P1*: Explain the role of the marketing function in business		
	P2*: Describe how carrying out market analysis can benefit a business		
	P3*: Explain how businesses measure the impact of their marketing, using at least two contrasting businesses	M1: Analyse the impact of a particular marketing campaign run by a specific business	
2. Know the constraints on marketing	P4*: Describe the constraints on marketing for a specific business		
3. Be able to carry out market research for business opportunities	P5*: Select market research method, type and tools for a market research proposal and give reasons for the choice	M2: Based on own research, assess the choice of market research method and type used, explaining their effectiveness	D1: Justify the choice and sequence of questions used in the market research
	P6*: Conduct primary and secondary research to identify business opportunities for a specific business		
4. Be able to validate and present market research findings	P7*: Assess the validity of market research findings for a specific business opportunity against its market research proposal	M3: Based on assessment of own market research findings, recommend improvements or additional market research requirements	D2: Recommend and justify marketing decisions that the business could take
	P8*: Present market research findings in an appropriate format for the data obtained and audience		

2. Questions are clustered in 3 tasks according to OCR Model Assignments for each Unit. These form logical 'clusters of application'. An exemplar template is offered to guide the critical required content specified in the specification and model assignment.
3. Questions are written by student one at a time 'building' the body of work. These are submitted for feedback and returned for amend.
4. Final body of work is collated and submitted for final assessment internally where grade is awarded (P, M, D) with standardisation completed with Sports Department before final moderation by OCR.



OCR Level 3 Cambridge Technical Extended Certificate In Business

Specialist

SEN

SEN student with IEP's will be provided with Quality First teaching based on the IEP..

SEN students without IEP will be afforded Quality First teaching in line with guidance from the SENCO.

Pupil Premium

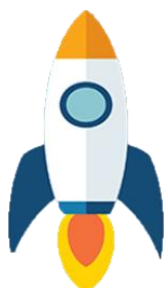
Pupil Premium students will be afforded optimal teaching where possible and allowed additional time and access outside of lessons to coaching where this will have appositive impact.

The department will identify and invite these student to additional study time at lunchtime / Study Plus after school as appropriate

More Able

More able student will receive more bespoke coaching with targeted feedback and work such as more advanced question practice. Suggested reading, YouTube and articles will also be made available.

Whilst all students have free access the Financial Times website More Able Students are actively encouraged to access tis and discuss with their teach topics of current issue and / or interest.



OCR Level 3 Cambridge Technical Extended Certificate In Business

Future Pathways

University

Many Universities offer business related degrees however OCR Level 3 Cambridge Technical have equivalence with A Level in terms of UCAS points so can lead to nay degree

Apprenticeships

Apprenticeship degrees and apprentices are a potential avenue at the end of the course, again the qualification is equivalent to A levels.

Careers

Although the subject is useful across all careers there are some specific careers that students may consider that link directly to Business Studies these include:

Accountant, Management Consultant, Social Media Manager, Financial Analyst, Business Teacher, Business Reporter, Actuarial analyst, Business adviser, Business analyst, Business development manager, Corporate investment banker, Data analyst, Data scientist, Forensic accountant, Insurance underwriter, Management consultant, Project manager, Risk manager, Stockbroker or Supply Chain Manager

Cross Curricular

Business Studies links and directly relates to the following subjects:

Maths

Financial data analysis, statistical data interpretation & analysis, calculation of ratios & percentages, use of formula

English

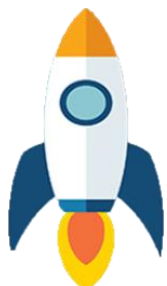
Extended written work, vocabulary, grammar and layout of prose

Geography

Socio economic factors, GDP and geographic factors affecting regional prosperity

Media Studies

Markets and marketing, brand and image



OCR Level 3 Cambridge Technical Extended Certificate In Business

Resources

Useful websites for the curriculum:

<https://fourweekmba.com>

<https://www.investopedia.com>

<https://the-finance-gem.beehiiv.com>

www.tutor2u.net

<https://www.youtube.com/channel/UCIJ4pk3uzyWoeoBkGs0hxQ>

www.bbc.co.uk/news/business

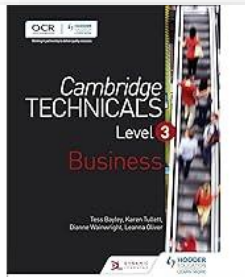
www.beebusinessbee.co.uk

www.learnmarketing.net

www.bbc.co.uk/education/subjects/zpsvr82

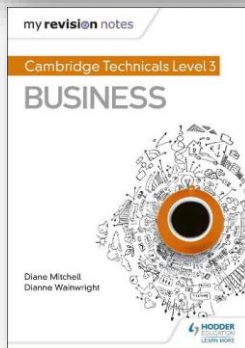
www.telegraph.co.uk/business

www.guardian.co.uk/business



Cambridge Technicals Level 3 Business Paperback – 30 Sept. 2016
by Tess Bayley (Author), Karen Tullett (Author), Leanna Oliver (Author), & 1 more

<https://www.amazon.co.uk/Cambridge-Technicals-Level-Business-2016/dp/1471874796>



My Revision Notes: Cambridge Technicals Level 3 Business

https://www.amazon.co.uk/My-Revision-Notes-Cambridge-Technicals/dp/1510442324/ref=pd_bxgy_img_d_sccl_1/258-5388117-2643019?pd_rd_w=H4JZa&content-id=amzn1.sym.40f919ed-e530-4b1a-8d7e-39de6587208d&pf_rd_p=40f919ed-e530-4b1a-8d7e-39de6587208d&pf_rd_r=TEZTHDQ9Q96KCCS5NE7T&pd_rd_wg=vCnug&pd_rd_r=24fdac72-c887-4a1c-8e4e-abd03ceb1cbe&pd_rd_i=1510442324&psc=1





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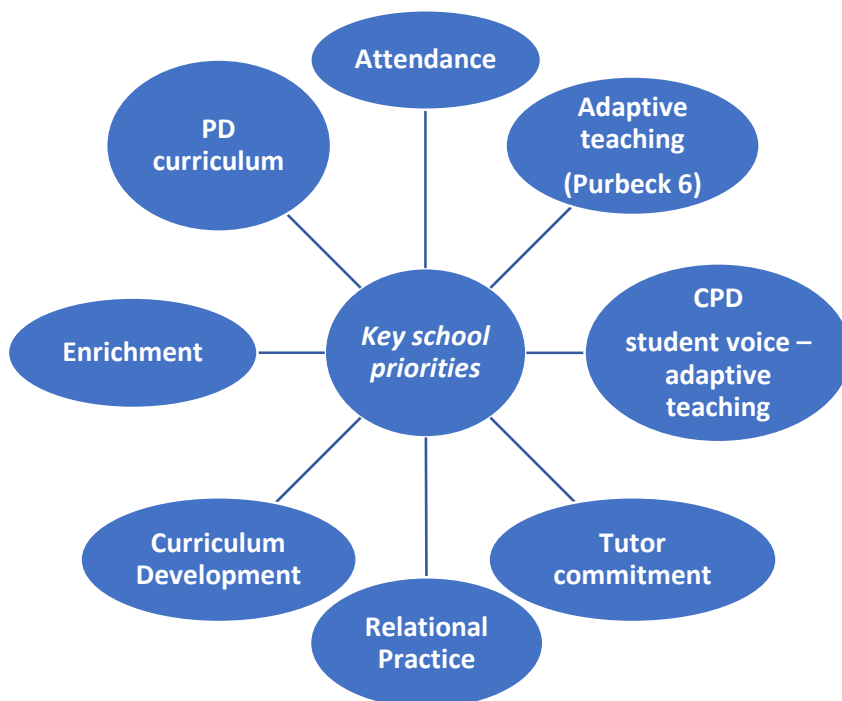
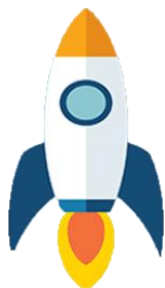
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School Improvement



School principles & priorities

The Purbeck Business School

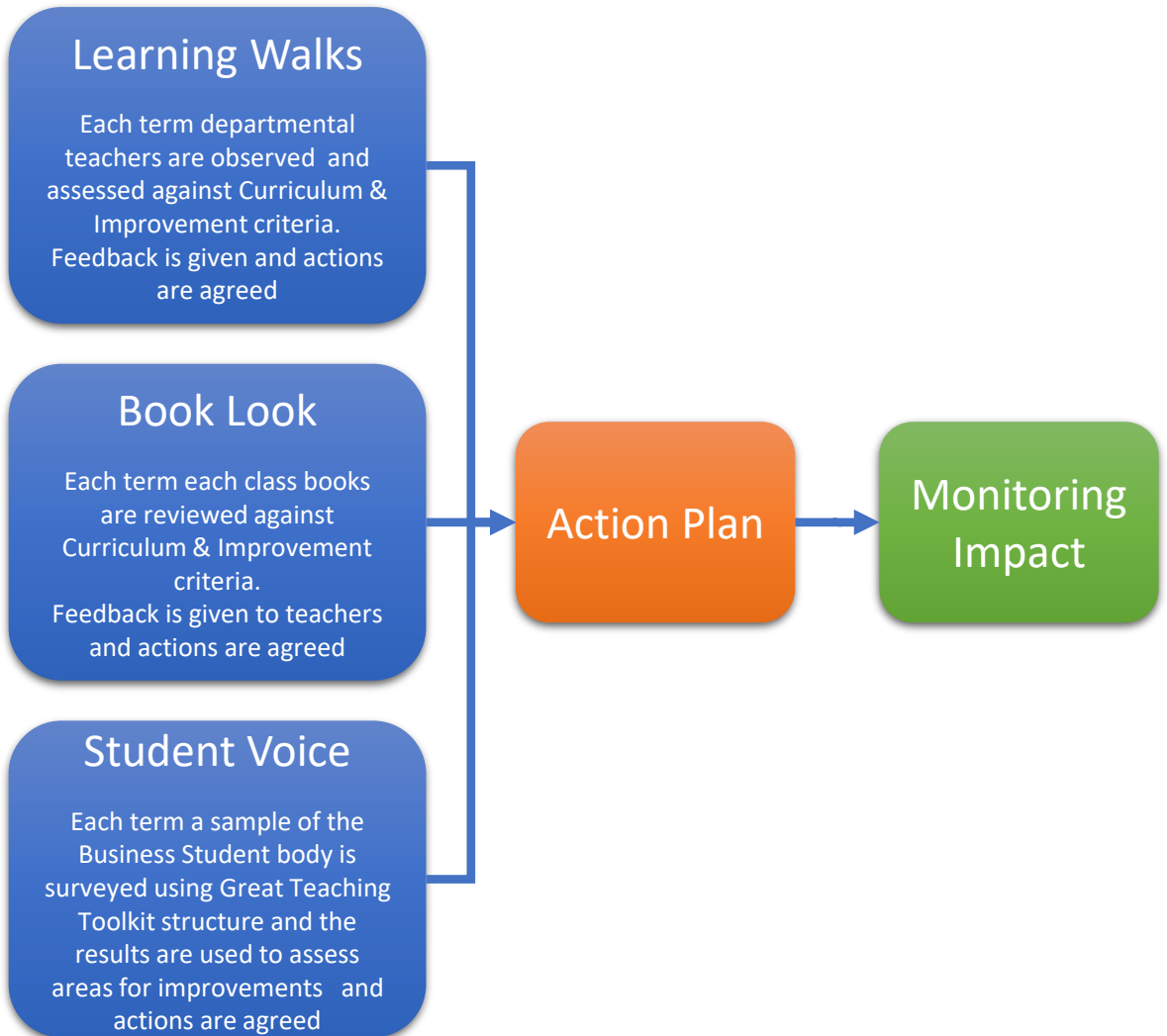
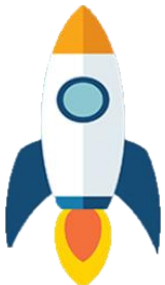


Improving Teaching

Whilst curriculum development is a priority, Business Studies also maintains a standardised school process to improve teaching. This combination allows the Department to both improve and provide the best possible learning environment for Business Studies student.

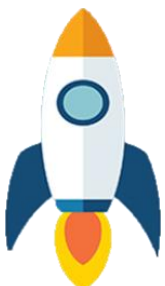
This is called **Teaching and Learning Review**

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Great Teaching Toolkit

- Published in the Great Teaching Toolkit: Evidence Review, the Model for Great Teaching offers a curriculum for teachers' professional learning. It provides simple criteria to both develop and assess against as well as a common professional language and a shared structure for drive Great Teaching.
- Teachers are the single biggest factor in a students achievement so raising the quality of teaching within the department is critical improving student attainment and equity.
- The Model for Great Teaching shows the best available research evidence on the things teachers do, know and believe that has the biggest impact on student learning.



A Model for Great Teaching



Great Teaching Toolkit



A Model for Great Teaching

1. Understanding the content

- 1 Having deep and fluent knowledge and flexible understanding of the content you are teaching
- 2 Knowledge of the requirements of curriculum sequencing and dependencies in relation to the content and ideas you are teaching
- 3 Knowledge of relevant curriculum tasks, assessments and activities, their diagnostic and didactic potential; being able to generate varied explanations and multiple representations/analogies/examples for the ideas you are teaching
- 4 Knowledge of common student strategies, misconceptions and sticking points in relation to the content you are teaching

2. Creating a supportive environment

- 1 Promoting interactions and relationships with all students that are based on mutual respect, care, empathy and warmth; avoiding negative emotions in interactions with students; being sensitive to the individual needs, emotions, culture and beliefs of students
- 2 Promoting a positive climate of student-student relationships, characterised by respect, trust, cooperation and care
- 3 Promoting learner motivation through feelings of competence, autonomy and relatedness
- 4 Creating a climate of high expectations, with high challenge and high trust, so learners feel it is okay to have a go; encouraging learners to attribute their success or failure to things they can change

3. Maximising opportunity to learn

- 1 Managing time and resources efficiently in the classroom to maximise productivity and minimise wasted time (e.g., starts, transitions); giving clear instructions so students understand what they should be doing; using (and explicitly teaching) routines to make transitions smooth
- 2 Ensuring that rules, expectations and consequences for behaviour are explicit, clear and consistently applied
- 3 Preventing, anticipating & responding to potentially disruptive incidents; reinforcing positive student behaviours; signalling awareness of what is happening in the classroom and responding appropriately

4. Activating hard thinking

- 1 Structuring: giving students an appropriate sequence of learning tasks; signalling learning objectives, rationale, overview, key ideas and stages of progress; matching tasks to learners' needs and readiness; scaffolding and supporting to make tasks accessible to all, but gradually removed so that all students succeed at the required level
- 2 Explaining: presenting and communicating new ideas clearly, with concise, appropriate, engaging explanations; connecting new ideas to what has previously been learnt (and re-activating/checking that prior knowledge); using examples (and non-examples) appropriately to help learners understand and build connections; modelling/demonstrating new skills or procedures with appropriate scaffolding and challenge; using worked/part-worked examples
- 3 Questioning: using questions and dialogue to promote elaboration and connected, flexible thinking among learners (e.g., 'Why?', 'Compare', etc.); using questions to elicit student thinking; getting responses from all students; using high-quality assessment to evidence learning; interpreting, communicating and responding to assessment evidence appropriately
- 4 Interacting: responding appropriately to feedback from students about their thinking/knowledge/understanding; giving students actionable feedback to guide their learning
- 5 Embedding: giving students tasks that embed and reinforce learning; requiring them to practise until learning is fluent and secure; ensuring that once-learnt material is reviewed/visited to prevent forgetting
- 6 Activating: helping students to plan, regulate and monitor their own learning; progressing appropriately from structured to more independent learning as students develop knowledge and expertise

The Purbeck 6



PURBECK 6: SUPPORTING PUPIL PREMIUM STUDENTS IN THE CLASSROOM

Identification	High Expectations	Quality First Teaching	Assessment	Feedback	Intervention
<p>We plan for lessons by identifying disadvantaged students and seek to understand the specific challenges that they face in reaching their potential at school.</p> <p>In our subject, we will:</p> <ul style="list-style-type: none"> Identify disadvantaged students on seating plans. Be aware of all the available information on disadvantaged students, e.g. attendance, IEPs, exams concessions, pastoral interventions. Know our students' individual barriers to learning. Use praise and the school house point system 	<p>We promote an ethos of 'aspiration' attainment and high expectations for all students, all students have the potential to succeed.</p> <p>Where appropriate, we:</p> <ul style="list-style-type: none"> Monitor student work every lesson. Ensure written and verbal work is of a high standard. Address issues with presentation and completion of work. Ensuring consistency across all books. Encourage all students to raise aspirations to progress to the appropriate next step. 	<p>We focus on high quality teaching first rather than on bolt-on strategies and activities. We ensure that all teaching meets the needs of all students.</p> <p>Where appropriate, we:</p> <ul style="list-style-type: none"> Present new material in small steps. Provide scaffolding and support. Use a range of questioning strategies, e.g. cold calling, pause/pounce/bounce etc. Encourage independent practise. Use the 'No opt out' strategy by not accepting students responding 'I don't know'. 	<p>We make decisions based on assessment data and respond to evidence, using frequent, rather than one-off assessment and decision points.</p> <p>Where appropriate, we:</p> <ul style="list-style-type: none"> Use mini-whiteboards to check all students understanding. Diagnostically assess gaps in learning. Track student progress using SIMS and SISRA. 	<p>We aim to provide regular quality feedback in order to address gaps in learning and make progress.</p> <p>Where appropriate, we:</p> <ul style="list-style-type: none"> Conduct one-to-one feedback conversations. Provide whole class feedback. Demonstrate and model good practice. Give specific and actionable written feedback. Check students respond to teacher feedback. Praise students e.g. house points, super 7s, contact home. 	<p>We have an individualised approach to addressing barriers to learning, at an early stage.</p> <p>Where appropriate, we:</p> <ul style="list-style-type: none"> Establish specific classroom interventions. Seek support from other staff, e.g. HOD, PP Coordinator, NEST or house leaders, to support students get back on track. Contact home. Direct students to 'Study Plus', our after-school home learning provision.



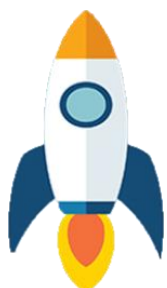
PURBECK 6: SUPPORTING SEND STUDENTS IN THE CLASSROOM

Create a positive and supportive environment for all students	Ensure you have a holistic understanding of students needs	Ensure all students have access to high quality teaching	Tailored resources	Work collaboratively with learning mentors and teaching assistant	Use exam concessions to support in assessments
<p>We plan for lessons by identifying SEND students and seek to understand the specific challenges that they face in reaching their potential at school.</p> <p>Where appropriate, we:</p> <ul style="list-style-type: none"> Welcome students to the room in a positive manner. When talking to students use clear, simple language. If a student is quiet but apparently not engaging, be aware they may be displaying secondary behaviours that may be ignored. Come down to the student's level and ask "How can I help?" and/or "What can I do to make this better for you?" Use praise and the school house point system 	<p>We promote an ethos of 'aspiration' attainment and high expectations for all students, all students have the potential to succeed.</p> <p>Where appropriate, we:</p> <ul style="list-style-type: none"> For TIER 1 and TIER 2 students, read and act on the information available on SIMS Student View, e.g. SEND interventions, Exam concessions, Exit passes and Lucid results. For TIER 3 and TIER 4 (EHCP), read and act on the Individual Education Plan (IEP), found in SIMS Linked Docs. These are updated regularly – any major changes will be emailed out to you. Use formative assessment to check for misconceptions; and adapt teaching appropriately. 	<p>We focus on high quality teaching first rather than on bolt-on strategies and activities. We ensure that all teaching meets the needs of all students.</p> <p>Where appropriate, we:</p> <ul style="list-style-type: none"> Ensure students are seated in a placement that suits their learning. Provide clear and concise explanations and instructions. Scaffold work. Give students small manageable targets to work towards. Provide visual instructions for all students, e.g. display the task instructions on the whiteboard during a task. 	<p>We aim to provide accessible resources to reduce barriers to learning.</p> <p>Where appropriate, we:</p> <ul style="list-style-type: none"> Use readable fonts on PowerPoints and worksheets, e.g. Calibri, Tahoma and Verdana, and font size should be at least size 14. Use clear headings on worksheets; make these bold and twice as big as the main text font. Use a dark coloured text on a light-coloured background. Avoid pink, red and green backgrounds, as this can cause difficulties for students who are colour blind. Use a single pastel blue coloured background on PowerPoints. Print worksheets on blue paper or provide coloured overlays. 	<p>We aim to work collaboratively with Learning Mentors/TAs to reduce the barriers that students may have to accessing their learning.</p> <p>Where appropriate, we:</p> <ul style="list-style-type: none"> Direct the Teaching Assistant/Learning mentor to students you would like them to work with. Leave a space for the TA/LM to work with students. Ensure the TA/LM are aware of the intended learning outcomes. 	<p>We use exam concessions to ensure that students maximise their opportunity to be successful.</p> <p>Where appropriate, we:</p> <ul style="list-style-type: none"> Ensure that students with exam concessions can be found on SIMS. Request support by emailing AA Concessions. Please provide: <ul style="list-style-type: none"> An electronic copy of the assessment The names of students Length of test An email with the names of any student who used their extra time in class so we can update concessions If a student requires a reader they should be sent to H24 on the day of the test, with a paper copy and any equipment Students with extra time should be facilitated in the classroom.

The Purbeck 6



PURBECK 6: SUPPORTING MORE ABLE STUDENTS IN THE CLASSROOM



Identification	High Expectations	Quality First Teaching	Assessment	Feedback	Intervention
<p>We plan for lessons by identifying more able students and seek to ensure that they are challenged in every lesson:</p> <p>In our subject, we will:</p> <ul style="list-style-type: none"> Identify more able on seating plans. Be aware of all available information on more able students, e.g. attendance, IEPs, exams concessions, pastoral interventions. Use praise and the school house point system 	<p>We promote an ethos of 'aspiration' attainment and high expectations for all students, all students have the potential to succeed.</p> <p>Where appropriate, we:</p> <ul style="list-style-type: none"> Monitor student work every lesson. Ensure written and verbal work is of a high standard. Address issues with presentation and completion of work. Ensuring consistency across all books. Encourage all students to raise aspirations to progress to the appropriate next step. 	<p>We promote an ethos of 'aspiration' attainment and high expectations for all students; all students have the potential to succeed.</p> <p>Where appropriate, we:</p> <ul style="list-style-type: none"> Challenge MA students as part of the day to day QFT – such strategies may include: <ul style="list-style-type: none"> Extended questioning. 'say it again better'. Develop opportunities for debate and critical thinking. 	<p>We make decisions based on assessment data and respond to evidence, using frequent, rather than one-off assessment and decision points.</p> <p>Where appropriate, we:</p> <ul style="list-style-type: none"> Use mini-whiteboards to check all students understanding. Diagnostically assess gaps in learning. Model grade 9/A* exam answers. 	<p>We aim to provide regular quality feedback in order to set challenging objectives for all students.</p> <p>Where appropriate, we:</p> <ul style="list-style-type: none"> Conduct one-to-one feedback conversations. Track student progress using SIMS and SISRA. 	<p>We encourage all learners to take part in and actively pursue independent activities around our subject area.</p> <p>Where appropriate, we:</p> <ul style="list-style-type: none"> Support the centralised 'More Able' programme. Promote educational opportunities including trips/visits. Promote and provide wider reading opportunities.