



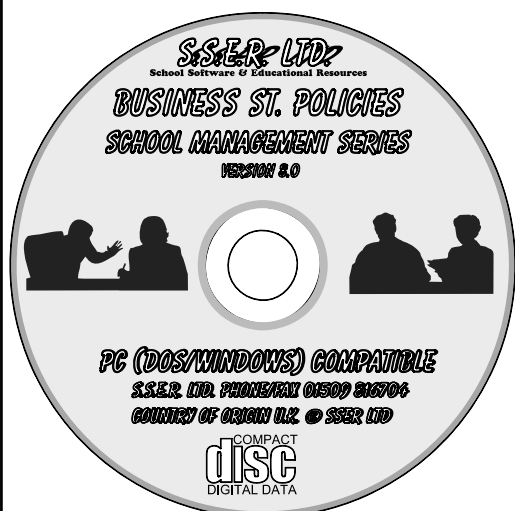
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The Business Studies Department - Handbook

PREFACE:

The contents of this Handbook have been determined following consultations with all current members of the Departmental staff. The contents are subject to frequent and regular review, and are amended as necessary, particularly in the light of changes in pertinent legislation, the adoption of new initiatives, or the publication of OFSTED/OHMC1 reports. In order to facilitate such amendments, the Handbook is word processed and held in a ring-file.

A copy of the Handbook is held by the Head of Department and two copies by the Headteacher, one of which is the copy normally made available to visiting inspectors, governors and parents. Each member of the Departmental staff has been provided with a copy, and another has been placed in the Staff room for general staff reference. Those entries for which there is an example in the SSER resource pack are marked with an asterisk, i.e.*

Section 1: INTRODUCTION

- Aims and objectives of:
 - The School
 - The Business Studies Dept. *
- Implementation of the Departmental curriculum: list of courses offered; number and sizes of pupil groups; percentage time allocations; extra-curricular lessons, etc.
- Links with other departments and involvement in cross-curricular themes/events.
- Extra-curricular activities, e.g. clubs, visits (for policy see Section 3). *
- Links with other educational institutions.
- Links within the community, businesses, etc. For parental liaison and involvement see policy Section 3.

Section 2: STAFFING

- Departmental staff and their responsibilities.
 - teaching staff (with job descriptions, administrative and teaching responsibilities).
 - support staff (with job descriptions).
- The allocation of teachers to pupil groups (for policy see Section 3). *
- Current academic year timetables for:
 - teaching staff (see Appendix _).
 - special needs support: timetable showing staff allocation (see Appendix _).
- Covering absent teachers (for policy see Section 3). *

Section 3: DEPARTMENTAL POLICIES

- Policy for the allocation of teachers to pupil groups. *
- Policy for covering absent teachers. *
- Assessment policy: *
 - principles. *
 - formal assessment (NC.). *
 - informal assessment (for classwork, homework and completion of coursework). *
 - recording and reporting assessment. *

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Business St. (Ver. 8.0)

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SCHOOL - BUSINESS STUDIES DEPARTMENT AIMS AND OBJECTIVES

Preface:

The Business Studies Department offers GCSE, GNVQ and 'A' Level courses and also contributes significantly to the delivery of the School's Cross-Curricular Theme of 'Education for Economic and Industrial Understanding'. This is one of the five cross curricular themes in the School's Curriculum which pupils have an entitlement to experience throughout their education. Economic and Industrial Understanding is about helping pupils at all stages in their lives to understand the economic and industrial aspects of the World and to take on an active and constructive role in society. More specifically it is about empowerment, relationships, rights and responsibilities. It is also about economic and industrial systems, structures and the forces of economic and industrial change.

The following aims reflect those of the School and the general aims of the Business Studies Department and the Cross-Curricular Theme of 'Education for Economic and Industrial Understanding.'

Aims:

1. To maintain and/or stimulate pupil curiosity, interest and enjoyment in Business Studies.
- 2.a) To enable pupils to be familiar with a body of business and economic knowledge, principles, skills and vocabulary.
- 2.b) To enable pupils to see Business Studies in the context of a wider body of knowledge and skills.
- 2.c) To enable pupils to understand and use investigative methods.
- 3.a) To enable pupils to develop a range of desirable personal qualities such as politeness, perseverance, initiative and independence.
- 3.b) To enable pupils to be able to work independently and as part of a team.
4. To employ teaching methods and resources that allow all pupils (irrespective of their gender, ethnic origin, academic ability, etc.) to have equal access to Business Studies and to experience success and enjoyment in their Business Studies work.
- 5.a) To develop an awareness in pupils of the implications of business and industry (past and present) for the individual, the community and the environment.
- 5.b) To support the implementation of the statement on 'Shared Values' and to enable pupils to develop a range of desirable personal qualities such as safety awareness, politeness, perseverance, concern for others, initiative and independence.

Objectives:

These objectives relate directly to the five aims of the Business Studies Department at _____ School and are intended to show how the aims are actually put into practice.

1. Staff should provide a variety of experiences/activities during a course of study and during a lesson if possible.
- 2.a)
 - i. The National Curriculum statement on 'Shared Values', the School's Cross-Curricular Theme of 'Education for Economic and Industrial Understanding' and relevant GCSE requirements should be used as a basic core for the scheme of work. Staff should provide a glossary of words with each year.

SCHOOL - BUSINESS STUDIES DEPARTMENT PERFORMANCE MANAGEMENT

Specific Targets

The performance of teachers is now assessed through evidence based criteria, i.e. the TTA Standards for QTS, Induction and Subject Leaders and the Standards for Advanced Skills Teachers (ASTs). Performance Management and Threshold Performance criteria operate from September 2000. Teaching is now a criterion based profession in which teachers are required to provide evidence of performance and to demonstrate the required expertise, in order to progress in their career. The targets below are easily adapted to your own subject/personal requirements and can be used by teachers to provide evidence of:

- research into their own practice;
- consistent improvement to their teaching and their pupils' learning;
- excellent subject and/or specialist knowledge;
- ability to plan and teach effectively;
- ability to manage pupils and maintain discipline;
- ability to assess and evaluate;
- ability to advise and support other teachers.

The targets have been classified according to the standards for QTS, on which all other standards build. For performance review they can be classified into subject/classroom, school or personal targets all set in the context of the school development plan. Each target will need specific detail pertaining to the individual teacher and the School added to each one. This should include timing, measurable data, and named pupil groups.

Planning, Teaching and Class Management.

- 1) To provide an active learning approach for pupils and develop pupils' speaking and listening skills by use of video discussion and preparation of 'television programmes' as a vehicle for pupils to learn facts, skills and knowledge in the local context.
- 2) To classify and catalogue the expanding video collection and construct a data base of information on all programmes.
- 3) To develop a subject specific library within the classroom to support literacy skills and provide stimuli for reading. Using wall displays which include examples of pupils' writing, carefully annotated models and posters, and frequently changed displays to encourage pupil interest, and the use of a variety of text books to cater for the needs of all pupils.
- 4) To encourage the use of discussion, listening and writing skills by use of a tape recorder.
- 5) To develop skills in the communication of spacial information, through graphs and other forms of visual illustration, thus supporting literacy and numeracy across the curriculum.
- 6) To encourage pupils to develop analytical skills by using quantitative and qualitative techniques, thus allowing pupils to concentrate on the methodology and analysis of results obtained in data collection.
 - to use local resources and facilities to improve pupil confidence.

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SCHOOL - BUSINESS STUDIES DEPARTMENT THE ORGANISATION OF EDUCATIONAL VISITS

INTRODUCTION:

This policy is not definitive and should not be taken as an authoritative interpretation of the law. However, it does conform to the legal framework set out in the booklet, Safety in Outdoor Education (1989) (DfEE), the DfEE Circular 22/94 Safety in Outdoor Activity Centres and the booklet Health and Safety of Pupils On Educational Visits 1998. The Health and Safety at Work Act 1974 and the Management of Health and Safety at Work Regulations 1992, have also been considered in formulating this policy.

PRINCIPLES:

The School is committed to incorporating educational visits and visitors (see policy on Clubs/Visitors) into its scheme of work, providing that they will enhance pupils' relevant understanding and experiences, and that their inclusion is practicable, considering the constraints of staffing, cost and time. Visits help to develop a pupil's investigative skills and longer visits in particular encourage greater independence.

All staff in the School have the option to take part in visits. If for any reason they do not wish to participate they should be prepared to cover for others.

Educational visits should be available to all of the pupils concerned, and should be organised accordingly, with particular consideration being given, especially when selecting venues and organising transport, to any pupils who have some sensory impairment or physical handicap. Just as all other elements in course programmes, educational visits should have clear, relevant and achievable aims and objectives.

A major consideration in the organisation of any visit must be the safety of the participants, and in this, as in all other respects, both the LEA. guidelines and the School policy must be complied with. The minimum adult-to-pupil ratio is dependent on the nature of the visit and the age of the pupils - staff must therefore check that they comply with all school and LEA. requirements and regulations. The organiser must be satisfied that the venue is a suitable one, with all that this entails, and, where applicable, that any officials from the venue who will be involved in the visit, are qualified and dependable.

SECTION 1 BEFORE THE VISIT

Exploratory/preliminary visits

All visits will benefit from an exploratory/preliminary visit if the visit is not a regular event. For outdoor activities the exploratory visit is absolutely necessary for safety reasons but also for reasons of sound educational planning.

Exploratory visits contribute to overall planning by ensuring that the venue:

- can be assessed with regard to its ability to meet the aims and objectives of the visit;
- can be effectively assessed for risk;
- can cater for the individual needs of the group;
- can direct the visit's itinerary to make the best use of the venue's educational potential.

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SCHOOL - BUSINESS STUDIES DEPARTMENT ASSESSMENT POLICY.

The following skills are used for assessment of the completed piece of work. In order for the pupils to be prepared for success at GCSE the skills are categorised into the standard four skill areas - this categorisation process should not be seen as being too prescriptive as, e.g. communication skills can be demonstrated at all stages of an assignment. A fifth skill area (**Other Skills**) is used for internal assessment purposes only as these do not feature in formal assessment for external examinations.

N.B. ICT is used to explore, develop, model and communicate ideas by using software, clipart, internet-based resources, scanners, digital cameras, etc. Refer to the policy on ICT for further details.

Skill Area - Exploring and Developing Ideas (Planning):

Hypothesising Skills - the ability to predict, assess and to make judgements.

Organisational Skills - to plan the allocation of time and resources (prioritising actions and reconciling decisions as a project develops), to carry out work in an ordered sequence and to organise information coherently. The ability to select and effectively/safely use appropriate tools, equipment and processes.

Skill Area - Obtaining Evidence:

Observing/Recording Skills - the ability to observe, identify, select, collect and accurately record relevant ideas/information by a variety of methods.

Communication Skills - the ability to describe and explain information clearly using correct technical terms and techniques with good use of the English language. Extended writing to describe the project/investigation/assignment, methods, results, evaluation and discussion.

Skill Area - Analysing Evidence and Drawing Conclusions:

Interpretative Skills - the ability to extract, process, analyse and interpret observations and information from a variety of sources.

Conceptualising Skills - the ability to identify technical questions and to form a concept or to generalise what has been understood so that an idea is clearer and easier to understand.

Skill Area - Evaluating Evidence (Processes and Product):

Evaluation Skills - the ability to evaluate (assess validity and limitations) and draw valid conclusions or reasoned judgements from evidence, methods of collecting or methods of presenting. The evaluation of their own and others' work should be criterion referenced and should include:

- the consideration of more than one point of view;
- reference to existing theory/literature;
- suggestions for modifications, improvements and further study/work.

Other Skills

Perseverance - the ability to maintain effort over an extended period of time.

Originality - the ability to display initiative and originality.

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SCHOOL - BUSINESS STUDIES DEPARTMENT STOCK CONTROL

SECTION 1 THE STOCK LIST & INVENTORY

The Department maintains a detailed inventory of its moveable non-capital assets, i.e. chemicals, apparatus, books, etc. To ensure effective stock control and security the Department has the following additional procedures relating to the acquisition, storing, borrowing and disposal of stock:

- the School office computer finance system provides regular updates to the stock inventory. The inventories identify the stock by description, quantity, location and date of purchase. For items that are constantly in use, e.g. apparatus/equipment the HOD is responsible for monitoring their usage and frequency of reordering;
- staff must 'sign out' any equipment that they wish to take home, e.g. a computer if they are not to be personally liable for any loss or damage and for the School's insurance to be active;
- all non consumable items are identified with an identity code and the School name in visible security paint and 'UV only' visible ink - whenever possible and/or appropriate;
- the stock and associated inventory/signing out list is liable to inspection by the Headteacher or an LEA representative with no notice given to the Department. An inspection will take place at least once per year and all discrepancies except minor ones (under £10 value) will be reported immediately by the Headteacher to the Governing body.

SECTION 2 PRINTED & AUDIO VISUAL STOCK

It is necessary to regularly evaluate, withdraw and dispose of printed and audio visual stock as necessary to:

- keep items relevant to the current National Curriculum and the broader curriculum;
- comply with DfEE, OFSTED and OHMCI reports and guidelines, etc;
- maximise the efficient use of shelf space;
- support the aims and objectives of the School and the School's policies on Equal Opportunities and more specifically those concerned with multicultural/anti-racist and gender/anti-sexist issues;
- identify the need to withdraw and/or dispose of existing stock and the need to order new editions/versions;
- utilise new technology (CD ROMs, audio-visual);
- have display stock that is both attractive and relevant to the pupils and which encourages them to learn.

Withdrawal of a text should be considered if:

- the stock item looks unattractive, i.e. is old, dirty, damaged or in generally poor condition;
- the stock item has not been borrowed or used for at least 5 years;
- the stock item gives unacceptable impressions about race, gender, religion, colour;
- the stock item is not relevant to departmental syllabuses/not needed for general reference stock;
- the stock item has dated knowledge, language, illustrations or images;
- the stock item suggests dangerous procedures or inappropriate behaviour;
- the stock item has a dated cover - a replacement cover may be a cost effective alternative and offers an opportunity for pupils to apply DTP skills to a relevant task.
- the stock item is inappropriate to the Curriculum, age or interests of the pupils, degree level texts;

SCHOOL - BUSINESS STUDIES DEPARTMENT NUMERACY ACROSS THE CURRICULUM - DRAWING GRAPHS

Section 3 - Types Of Graph

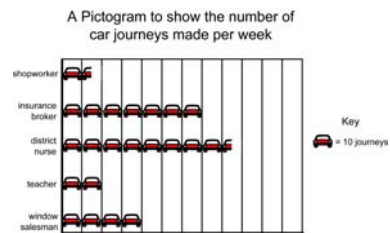
The following types of graph are within the scope of whole school numeracy, since they are used in many curricula areas and are experienced by the majority of students:

- Pictogram.
- Bar-line Graph.
- Bar Chart.
- Line Graph.
- Frequency Polygon.
- Pie Chart.
- Scatter Graph.
- Stem and Leaf Diagram.
- Frequency Diagram and Histogram.

(N.B. Graphs of pure mathematical functions, e.g. $y = x + 3$, $y = x^2$, etc. are not covered here since they are mappings of algebraic functions, rather than graphs of data, and do not usually come within the scope of whole school numeracy).

1. Pictogram

A pictogram (or 'pictograph') is a graph which illustrates frequency using simple images or pictures of the chosen category. Often a single image represents 2 or more data items, so a key or legend must be used to indicate the value of each image. If a picture of a car represents 10 car journeys, then a frequency of 85 will be represented by eight complete cars and a half a car. (See column for 'district nurse' in graph below).



2. Bar-line Graph

A Bar-line graph ('bar-line chart', 'stick graph' or 'vertical line chart') is best used for discrete data, since the lack of width of the vertical line clearly indicates an exact value of the variable at that point, and no others are possible in between. A bar-line graph is sometimes used as an introduction to the bar chart.

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SCHOOL - BUSINESS STUDIES DEPARTMENT LITERACY ACROSS THE CURRICULUM - GENERAL

INTRODUCTION

Literacy can be simply defined as 'the ability to read and write'. In the educational sphere it must also incorporate speaking and listening – correspondingly this policy refers to the development of good language skills (speaking, listening, reading or writing) rather than to a narrow definition of literacy. In addition to the more formal methods of teaching reading, writing, grammar, and spelling, language skills are taught within a variety of curricular contexts by meaningful and relevant activities. Only then can we ensure that our pupils become literate and that they enjoy language and communication in all their forms. Well structured lessons and courses of study enhance a pupil's ability to read, write, speak, listen and comprehend and will support attainment in the N.C. English requirements for Reading, Writing, Speaking and Listening.

AIMS

- The Department aims to contribute towards the development of good language skills and a level of literacy that enables pupils to:
 - understand spelling systems and use them to spell and read accurately;
 - have fluent and legible handwriting;
 - have an interest in 'printed words' and their meanings;
 - have a growing vocabulary that can be used to aid their comprehension and expression, e.g. when trying to understand and discuss their own and others' reading and writing;
 - have growing powers of imagination, creativity and critical awareness;
 - enjoy reading and writing and in so doing exhibit confidence, fluency, enjoyment and comprehension;
 - utilise a variety of reading cues (phonic, graphic, syntactic, contextual). This will enable pupils to monitor their own reading and correct their mistakes;
 - be able to plan, draft, revise and edit their own writing;
 - be able to write about a range of texts (fiction and non-fiction) exhibiting a sound knowledge and an ability to evaluate and justify their preferences;
 - know about the ways in which narratives are structured, i.e. setting, character, plot, etc;
 - know about and be able to write in, a range of fiction and poetry genres.
- To support the Whole School's move towards more interactive teaching with whole classes and groups.
- To support the Whole School's management of literacy through target setting linked to systematic action planning, monitoring and evaluation.
- To help the Department to audit its provision for literacy.
- To identify specific needs such as the need for out-of-school courses and in-school support for professional development.

Language development must be a continuous learning process, and not be confined to any one particular Key Stage. It can be assessed across a broad range of activities. Certain skills can be revised continuously in order to refine pupils' language development. Children come to school with very different language experiences, capabilities and skills. Some start with the ability to read and write, and speak more than one dialect. Others have very little knowledge and poor language skills. It is important that teachers use a child's experiences/skills in order to develop and improve their capabilities - the School's schemes of work reflect this.

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SCHOOL - BUSINESS STUDIES DEPARTMENT INFORMATION AND COMMUNICATION TECHNOLOGY

Introduction:

The Business Studies Department provides many opportunities for reinforcement and consolidation of I.C.T. skills. Homeworks are often set which require the use of I.C.T. skills and the necessary resources made available outside lesson times to allow all pupils equality of access. Pupils with access to I.C.T. at home continue to be at an advantage and the previous measure is taken in order to reduce this inequality. In developing the use of I.C.T. in its various course programmes, the Department consults regularly with the School's I.C.T. Co-ordinator. Consistent with the general School policy, the Department seeks to help its pupils:

- to develop their understanding of the use and effects of I.C.T., and their skills and confidence in employing it;
- to become increasingly familiar with the hardware and software, and hence to become more aware of when and how to employ ICT in their work;
- to become increasingly and appropriately self-sufficient as learners.

Maintaining the whole school view:

The Department submits, to the I.C.T. co-ordinator its termly plans for using I.C.T. for each year group on a simple pro-forma. This is used to produce a yearly outline of how and where I.C.T. is being used. This is displayed in the staffroom to help departments plan and share ideas.

Hardware and Software:

The Department makes good use of the whole School I.C.T. facilities - including the network rooms and communication systems (such as CAMPUS, INTERNET and a local network). In addition the Department has its own specific hardware and software, i.e. a Pentium multimedia PC, a 486 PC, a laser printer and a colour inkjet printer. The Department employs a range of commercially produced software, including Instant Accounting, Visio 4, 'Letters that get results' (Consumer Assoc.), together with Microsoft Publisher and Works Version3 programmes. This range of hardware and software features, as and when appropriate, in all of the Department's courses, in order to provide pupils with ample opportunities to use and to enhance their I.C.T. capability.

Our wide range of available resources facilitate pupils' experiences at a range of levels of sophistication. Pupils' ICT capability can be defined within four main categories. The delivery of ICT is via a broad 'Breadth of study' and in addition to the skills outlined in the following four main categories it is also expected that pupils will become aware of the associated educational, social, economic, industrial and safety implications of ICT and eventually be familiar with a wide range of hardware, software and other ICT tools.

Category 1 - Finding things out

Pupils should be:

- able to collect, retrieve and consider information and data from a variety of sources, e.g. people, books, databases, multimedia CD-ROMs, videos and TV.

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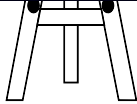
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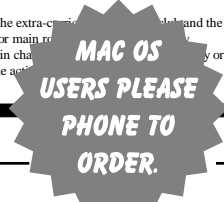


SCHOOL - BUSINESS STUDIES DEPARTMENT
CLUBS AND EXTRA CURRICULAR ACTIVITIES.

Any extra-curricular activities and clubs should have clear, achievable aims and objectives which are included in and/or complement the Scheme of Work.

- Aims:**
- To extend the curriculum beyond that offered in timetabled sessions.
 - there may be opportunities to pursue/reinforce work encountered within the normal timetable. Pupils can pursue work/targets over long periods of time not usually possible within a normal scheme of work.
 - there may be opportunities to undertake work not normally encountered within the routine timetable. This may provide the pupil, and indeed the teacher, with the opportunity to pursue a personal interest or hobby.
 - there may be opportunities for visitors/specialists to interact with a committed audience, e.g. a business person from a local company may give a lecture.
 - there may be opportunities to organise visits to venues of specific interest, e.g. a visit to a local business or factory.
 - there may be opportunities to develop a project and to enter a competition. Such events can enhance the image and reputation of individuals and of the School.
 - To allow practice for interviews, etc.
 - To allow staff/parents/others not directly involved in education to offer their experience and/or time to broaden and enrich the curriculum offered to the pupils, e.g. a parent may be the owner of a successful business and he/she may wish to help run a business club.
 - To allow pupils of different ages and abilities to interact.
 - To allow pupils and staff to interact in a somewhat less formal manner. This can improve pupil/staff relationships in the classroom.

- Principles:**
- The Business Studies Department is committed to offering a variety of extra-curricular activities wherever and whenever practicable considering the restraints of staffing, cost and time.
 - The extra-curricular activities and club should be open to all pupils and must be organised with this in mind.
 - All extra-curricular activities/club must be organised with the safety of participants as the major consideration. It must comply with LEA guidelines and school policy. A document addressing aims, objectives, tasks, supervision, location and times should be presented to the Senior Management and the Governing body.
 - Staff and pupils should be aware of any itinerary, contingency plans, First Aid facilities, emergency phone numbers, etc.
 - Non-teacher supervisors must be informed as to their role. It must not be assumed that all adults know what to do and when to act.
 - Parents must be fully informed of the nature of the extra-curricular activities and the working conditions, e.g. near machines, rivers, or main roads. The activities should be supervised and the name of the member of staff in charge should be noted. Parental permission must be granted for the activities.



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