*2023 Tony Stephens, Education Support*

**Enterprise education and work related learning**

**What do we mean by “Enterprise Education”?**

Enterprise education develops enterprise capability supported by better financial capability and economic and business understanding.

Enterprise capability

Enterprise capability is the ability to be innovative, to be creative, to take risks and to manage them, to have a can-do attitude and the drive to make ideas happen.

Enterprise capability is supported by:

• financial capability, which is the ability to manage one’s own finances and to

become questioning and informed consumers of financial services.

• business and economic understanding, which is the ability to understand the

business context and make informed choices between alternative uses of

scarce resources.

These descriptions underline how much Enterprise Education can give to students. It will help them become confident, financially mature and self-sufficient young people who can progress through to adulthood able to recognise and grasp any opportunity that comes their way.

Employers say that they need these skills and aptitudes in those they recruit, and the economy and society will benefit from a workforce that is self-starting, confident and able to apply what they have learnt in the classroom to their lives of work, family and community. Employers want to see young people coming into the labour market with good communication skills, team working and problem solving skills, business and customer awareness and an enterprising attitude. They place ‘enormous value’ on employability skills but are concerned that these are currently not as well developed as they could be

Enterprise Education is not a standalone subject

There is a clear link to Apprenticeships, which see young people learning in the workplace; to vocational qualifications which focus on applied learning and to Functional Skills which teach young people how to apply core skills to real life. There are also clear links to Citizenship, Careers, PSHE and work-related learning. If it is possible to see a natural fit with qualifications already being delivered in the school, this will make the job of integrating Enterprise Education that much easier.

Developing a policy and plan for Enterprise Education

If Enterprise Education is to become a way of life for the school, agreeing a policy is key. It will ensure that everyone agrees what is meant by Enterprise Education, and that you will know when you have been successful, and where improvements are needed. In agreeing and writing the policy, you will also be able to identify some natural advocates and champions who can support you.

Active support from the SLT is key to delivering good enterprise, so they need to get involved in developing the school’s policy.

Here are a few suggestions of what you might want to include:

• A clear definition of what Enterprise Education means at your school.

• A vision for Enterprise Education (put simply and at a high level: what will your school look like in two years’ time if Enterprise Education is fully embedded?).

• What are your objectives and how will you measure whether you’ve achieved

them? (These should be more concrete and detailed than the vision). If you’re

not sure where to start, try answering these questions:

– How will we know that our culture is more enterprising?

– What will we see in the school?

– What will we hear in the school?

– What activities will be happening?

– What behaviours will staff and students demonstrate?

– What does an enterprising student look like?

– What competencies should they have developed?

• What is your delivery plan for embedding Enterprise Education? What will

you do, when and who do you want to involve to do that?

• How will you involve employers?

• Include CPD as part of your plan.

It is important to remember that, to be useful, indicators of progress need to be

measureable in some way. ‘Feeling’ more enterprising is very subjective and hard

to assess, whereas behaviours and activities can be measured.

Making Enterprise Education a way of life in the school

If Enterprise is delivered as a standalone subject or a separate activity, it will be more time consuming and less effective than if it is integrated into the existing curriculum. Enterprise Coordinators in schools which deliver Enterprise successfully report that they do so with minimal time available to dedicate to it. Their approach has been to encourage colleagues across their school to integrate Enterprise into their own lesson plans and approaches.

A culture of enterprise cannot be embedded overnight. Even the most successful

‘enterprising’ schools typically began with just one or two subject areas. This has tended to involve teachers who are most interested in Enterprise Education. More Enterprise has then been introduced into these subject areas, based on what has worked well. This organic approach takes time – a year or more is not uncommon but leads to a culture of enterprise, rather than just a one-off ‘initiative’.

One of the most effective ways to embed Enterprise Education is by using the

support of the SLT, and an Enterprise Education Coordinator, (EEC), needs to be appointed. Part of that person’s role should be to promote Enterprise Education to the whole staff – their endorsement matters.

SLT should be included in regular meetings to discuss implementation and

reviews of enterprise activity, and to get their suggestions and ideas.

There should be a budget allocated to Enterprise. SLT should be involved in reviews of activity so that they can see progress and help with issues.

Here are some approaches that have worked well for other schools:

• To get started, take a narrow focus on just a couple of subjects and review

success as you go. Over time you will need to spend less time on this as

enterprise simply becomes a way of life for the school.

• Make learning relevant to the world of work. You may already have good relationships with local employers who could help you plan some scenarios.

• It doesn’t have to be complex – including any of the following will contribute

to Enterprise: communication, critical thinking, risk taking, decision making,

creativity, financial and economic understanding

Engaging teachers in Enterprise Education

Many teachers are concerned that this will add to their workload, or that it is

not relevant to their subject. It’s helpful to have some clear messages that will

resonate with your colleagues.

• The most important message to get across is that this needn’t be a time

consuming role. Many teachers discover that some of their curriculum activities

are already ‘enterprising’ and that a few tweaks are all that is needed.

• Hopefully there is the support of the SLT – this is an important factor in persuading members of staff of the importance of Enterprise Education to the school.

• Enterprise Education is integral to all 14-19 learning pathways. It will add value to the existing curriculum and should not be seen as a bolt-on initiative.

Developing an ‘enterprising’ curriculum

Embedding Enterprise within the curriculum is not a quick win, and it will

take more than one-off Enterprise Challenge Days or occasional support from

employers. Tackling this challenge in small steps will make it more rewarding,

and by building on small successes you’re more likely to embed an enterprising

approach for the long term.

Example

“In Key Stage 3 we focus on areas of creativity, teamwork and problem

solving. As the students move through the key stages we develop into

ﬁnancial management, risk taking and the social/global dimension.

In Key Stage 4 we focus more on the whole picture of enterprise skills

in the work place with ﬁnancial management and work experience

taking pride of place. Key Stage 5 tends to concentrate on Young

Enterprise. All students have ‘enterprise’ as a part of the PSHE programme

delivered to all year groups for one lesson per week. All students

participate in enterprise week.”

Developing cross-curricular projects

Project-based activities can enhance students’ engagement with, and

understanding of, a range of subject areas by demonstrating the relevance

of their learning to their life beyond school. Where these projects are cross-curricular, students learn how different subjects are applied together in real life.

Projects can include starting businesses and social enterprises in school, drawing on the expertise of a number of different subjects to help students get successful businesses off the ground. Alternatively, projects can be thematic such as climate change or fair trade. These offer the opportunity to teach a range of subjects around a central theme. Schools that have done this successfully have started with a couple of subjects where there was an obvious fit and where the teachers were enthusiastic. Examples include humanities and languages projects based around the Olympics and humanities and science projects on climate change.

Developing an enterprising approach to teaching and learning

Apart from Enterprise Education within the curriculum and learning,

Enterprise should also be part of the school’s way of teaching.

Enterprise can be woven through every lesson, and research shows that an

enterprising approach to teaching encourages students to be enterprising too.

At the heart of an enterprising teaching style is:

• learning by doing;

• facilitation of learning, rather than instruction;

• team-oriented and problem solving activities; and

• combinations of activities that appeal to student’s different learning styles

(visual, auditory and kinaesthetic).

This style of teaching enhances students’ engagement with their lessons, and can improve their classroom behaviour and performance.

Building links between Work-Related Learning

and Enterprise

Enterprise Education adds significant value to Work-Related Learning (WRL) and

vice versa. Enterprise activities can provide a vehicle for exposing students to the

world of employers and business, and give them the skills they will need for

the world of work. Given how complementary the two subjects are, schools can make good linkages between WRL and Enterprise Education, ideally weaving

them together. This becomes easier when a school adopts a broad definition

of Enterprise, as many of the skills considered to be enterprise skills are employability skills.

In enterprising schools, the teacher with responsibility for Enterprise is often

the same person with responsibility for WRL. This usually arises because the

teacher with responsibility for WRL already has relationships with local employers, and is therefore seen as the obvious choice to co-ordinate Enterprise. This can make it easier to combine Enterprise Education and WRL in ways that help improve employability.

Where possible, combine the roles of Enterprise Coordinator and Work-Related

Learning lead or at least meet regularly to share plans, practice and contacts.

By working together, you will get a good picture of what is being done in the

school and you will benefit from mapping Work-Related Learning activities and

Enterprise Education activities, to identify linkages, overlaps and opportunities

for greater integration.

The role of PSHE in Enterprise Education

PSHE is an excellent support for Enterprise Education and Work Related

Learning because it lends itself well to project based learning. PSHE teachers

in enterprising schools often use Enterprise and charity projects as vehicles for teaching financial capability, economic wellbeing and a range of employability

skills. Many schools also teach personal finance skills in PSHE lessons

Student leadership of Enterprise activity

Giving students the chance to influence or even lead their own Enterprise

activities can be very rewarding for both the students and their teachers.

As a starting point, enterprising schools encourage students to suggest ideas and topics that they are interested in that can form enterprise activities. They also give students opportunities to generate funds that go towards a defined social cause.

Charities and social enterprises are particularly popular with students.

There is external support that can help your students to recognise and seize

enterprise opportunities – you may find these particularly useful if you are just

starting out. The Youth Philanthropy Initiative is an international programme

that gives participants a hands-on experience of philanthropy providing them

with the skills and awareness to make a positive difference to their communities.

The Young Enterprise Company Programme provides students with practical

experience of setting up and running their own real company

However, you could simply approach a local charity and suggest designing a project together that will benefit them and give your students a chance to be involved in a real project.

As Enterprise becomes embedded in a school, and students gain confidence, you may find that student projects begin to ‘spring up’ with little or no involvement from the school. Try to recognise these in some way, perhaps by giving out enterprise awards, or asking groups to present back to the school on their project. This will give other students role models and may give them ideas for projects they could start.

Peer-to-peer mentoring across year groups has also helped students to be more

confident in leading their own activity. See the section on “Working across Key

Stages” for more on this.

As the school becomes more experienced in Enterprise Education, so the students become more aware that being enterprising helps them to achieve what they want in life. At this point, the ideas should come thick and fast!

Links with employers

Employers add significant value to enterprise activities. Their involvement is

crucial in bringing the world of work to life and helping students and teachers

alike to see how school activity is relevant to the workplace. Employers can work with you develop scenarios and activities that bring theory to life.

Employer involvement should also be rewarding for staff and support them

in their own development. Ask staff to record what they learnt from working

with employers for their own professional development purposes and to share

with colleagues.

How can schools recruit employers?

Some schools have someone specifically responsible for building relationships with employers. If your school does not have someone in this role, there is still plenty you can do to get employer support. Here are some groups and people who might be able to help:

• Education Business Partnerships (EBPs) offer:

– CPD in employer engagement

– Links to employers

• Governors

• Parents of students

• School alumni

• Chambers of Commerce and other employer-based membership organisations. You could ask for a short article to be included in their newsletter, or send a letter to their membership database

• Institute for Education Business Excellence (IEBE)

• Enterprise Learning Partnerships (ELPs)

• Employer and Education Taskforce [www.educationandemployers.org](http://www.educationandemployers.org)

Maintaining a great relationship with employers

Once an employer has agreed to support Enterprise Education at your school,

you’ll need to explore with them what that will look like in practice. Some

employers may be willing to give lots of time, to develop and support complex

projects, or even to fund activities. Others may not be able to give much time,

but have valuable experiences to share with your students. You will need to think

about how these different offers of support can be brought together to make a

programme of activity. Remember to space out employer involvement over the

year – as appropriate to the timetable – so that Enterprise is fully embedded, not

an intense burst at the start of the year.

There may be employers who are keen to be involved, but not sure what form

their involvement should take. Have a few suggestions ready for them:

• Speak to a subject lead at the school to give them some ideas on how to

bring a business perspective to classroom-based activities. This could be as

simple as a telephone call or a short meeting and could lead to a ‘buddying’

relationship that is informal, but still valuable.

• Give a talk to students and staff about their work, using specific examples that

demonstrate enterprise in action.

• Design and support an ongoing project. This might be something the

students spend one lesson a week on for a whole term, before a presentation

or awards ceremony at the end of term. This can also be part of an Extended

Project for students on vocational courses

• Host a field trip to their organisation for a group of students.

• Employers can become a mentor to one or more students and develop a

more extended school relationship.

• Employers could help with a Dragon’s Den-style business game. They can

help with setting the challenge, judging entries and giving out awards.

Developing Enterprise by working with your community

Enterprise activity doesn’t need to be all about engaging local businesses – young people are interested in community projects, charities and good causes. Working with the community offers students a great opportunity to develop enterprise skills and to become responsible citizens whilst doing something they care about.

Schools that have embraced this idea have used various approaches, including:

• Each year group selecting a charity to support for the year, and using form

time to plan fundraising activities.

• Asking students to come up with ideas for improving the community where

they live, and turning the chosen idea into an enterprise project.

The role of external providers in delivering Enterprise Education

There are specialist organisations who can support you to bring Enterprise

Education to life in your school, such as Young Chamber, Young Enterprise and many others. They will charge the school for their involvement, but this can be a justifiable investment when it is integrated into the school’s delivery plan and particularly when the school feels confident in replicating some aspects later with little or no external support.

To make this a valuable experience to the school you need to be clear in advance; what you think you need them to do, and what the school can do alone. You should also have an idea of what success will look like; will the activities they are planning enhance Enterprise Education in your school for the longer term?

Schools have replicated resources used or bought this in to help them in

delivering the provision in-house. It is also useful to build on good practice

seen in other schools locally by sharing resources others have developed if that approach appears to work in supporting Enterprise Education. Tools designed by schools tend to involve: study tools for students; self-evaluation forms; lesson plans; and formats for delivering enterprise challenges.

You should start by auditing your current Enterprise provision to see where the

gaps are and therefore where providers can help. You can then ask providers to

develop a tailored package of support for your school that fill those gaps without duplicating existing work.

Whenever you use an external provider to deliver Enterprise Education, review

the effectiveness of the activity through staff and student evaluation (a simple

questionnaire will work). This will tell you what is working well and what needs

to change. If something is poorly rated, discuss it with the provider to agree what should be changed next time, or whether an activity should simply be dropped. Don’t use providers for the same activity again if you are confident you could now do it within the school yourself

Communicating the value of enterprise

The concept of ‘enterprise’ may not be widely understood by students and their

parents, although, in fact, much of what is done in schools already is Enterprise Education by another name. Because Enterprise demands a different approach, both from students and teachers, you may find that some people need more information in order to fully understand both what it means and what the

benefits are. You should be able to explain what it is, why it’s important and what the benefits are. Governors, too, may appreciate a clear introduction to, not only what it is, but also how they can get involved.

Getting the message out to students

Students need to be able to articulate their skills and why these are valuable for

access to Further and Higher Education as well as the benefits for employers.

Illustrate to your students how Enterprise Education can help them achieve this.

Some overt messages about the role of Enterprise Education can be helpful.

This includes assembly and form or year group presentations, which could be

given by students who have been involved in a project themselves. However,

implicit messaging is also helpful, for example employers who are involved in a

project could talk about why they value enterprise. Teachers can point out what

they are learning in a lesson that day is actually part of their Enterprise Education.

Other young people who have succeeded in the workplace are great ‘ambassadors’ to champion the value of being enterprising.

Engaging Governors and Parents in students’ successes and the Enterprise approach

Governors are often an untapped resource. Have you considered the jobs that

your governors do and whether they could support you with your Enterprise

objectives? You and your colleagues can communicate the value of Enterprise to

governors and parents through student-led activities which will bring the activities to life and give your students a chance to shine.

To demonstrate what Enterprise Education means to your students, you could ask the Board of Governors to invite a group of students to do a short presentation. Not only will this engage the governors with the concept, it will also give your students a chance to be enterprising – putting together a presentation or demonstration. The same sort of presentation could be given at a parents’ evening or sports day.

Consider what parents and governors need to know and what will demonstrate

the value of Enterprise. You may want to include:

• How Enterprise Education supports each of the Key Stages.

• The role of Enterprise Education in qualifications such as the Extended

Projects, Vocational qualifications, Functional skills, GCSEs, A-levels etc.

• How it increases employability.

• How it increases financial confidence and other skills for life.

• How Enterprise is delivered at the school, and the wider support that

underpins this (e.g. external providers, local employers, local university

students etc).

• How parents and governors can help.

Allocating time to CPD for Enterprise

Enterprise CPD needn’t be lengthy or time consuming. In fact, small doses often

work better – they give staff time to absorb and apply what they have learned.

For example, a couple of hours on an INSET day, followed up later in the term

with another short session, works well for group CPD sessions. Peer learning,

mentoring and one-to-one support can be very time efficient – a few minutes

at a time spread over the course of the term.

Introduce Enterprise in a short sharp session at an INSET day and try to cover:

• What is it?

• Why does it matter?

• What are we already doing that is enterprising?

• What can we build in to our lessons as an easy first step?

Provide a follow-up session at the next INSET day:

• What have we been doing that is enterprising?

• How is it going?

• What can we learn from this experience?

• What should we do next?

CPD methods

Identify the Enterprise that is already happening at the school and then identify where the gaps are. Focus your CPD on those areas first.

While the Enterprise Coordinator has a crucial role to play in ensuring staff get

the Enterprise CPD they need, other staff can also provide mentoring, peer

learning and one to one support to colleagues. Some schools also create small cross-curricular ‘development and enquiry’ groups for Enterprise.

Just as an enterprising teaching style embraces a variety of teaching and learning methods, so should Enterprise CPD. A combination of one-to-one, group

activities, peer support and expert input will ensure there is variety and interest

for members of staff.

Start small – initial CPD should focus on the meaning of Enterprise and on

helping staff identify how they are already embedding Enterprise. Group sessions

are helpful for this, as colleagues can help each other see how they are being

enterprising. You can use the Enterprise Policy you have developed as the basis

for this session to ensure that there is consistency in how Enterprise Education

is talked about, and that there is agreement on what good Enterprise looks like.

**METHODS OF EVIDENCE GATHERING FOR THE EVIDENCE FILE THROUGH THE TRACKING SYSTEM**

Enterprise Education may be important to different schools for different reasons.

Some schools want to improve attainment, others want to improve their students’ confidence and employability, or to improve students’ engagement with learning. Whatever the reason for focusing on Enterprise, you need to be sure that it is delivering results.

If the school is committed to creating an enterprise culture, you need ways to

assess whether you are making progress. An annual review of the Enterprise

Policy and action plan is a good place to start. Your policy should have some indicators or measures that will help to assess whether you are achieving your Enterprise objectives. These should be included in the annual review.

Evaluating enterprise activities

The first place to start is to track what activities are taking place in the school,

both in the curriculum and extra-curricular. The next step is to find out what

impact these are having on students. It is good practice to look at four different

levels of impact:

• Reactions – did the students enjoy it?

• Learning – what new knowledge, skills or understanding did they learn?

• Behavioural change – what are students doing differently as a result?

• Results – what difference have those behavioural changes made?

Many schools use surveys to collect this information, either paper-based or using free survey software, such as SurveyMonkey www.surveymonkey.com. As well as collecting information from students, some also survey teachers and parents.

Student and staff feedback about activities should be collected after each activity

whilst the experience is still fresh in their minds and stored for your annual

evaluation process. Enterprise takes time to embed, and day-to-day changes

can be subtle, so measuring progress once a year is about right and can feed

into the plan for the following year.

Student self-assessment of enterprise capabilities

Enterprise skills help build student confidence and foster important employability

skills for life after school. When students start applying for work or for Further or Higher Education places, they need to be able to articulate and demonstrate

these skills during interviews.

Schools with a long established enterprise culture tend to take their enterprise

evaluation to the next level, encouraging students to assess their own enterprise

skills. In order to do this, students need to be ‘enterprise fluent’ – they need to know what enterprise skills are, so that they can assess whether they have them or not. Your enterprise policy should be the starting point for this.

An ‘Enterprise Passport’ or similar will help your students to record their

achievements against your school’s defined enterprise skills. These usually

include pages for each enterprise skill with the entries signed off by a teacher.

The Passport demonstrates to students just how much Enterprise activity they do

and the value it brings to their studies. It also enables them to articulate their skills and the value these bring to an interview situation. You could develop your own tool that students use at the school and encourage them to track their progress.

This self-evidence has further benefit as a CEIAG tool, as students can use it

throughout Key Stages and transitions into Further and Higher Education,

reinforcing the value of their 14-19 learning pathway.

Tracking Enterprise Education

The School should have a tracking system in place for SMSC which is itself integral to the School’s tracking and recording of all its extension and extended learning activities, and Enterprise education, (EE), will be tracked in the same way and on the same system.

How this is actually done is shown below in italics.

The Enterprise Education Coordinator, (EEC) has responsibility for this tracking which is about the recording of evidence. The EEC will draw up a calendar of when the various elements of this tracking will occur and who will be involved, how it will be done and how reported

Every term the EEC will evaluate the impact of the EE policy by using the accumulated evidence and the success criteria and will produce a report for SLT

1. **Active Monitoring**

An external observer or inspector will use these types of evidence to make judgements on the quality of the School’s EE provision

The School can carry out simulations of these types of check as part of its own tracking***.***

***Whenever this is done, the observer files a concise report on strengths and areas for development that emerge from the observation, and this is lodged on the EE online database***

* **Head teacher interview**
* **Governor interviews**
* **Sponsor/LA interviews**

In all three cases the external observer will be checking;

* Do the interviewees have a good understanding of what EE means in the school context
* Are they conversant with this policy
* Can they explain how the policy is being implemented
* Can they explain how it is being monitored; what is the impact so far, in terms of successes and areas that need further development
* **Assemblies**

How well is any EE element of an assembly delivered, and are all opportunities to develop EE fully exploited?

* **PSHE lessons**

How successful is the teacher in delivering EE related learning objectives within this programme

* **Tutor time**

How successful is the tutor in delivering EE where EE is part the tutor time programme

* **Vocational Courses**

Do lesson observations, viewing of work, interviews with staff and with students, suggest that these are well delivered and achieve the learning objectives as set?

* **Lesson observations**

How successful is the teacher in delivering EE where it is part of the lesson plan/ scheme of work

**Interviews with students**

Evaluation of;

* students’ attitudes to EE
* evidence from students as regards their impression of how far the School is developing EE, based on their overall experiences at school
* what they say they gained from their work experience
* students’ own self assessment

**Interviews with staff**

How important do staff believe the delivery of EE to be. How they deliver it

**Interviews with parents; interviews with regular visitors to the School**

Their impressions of the quality of the School’s EE provision

**Interviews with local employers and representatives of industry and commerce**

Their impressions of the quality of the School’s EE provision and the quality of link activities

1. **Scrutiny of documentation and other evidence;**
	* **School EE policy and plan**

***This is lodged on the online EE database***

* + **Schemes of work, and associated learning resources**

The EEC ensures that whenever line managers check department schemes of work, they use an online proforma to concisely report on how well EE is being delivered***.***

***These proformas are lodged on the online EE database***

* + **Curriculum EE audit**

The EEC carries out in September an audit of how EE is being delivered across the curriculum.

***These proformas are lodged on the online EE database***

* + **Results achieved by students following vocational qualifications**

The EEC provides a detailed analysis of the data, with evaluation of strengths and areas for development.

 ***This is done in September and then after each half termly data tracking, and the reports lodged on the online database***

* + **Careers, Education and Guidance programme**

The EEC ensures that EE is mapped across the CEG programme and schemes of work, to ensure that it is coordinated and balanced and developmental over time.

***This mapped programme is lodged on the online***

* + **Destinations of Students**

***The EEC provides an analysis of these on a yearly basis, with the report lodged on the online database***

* + **PSHE programme**

The PSHE Coordinator ensures that EE is mapped across the PSHE curriculum and schemes of work, to ensure that it is coordinated and balanced and developmental over time.

 ***This mapped curriculum is lodged on the online***

* + **Cross curricular days programme and especially enterprise days**

The EEC maps out how EE is being delivered throughout this programme.

***This is then lodged on the online EE database***

* + **Work Experience Programme**

The EEC provides an analysis of;

* + - The placements by type
		- Number and type of students involved
		- Summary of results from feedback sheets as completed by students and employers
		- Suggestions for changes in the next academic year
	+ **Student work, including its assessment**

The EE carries out book trawls by school year on a termly basis*.* ***The resulting concise reports are*** ***then lodged on the online EE database***

* + **Extra- curricular activity programme; school events**

When this is produced at the start of the academic year, the EEC goes through it to map EE provision. If there are clear gaps, he/she may seek to encourage staff to put on extra activities to fill these gaps, eg, starting a Young Enterprise Group.

 ***The programme is then lodged on the online EE database***

* + **School Trips and Visits**

The proforma used by staff when seeking permission to organise a trip has a section where the member of staff notes its EE contribution if any. The Educational Visits Coordinator then sends a copy of these to the EEC, who ***then lodges them on the online EE database***

* **Programme of liaison with local industry, commerce and employers**

The EEC prepares this programme at the start of the academic year and then evaluates each activity on its completion or termly when it is ongoing, ***lodging all this on the online database***

* + **School display**

Every term the EEC surveys school display, and then reports with suggestions for extra that would enhance EE based display.

***These*** ***reports*** ***are then lodged on the online EE database***

* + **School documentation as sent to parents, the community and to applicants for jobs**

The School ensures that the EEC checks these to ensure that where appropriate they express the School’s EE related values.

***Copies of all these are*** ***then lodged on the online EE database***

* + **Student voice policy and records including surveys of student views which relate to EE**

The EEC receives these and they are ***then lodged on the online EE database***

* + **Parent voice policy and records including surveys of parent views, newsletters and VLE which relate to EE**

The EEC receives these and they are ***then lodged on the online EE database***

* + **School CPD programme**

The School’s CPD coordinator gives the EEC a copy of this with the elements that relate to EE highlighted. If there proves to be very little, the EEC may well seek additions to the programme. The EEC ***then lodges this on the online EE database***

* + **School community liaison programme**

The School’s Community coordinator gives the EEC a copy of this with the elements that relate to EE highlighted. If there proves to be very little, the EEC may well seek additions to the programme. The EEC ***then lodges this on the online EE database***

* + **Details of partnership work with other schools**

This is given to the EEC with the elements that relate to EE highlighted. If there proves to be very little, the EEC may well seek additions to the programme. The EEC ***then lodges this on the online EE database***

* + **Ofsted reports**

***These are lodged on the EE online data base with any EE comments highlighted***

Tony Stephens