



Business Policy

Empowering future entrepreneurs and ethical consumers

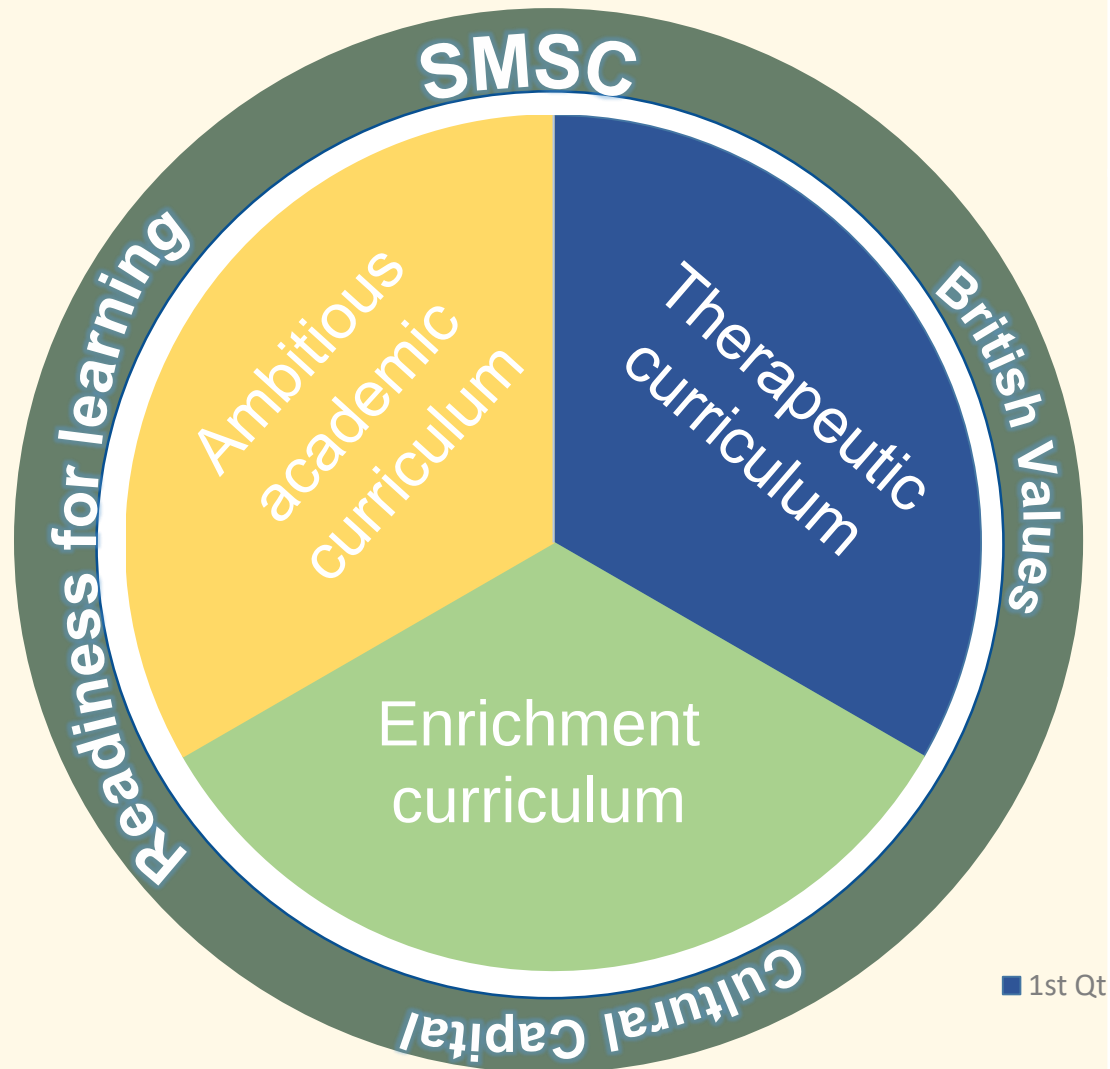
Belonging – Engaging – Compassion – Learning

ARBOUR ACADEMY MISSION STATEMENT

“Caring for young people and their families, providing them with opportunities to learn and flourish.”.

Policy developed by:	A Ellis
Policy to be reviewed:	September 2025
Summary of changes	· New policy

Main aims of the Arbour curriculum



■ 1st Qt

Provide an **ambitious academic curriculum** so that students can access a wide range of qualifications and vocational options that can support and impact on their further education and their employability.

To provide wide-ranging out of school opportunities to offer the our students the best understanding of how to be successful in 21st Century Britain. At Arbour Academy we explore and develop all opportunities that allow pupils to experience activities beyond the classroom in line with their more socially advantaged peers

We offer a therapeutic curriculum to support our students' holistic development, fostering emotional well-being alongside academic progress. By integrating therapeutic approaches into our curriculum, we create a nurturing environment where students can thrive socially, emotionally, and academically.

To ensure that our students are in the best position to be ready to access and participate in their acadmic lessons. To develop our students **cultural capital**, for us this is providing students with the opportunities to experience people, places and things that contribute towards the essential knowledge that pupils need in order to be educated citizens. To promote pupils physical health and personal development which includes the spiritual, moral, cultural, mental development of pupils at the school in order to prepare our students for the opportunities, responsibilities and experiences of later life

Business Policy – Rationale

- The rationale of this Business policy is to:
 - introduce the key aims and objectives of the Business department.
 - to explain the curriculum design and coverage.
 - to explain the effective Teaching and Learning strategies involved in Business

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Arbour's Business Policy Vision (Why)

- Develop financially literate, enterprising learners who understand how businesses operate in real-world contexts
- Equip students with the skills to plan, deliver, and evaluate enterprise activities through practical, project-based learning
- Promote ethical awareness, critical thinking, and decision-making in relation to consumers, profit, and sustainability
- Foster confidence in teamwork, leadership, and communication through branding, marketing, and public-facing enterprise tasks.

Curriculum Organization

Big Ideas

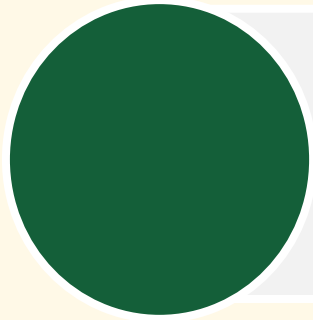
In business, our curriculum is centered around foundational pillars, which represent the key aspects of business education. By organizing learning into these pillars, students can see how each lesson connects to a broader context, aiding their understanding of how computing impacts their daily lives and future careers

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The 'Big Ideas' identified in Business

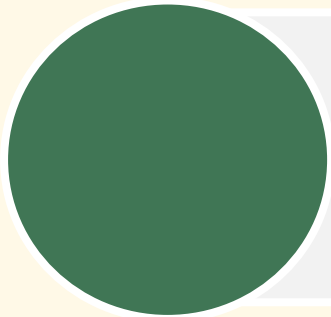
- Enterprise and Entrepreneurship
- Marketing and Branding
- Finance and Profitability
- Customer and Market Understanding

The 'Big Ideas' identified in Business



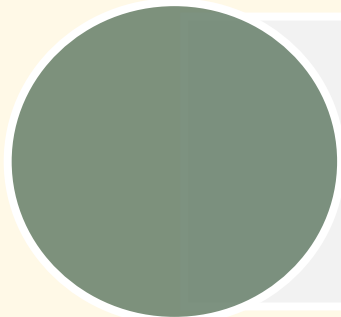
Enterprise and Entrepreneurship

Students explore what it means to be enterprising, developing qualities such as resilience, leadership, and innovation. They learn how to spot opportunities, solve problems, and bring ideas to life.



Marketing and Branding

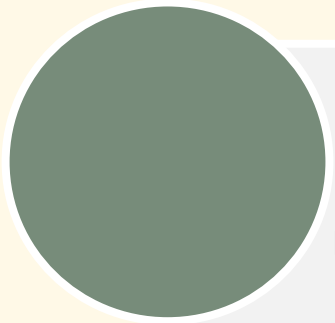
This pillar introduces students to the power of branding and marketing. Learners investigate customer behaviour, market research, and promotional strategies that influence decision-making.



Finance and Profitability

Students build core financial literacy, including understanding costs, revenue, profit, pricing strategies, and budgeting. They learn how financial decisions impact business outcomes and sustainability.

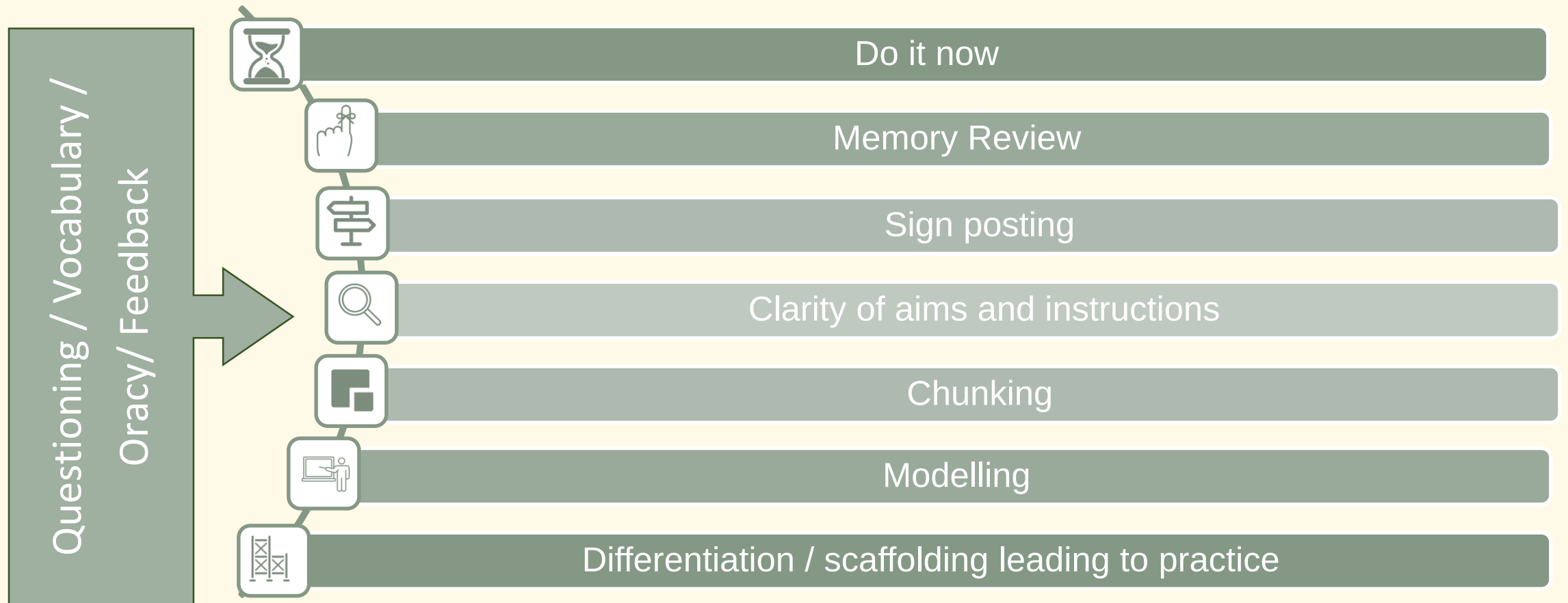
The 'Big Ideas' identified in Business



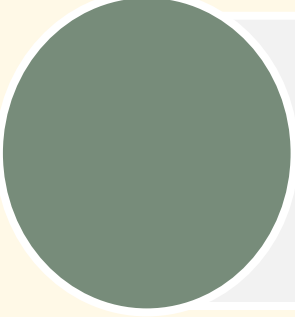
Customer and Market Understanding

Students learn how to identify target audiences, assess market trends, and adapt products to meet demand. They develop confidence in using consultation, feedback, and sales data to inform business decisions.

Lesson structure

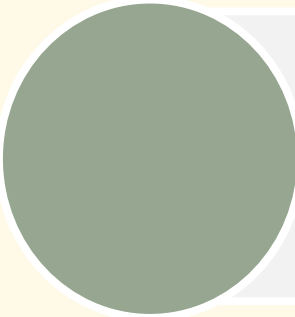


Subject Specific Pedagogy



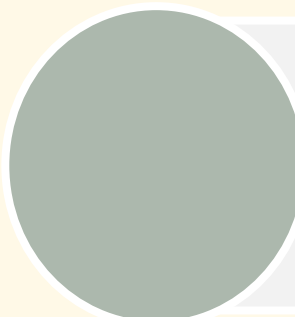
Model Everything!

In Business, abstract thinking and decision-making are developed through clear, visible examples. Teachers model how to analyse case studies, structure a pitch, or complete a financial breakdown using worked examples and scaffolded prompts. Pupils are shown how to justify business choices step by step, before being asked to do so independently.



Make it real

We bring business learning to life by embedding authentic, relatable contexts. Lessons are grounded in real-world case studies, current brands, and school-based enterprise activities. Pupils explore how businesses respond to consumer needs, manage costs, and promote products—mirroring the roles and decisions made in real businesses.



Structure clearly

We use consistent frameworks to help pupils plan, execute, and reflect on business tasks. Whether writing a marketing plan, comparing value for money, or designing a product menu, pupils are supported through templates, success criteria, and guided stages. This clarity builds confidence and allows all learners to access and succeed in complex enterprise tasks.

Assessment

Formative assessment

Assessment in Business is built around clearly identified knowledge and skills that pupils need to know and be able to do. These are directly linked to the NCFE enterprise qualification criteria and inform lesson planning, delivery, and feedback. We use targeted retrieval questions to test pupils' recall of essential knowledge at regular intervals. These questions are mapped to each unit's core concepts and build confidence in subject-specific terminology and understanding ..

Assessment

Summative assessment

Each pupil has an assessment evidence sheet which tracks their progress against the qualification criteria.

These sheets are updated regularly to reflect what pupils have demonstrated in their project work, discussions, and written tasks, ensuring assessment is transparent, personalised, and purposeful

Assessment Type	Details	Frequency
End of unit tests and tasks	Tests / tasks based specifically on the work covered during a topic. These are not always completed at the immediate finish of the topic so that we can test that long-term remembering has been achieved.	Ongoing
Pupil assessment	Self- assessment sheets for pupils to assess their progress against unit objectives	Ongoing
Teacher assessment	Teachers to assess pupils progress against the intended outcomes for a unit.	Ongoing
Low Stake assessments	Ongoing teacher assessment used to direct planning on the outcomes of low stakes testing.	Ongoing

British Values & SMSC

SMSC and British Values are mapped across all computing units at Arbour. Each scheme of work identifies opportunities to promote pupils' spiritual, moral, social, and cultural development, as well as the fundamental British Values. For every unit, we have included linked reflection questions that teachers can use during lessons to encourage discussion and personal development.

Unit	Democracy	Rule of law	Individual liberty	Mutual respect	Tolerance	Social	Moral	Spiritual	Cultural
Unit 1	Embedded in group decision-making across planning, design, pricing, and final product selection Encourages equal voice and respect for majority decision when groups refine or vote on ideas How did your team make decisions fairly, and how did you make sure everyone's voice was heard?	Reinforced through the use of budgets, deadlines, action plans, and structured roles – mirroring real-world expectations Pupils learn that success requires following processes, being accountable, and delivering on commitments What happened when your team stuck to the plan or rules – and what happened when you didn't?	Pupils take ownership of ideas, roles and creative direction, choosing how they contribute to the success of the enterprise Supports development of confidence and independence in public-facing tasks like selling and presenting What choices did you make in your role that helped your team succeed – and why did you make them that way?	Deepened through peer feedback, team reflections, and respectful engagement with customers and stakeholders Promotes appreciation of differing viewpoints, styles and approaches within diverse enterprise teams How did you show respect for your teammates' ideas, even when you didn't agree with them?		Strengthens collaboration, role distribution and communication through structured teamwork over an extended period Builds real-world interpersonal skills during market research, customer interaction, and enterprise events How did working in a team change the way you approached your responsibilities or ideas?	Develops understanding of fairness in pricing, honest marketing, and ethical decision-making during sourcing and selling Fosters reflection on the consequences of poor planning or ignoring customer feedback, reinforcing responsibility and integrity Did your team make any decisions that affected others, and how did you make sure they were fair or responsible?	Encourages self-expression and personal belief through product design, branding, and presentation of ideas Promotes pride in personal achievements during the planning, creation and delivery phases of the enterprise project What part of this project are you most proud of and why does it matter to you personally?	Supports awareness of audience diversity and inclusivity in product design and marketing Encourages exploration of how enterprise ideas might appeal to different groups within the school community How did you make sure your product or service would appeal to different people in our school community?