

Craigfelen Primary School

In short: Craigfelen is a primary school in Wales that uses entrepreneurial learning to motivate and inspire pupils, whilst ensuring that they make progress, by using Entrecomp for teaching and assessment.



Age group: 9-11 for pilot, now used at 4-11

Initial challenges: The decision was made to incorporate enterprise into the heart of the curriculum with an initial evaluation exercise being used to study pupil progress so that the children knew what they needed to develop or what their next step would be. The pupils needed support to see the relevance in what they were learning, and how this would link to their future lives.

What they did about it: At the start of the Autumn Term each class teacher picked three children and highlighted the skills the children had on the EntreComp Framework. They held a meeting with each child and assessed their work, using observation to make the judgement. After one term the three children were assessed again against the Entrecomp Framework. The results from this assessment was shared with the pupils and they worked on two areas during the next term before a further assessment was completed. The progress against the Entrecomp Framework was then compared to the pupil's end of Key Stage Levels and National Test scores.

Results: At each stage of the process the pupils became more confident in discussing what they had achieved and could also

suggest how they could improve. This had a very positive impact upon their motivation to learn and they could fully understand why they were completing the tasks given. The interview and discussion times were vital for this to work. The intervention was so successful that the process was rolled-out across the whole class of pupils to both engage pupils and to identify more able and talented pupils in the field of enterprise.

Relevance for entrepreneurial teaching: The EntreComp framework was specifically chosen as it offers the learners the opportunity to develop the skills to be entrepreneurial. Teachers found it easy to use and self-explanatory.

Applied assessment methods and tools: This process enables skills and competencies, beyond that of subject disciplines, to be formatively assessed and progress mapped. Performance assessment is key, as the students are assessed on real-life tasks. In discussion with the pupils about their learning, the students themselves are involved in reflective assessment. There are three assessment and subsequent feedback points.

Contact information: craigfelen.primary.school@swansea-edunet.gov.uk

Website: <http://www.edunet.link/craigfelen/>

“Your website is really helpful and easy to work

with!”

*We’ve sat down with teacher **Elena Suhoverhova** from Kharkiv in Ukraine who tells us how the EntreAssess website helped her with the assessment challenge in her teaching. Elena is an English teacher at Secondary School 160 in Kharkiv.*



Elena Suhoverhova

Elena, thank you for sharing your feedback with us and showing other educators how they may use the EntreAssess website to discover innovative assessment methods for entrepreneurial education. What part of the EntreAssess website was most beneficial for you?

First of all, I find the EntreAssess website really helpful and easy to work with. But the best thing has got to be the examples! It is very valuable to me as a teacher that I can read and think about how others teach and how that would fit with my children and our goals. It is valuable when you can compare and choose.

Did you enjoy a specific example that we portrayed?

I have read a lot on the blog and the thoughts of colleagues

in the interviews and especially enjoyed the experiences shared from Craigfelen Primary School and Howells School.

Which of the tools or methods that EntreAssess collected did you use in your classroom?

I made the decision to use the website and tools because it is truly beneficial for my pupils. As I am a teacher of English, the main task for me – except to teach grammar – is to make my pupils talk and communicate without difficulties. To fulfil this goal, I am trying to involve them in different cases. Using the site makes my task easier because I can use the toolkit and choose.

I try to connect the aim of my lesson, the interests of my pupils and the usefulness of the site. It is just like magic! With the help of your site and the understanding I gained about the EntreComp framework I can:

- encourage my students to think differently
- make connections between different things
- create opportunities for them
- analyse the context and understand it better
- provide the environment for the creative minds of our students, and ultimately
- support pupils in developing their abilities (which is really important for the youth and children)!

To sum it up, your site is a great thing to work with children!

To sum it up, your site is a great thing to work with children!

I use your tasks for developing speaking skills and I have practiced Dilemma scenarios and planning events with my pupils specifically. For the assessment, we use the Gibbs circle (we make conversation between us).



Popping up a shop

Real life experiences are all part of becoming entrepreneurial, but what does that feel like to a year 1/2 pupil (ISCED Level 1 equivalent)? How do they know a good idea from a weaker one and can they articulate their decisions?

Craigfelen Primary School – an entrepreneurial school in a challenging area of Swansea

Craigfelen Primary School in Wales has its own pupil run bakery, a cafe and a special 'Spider Bank' where pupils can save for new ideas, and the latest is a pop-up shop. The school is set in a challenging area of Swansea and has to teach through both the medium of English and Welsh, so the extra challenge of being bilingual is an every-day consideration.

These bright pupils had asked their teacher to invite me, and following some tweets where they had introduced themselves, I popped in to meet the 5-7 years olds to see how things were progressing. I did this with an EntreAssess eye to see how they were understanding and managing the new opportunities that this idea presented.

This wasn't teacher assessment, this was self and peer assessment

The first thing that struck me was how well Mrs Roberts, the teacher, managed to stay quiet, and allowed the children to speak for themselves, which is a skill in itself. The next was that with one single question to the class, the teacher had raised their curiosity to such an extent that the pupils were already guessing what I'd say, and had prepared a one page 'research and guess' page on me before my arrival. Not many University students do that!



Teacher Jamie Taylor leads an EntreComp-based self-development session for his fellow Craigfelen teachers

The teaching team at Craigfelen have engaged with EntreComp since its inception, and were amongst the first in Wales to undertake the formal teacher training that my University offers. What's more, one of these teachers, Mr Taylor, had also run his own sessions for the staff, so they were well versed in the various dimensions. These align with Wales' new future proofing education strategy 'Successful Futures', which calls for learners to become creative enterprising contributors to society.

Enthusiasm from the word go

The pupils told me that that the school had offered them the old local Post Office, which their mums and dads were very sad about closing down, so they wanted to revitalize it. So whose ideas were being used here I wondered? Whilst the school had negotiated the legal issues, it soon became clear that the pupils were developing everything else.

The constant 'hands up' to respond to my questions was overwhelming, and the enthusiasm transparent from the word go. The pupils knew that they had to mobilize others and their resources, work in teams and play to their strengths. The levels of self-awareness became apparent when conflict resolution was managed through the development of a 'crazy corner' in the shop for wacky ideas that may not work; yet gave all pupils a chance to express their creativity and visioning skills. The value of these ideas would be learned through taking an initiative and learning through experience.

The levels of self-awareness became apparent when conflict resolution was managed through the development of a 'crazy corner' in the shop for wacky ideas that may not work; yet gave all pupils a chance to express their creativity and visioning skills.

Three groups had been formed in a class of over 20 pupils, and each group were engaged in fun and friendly competition with

each other, based primarily on who had the best ideas. This was something I had to probe, and I soon found out that they had many ideas, had linked and connected these to make new ideas and were in the midst of testing them against their profiles of imagined customers. Mums, dads, aunties and uncles were drawn to help explain their likes and dislikes, and brothers and sisters drawn to express what they would persuade their parents to buy them! Even details like the colour of their mum's handbag came into the decision making process.

Every question I asked resulted in a sea of hands in the air and ever-complex levels of creative combinations. Cookie makers and pop up card designers had joined teams to make ethically sourced pop up cookie presents and crafted clay, and story-telling were combining to make a new type of book, one that could be used to help young children to develop their own new ideas.

Learners had interpreted EntreComp into their own words

I left exhausted, and on the way home reflected on an experience where these young learners had interpreted EntreComp into their own words, could articulate their self and group development and were providing opportunities for others of their own age to learn.

I left exhausted, and on the way home reflected on an experience where these young learners had interpreted EntreComp into their own words, could articulate their self and group development and were providing opportunities for others of their own age to learn. Yes the money would be going into their own school bank, but everyone knew the reasons for this and could express the opportunities that having such funds provided. It also struck me how little the teacher had said, simply because she didn't need to add a word when the pupils could do it for themselves.



Pupil power – Andy hears about Pop Up shop ideas, evaluations and enjoys a little teacher training – from the pupils of Craigfelen Primary School

Thanks to Headteacher Alison Williams who, on behalf of the pupils, arranged the visit and details such as permissions for photographs, I think I learned a lot that day, but the pictures probably express much more than I can in the words of this blog.

By Prof. Andy Penaluna, Director of the International Institute for Creative Entrepreneurial Development, University of Wales Trinity Saint David