

Money and Finance

Students are admitted to Endeavour academy at various points during Key Stage 4, some students are admitted in Yr 11 and will therefore be with us for shorter periods of time. Many students have missed large amounts of time in school prior to their admission. For this reason our timetables need to be flexible and personalised with all courses offering a variety of qualification routes and supporting pathways to post 16 learning.

Intent

We aim to encourage students to become responsible borrowers and sensible savers, and to leave school with the skills and appreciation of the need for financial planning throughout their life. Lessons prepare students for further through the development of core skills; critical analysis and evaluation, verbal communication (through classroom discussion) and written communication. The shift towards an increasingly cashless society, and more financial products and services than ever before, is making it more difficult for young people to navigate their personal finances.

This course compliments the number skills developed in Mathematics and further enhances the opportunities to embed essential problem-solving skills. Endeavour Academy believes financial education is an entitlement for each young person in order to be able to make the most of their opportunities: in education, in careers, and as future citizens and for this reason we teach Money and Finance skills as a stand-alone subject.

The goal is for all students to leave Endeavour Academy equipped with;

- an understanding of the economy, financial management skills, employability and enterprise.
- confidence to set personal budgets
- the ability to relate learning to situations, for example, where they may need to borrow money and understand the terminology such as APR.
- the skills to relate their learning to future financial matters such as buying their first home, buying on credit and protecting ourselves and our possessions with insurance.

Core curriculum links









Maths	English	Science
Calculating Predicting Problem solving Estimating Deducting Value	Vocabulary Justifying Speaking Listening	Predicting Estimating Analyse Interpret Data

Careers in Finance

Banking <ul style="list-style-type: none"> • Customer Focused • Audit • Actuary • Mortgages 	Accountancy <ul style="list-style-type: none"> • Employed role • Self employed • Business Accountant • Personal Accountant 	Business Teacher <ul style="list-style-type: none"> • School Teacher • Sixth Form Teacher • College Tutor • University Lecturer 	Analyst (Gathering, interpreting and producing data)
Telephone Banking / Call Centre <ul style="list-style-type: none"> • Loans • Current Account • Online payments 	Payroll (Create and maintain employee payroll records)	Entrepreneur Creates and runs a business	Actuary (Risk assessment and management) <ul style="list-style-type: none"> • Insurance • Pensions • Benefits

Skills Builder

We teach skills that are essential to any person no matter what career path they choose. Using resources and support from [The Skills Builder Partnership](#) we aim to develop students' understanding and confidence within these essential skills.

Skill	How is this developed
Listening 	Students must receive, retain, and process new methods and ideas. <ul style="list-style-type: none"> • Students solve problems with methods are given verbally. • Students responding to questions. • Students listening to ideas from other students.
Speaking 	Students can verbalise information and ideas. <ul style="list-style-type: none"> • Students describing and explaining how they found an answer. • Use of key terminology in in responding to questions and explaining. • Communication with peers during group activities.
Problem Solving 	Students can find a solution to challenges. <ul style="list-style-type: none"> • Applying knowledge to questions which draw on many skills. • Presenting them with abstract situations and students explain or solve problems. • Recognising problems may have multiple solutions. • Recognising competence requires time and effort. • Developing independence in problem solving.
Creativity 	Students can use their imagination and generation of new ideas. <ul style="list-style-type: none"> • Approach at problems from a different perspective. • Participate in skills-based games to apply knowledge in a creative way. • Imagine how new concepts work mathematically.
Staying Positive 	Students can use tactics and strategies to overcome setbacks and achieve goals. <ul style="list-style-type: none"> • Students approach setbacks with a positive 'How can I improve?' attitude. • Students utilise support from staff and peers. • Demonstrating resilience strategies when faced with challenging situations. • Share experiences of how they overcame difficulties.
Aiming High 	Students can set clear, tangible goals and devise a robust route to achieving them. <ul style="list-style-type: none"> • Extension tasks within lessons that encourages students to take risks and take their learning to the next level. • Answer higher level questioning to extend answers to develop thinking. • Celebrate individual successes. • Students encouraged to set own improvement targets. • Aspirational targets and how this could help them to achieve in employment.
Leadership 	Students can support and encourage others to achieve. <ul style="list-style-type: none"> • Student led explanation of methods and processes. • Taking a lead role within the skills-based games. • Peer support in challenging tasks.
Teamwork 	Students can work cooperatively with others to achieve. <ul style="list-style-type: none"> • Participation in group work when solving maths problems. • Cooperative skills-based games. • Peer support when working through problems. • Recognising the importance of the contributions of others during discussions.

Implementation

All lessons are planned on the basis that students must be able to relate their learning to personal and real-life experiences. Topics such as ‘borrowing’ enhance student’s Mathematical skills with calculating percentages and working out compound interest but are taught using case studies and project based learning where students may perhaps plan for buying and decorating their first home. Researching best mortgage deals, deciding term of loans and looking at APR comparisons for credit and store cards. We believe that lessons in Money and Finance are essential in preparing students for working life. LIFE and the content of all lessons is available to students as an online learning platform.

Course Level

Students follow the London Institute of Banking and Finance (LIBF) programmes of learning.

Foundation Learning	Lessons in Financial Education (LiFE) programme. LiFE is made up of three units and is designed to be taken over a 12 month period. Once students have completed the Unit 1, they can take the formal assessment , the LiFE Award. After completing Units 2 and 3, they can take the formal assessment, the LiFE Certificate.
Level 1 (GCSE Grade 1-3)	CeFE Award CeFE Certificate
Level 2 (GCSE Grade 4+)	CeFE introduces students to the impact of finance on the economy and encourages them to consider how this can affect businesses and individuals. Through this it develops knowledge and a valuable range of applied and transferable skills. It provides a foundation for further study in business and finance-related disciplines. In England, Wales and Northern Ireland CeFE has been accredited by Ofqual at Level 2 in the Regulated Qualifications Register https://www.gov.uk/find-a-regulated-qualification

Learning Content

<p>Personal Finances.</p> <ol style="list-style-type: none">1) Money2) Sources of money3) Spending and budgeting4) Managing money5) Borrowing6) Insurance and Inheritance7) Risks8) How do we keep our money safe
<p>Money management for your generation.</p> <ol style="list-style-type: none">1) Modern banking2) Pay and pay calculations3) Types of payment cards4) The cost of borrowing5) Using money abroad6) Financial difficulties and their consequences7) Financial advice and protection8) Investing
<p>Your future, your career.</p> <ol style="list-style-type: none">1) Employability: applying for a job2) Roles and career paths3) Financial wellbeing4) Inflation
<p>Public finance and the economy,</p> <ol style="list-style-type: none">1) Relate to social, political and cultural factors2) Relate to political institutions and processes3) Relate to impacts on individuals, businesses and society.

Assessment

On admission, all students complete a baseline assessment to allow teachers to identify starting points, track progress and apply interventions where necessary. End of topic assessments and mock exams using past papers are part of our summative assessment procedures. Feedback and opportunities for students to discuss their learning form part of our planning and marking procedures.

During lessons formative assessments take place in the shape of multiple-choice quizzes, discussions, and true and false questioning. This information helps form our planning which can change to consider any gaps identified.

Impact

Baseline assessment information is used to evaluate progress from point of entry to point of leaving Yr 11. Our main goal is for our students to be able to clearly explain what they have learned and demonstrate these skills across the curriculum and outside of the classroom setting.

Websites and useful links

Below is a link to the awarding body we use and further information on the courses we deliver:

<https://www.libf.ac.uk/study/financial-education/qualifications>

Extension tasks and revision programmes can be found by accessing;

<https://www.bbc.com/bitesize/guides/ztkmpbk/revision/1>

<https://www.bbc.com/bitesize/guides/z8wjh39/revision/2>

<https://www.bbc.com/bitesize/guides/zqmr2p/revision/1>

Programmes for both students and parents/carers can be found by accessing;

<https://natwest.mymoneysense.com/home>

How parents can help develop skills

You can support the work we are doing by attending parent events, keeping up to date by regularly accessing our website and enquiring about what your child is doing in school. Encourage your child to use financial maths at home by using mathematical language during your discussions, for example allow your child to help calculate home budget expenditures, ask them to research energy deals using comparison websites and estimate household savings over the year if the family were to switch provider.

We understand that some parents may feel they lack confidence with financial mathematics and that the curriculum is forever evolving. At Endeavour Academy we have excellent relationships with East Durham College where there are a number of courses available to enhance adult numeracy skills. Should you be interested in brushing up on your numeracy skills then please see the link below;

https://www.eastdurham.ac.uk/Functional_Skills_Maths_English

Should you be interested in completing the online version of Lesson in Financial Education course yourself please contact Endeavour Academy.