



**Intent**

Our curriculum, rooted in our vision statement and the key principles of Jesuit education, provides aspirational pathways for all pupils to enable them to strive for excellence in all that they do so that they can achieve their potential and progress on their career pathway.

All pupils engage with a broad, balanced and sequenced curriculum and are supported to develop their knowledge and understanding of concepts, skills and talents. They also have access to an extensive range of extra-curricular activities which provides both a balance to their academic studies and enriching cultural capital opportunities.

We are committed to care for the individual pupil and their development as a whole person and help them to grow the personal characteristics and virtues within the Jesuit Pupil Profile. Being 'men and women for others' means that each pupil has the desire and capacity to make a positive difference in the lives of those they meet now as pupils and in their future lives.

Pupils are supported in making effective transitions across all key stages through the provision of aspirational pathways. This allows pupils to develop and to achieve objectives appropriate and challenging to them and attain the qualifications and skills for their next steps in education or employment.

The College curriculum is carefully planned and includes a strong emphasis both on EBacc and vocational courses. The broad curriculum gives pupils a depth of experience and knowledge balanced between the classroom and extra-curricular opportunities. It enables them to develop their imaginative and creative skills alongside their emotional intelligence. There are comprehensive PSHE, RSE and Careers programmes that start in Year 7 and develop incrementally through to Year 13.

Through the curriculum pupils have the opportunity to become independent learners and develop a love of learning. In supporting pupils in the formation of their values and attitudes, they are helped to realise that their talents are for the good of the human community. They are encouraged and given occasion to develop leadership and teamwork skills enabling them to become responsible and successful members of society.

**Implementation**

Our formal curriculum is structured with a three year KS3 and a two year KS4.

At KS3 all pupils study arts and humanities subjects, a modern foreign language and computer science alongside the core subjects of English, Mathematics, RE and Science. These subjects are studied in depth through well sequenced and resourced schemes of work where pupils engage with a variety of learning styles and assessments. Pupils encounter and learn key knowledge and skills at KS3 that provides them with the foundation that they need to progress successfully at KS4.



At KS4 pathways, including Ebacc and vocational subjects, have been developed to support individual pupils of all abilities ensuring that they are developing the knowledge and skills to continue in education or training post 16. Pupils study a core curriculum of English, Mathematics, RE, Combined Science/Triple Science, Geography and/or History along with two choices from a wide selection of subjects. There is flexibility to offer specific pathways to meet the needs of individual pupils, which includes a reduced offer and additional challenge. A variety of setting arrangements, agreed with individual departments to support the learning of the pupils, are used.

At KS5 as well as the two year A Level and BTEC courses in the Sixth Form we also offer a one-year course for pupils who require the opportunity to consolidate before moving on to Level 3 courses at the College or elsewhere. Pupils can study a greater combination of subjects, including T Levels, through access to courses at the Ursuline High School.

Heads of Department and Subject Leaders are instrumental in planning the delivery of the curriculum in their subject area. They work with members of their department to ensure that a clearly sequenced programme of study is delivered. Teachers have outstanding subject knowledge [the vast majority of lessons are delivered by subject specialists] which in turn enables pupils to acquire an increasingly greater depth of knowledge and understanding and confidence in applying appropriate skills as they progress through the school.

Teachers have high expectations of pupils and encourage them to strive for excellence. They use a variety of teaching strategies and pupil activities to ensure progress. Pupils' understanding is checked on an ongoing basis. Activities and tasks are consistently well matched to pupils' abilities by making use of prior attainment data.

Pupils who require additional support receive it through a range of interventions including in lesson support, supported study, tutoring and where appropriate support from SEND Department [Brackenbury].

Regular assessment combined with end of year exams enable pupils to develop revision skills and consolidate their learning as well as enabling teachers to identify and address gaps in knowledge and understanding. Schemes of Work are revisited regularly to ensure material is updated and that topics are well sequenced to ensure effective pupil learning and development of skills.

The College has a thorough PSHE offer which covers all major aspects of PSHE and RSE. This programme is delivered via weekly lessons with tutors with additional material taught across the wider curriculum. Pupil understanding and progress is monitored with the use of short half termly assessments. Our Careers Education programme supports our pupils' decision making as they approach transitions and have to make choices. It informs, encourages and

inspires them as they consider their future options and helps them to understand and develop their employability skills. This is delivered within the PSHE programme as well as through one-off events.

Pupils have access to an extensive range of extra-curricular activities which supports and provides a balance to their academic studies. They are encouraged to participate in at least two activities each year. Sports, drama and music are at the heart of our extra-curricular offer and are complemented by many subject specific clubs and events.

There are many enrichment opportunities through engagement with external organisations such as The Royal Society, DofE scheme, University outreach projects, King's College, Merton Citizens, Wimbledon BookFest, WildEd ecology, the Mark Evison Foundation and the First Give. There are numerous opportunities for developing pupils' cultural capital through school trips and visits ranging from local to overseas organised by many different departments. These activities take place during and after the school day as well as the weekend and over holidays. as providing opportunities for residential trips.

Our Chaplaincy plays a central role in the development of pupils' through opportunities for spiritual and moral development as well involving pupils in leadership and social responsibility roles.

The school ethos [cura personalis] is one of inclusivity where any form of discrimination is challenged and where pupils have many opportunities to develop their understanding of the wider community, both nationally and internationally.

### **Impact**

The impact of the curriculum is continually monitored to ensure that the implementation of the curriculum is effective and is delivering the curriculum intent.

This is achieved through:

- monitoring of pupil progress through analysis and evaluation of internal half termly assessments and public examinations at subject and whole school level
- pupil destinations
- Raising standards meetings with HoDs
- Line management of departments by SLT
- Lesson observations, book trawls
- Regular review of Schemes of Work for all subjects including PSHE



**Wimbledon  
College**

## Wimbledon College Curriculum Statement

- Pupil feedback