



Wimbledon College Curriculum 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.

Intent

Physical Education is vital in maintaining students' health both physically and mentally. Through high-quality teaching and learning, the department aims for all students to lead healthy, active lives, **have the option to engage in and access both competitive and recreational sports and activities**, and develop competence in a broad range of physical activities.

Knowledge is sequenced coherently across all key stages so that students' appreciation of sport and PE grows incrementally to a more specialist understanding term on term.

During KS3 PE we aim for the students to develop these aims across a range of activities, having progressed from their initial starting point to be in a position to access the various examination courses delivered by the department. At KS4 and 5, exam courses follow exam board directives of delivery. With these key stages we provide the students the opportunity to obtain a greater depth of knowledge within the wide range of courses available.

Implementation

Pupils in KS3 and 4 participate in weekly high-quality PE and Games lessons. They follow a broad and balanced curriculum which enables students to develop confidence, ability and understanding in each area. We provide an extensive range of extra curricular activities for the pupils to engage in as well as representative school teams. Through this well-structured and high-quality learning environment, the students can engage and succeed through these opportunities.

The curriculum is balanced and challenges students accordingly. Teachers are able to assess progress and plan their lessons according to the levels of competency in their group. The sports at KS3 are chosen to best suit the students and facilities available. Assessment is undertaken by teacher observation.

At Key Stage 4 we have a varied examination course offer with both AQA GCSE PE available and Pearson BTEC Tech Award in Sport. Students receive 3 50-minute lessons per week allowing them to embed key knowledge and concepts. They are taught in a variety of engaging ways which inspires the students to achieve their highest potential. A sequenced learning takes place over the 2-year courses, with the interleaving of topics building on prior learning to ultimately achieve exam success at the end of the course. This will prepare any students preparing to take the next steps with PE examination courses. At KS4 students will undertake practical lessons in Badminton for example building on prior attainment at KS3, leading towards mastering for their GCSE course. In KS4, use of terminology in Anatomy and Physiology GCSE lessons will facilitate prior learning for A Level A&P and build on cross curricular work done in Science.

At KS5, the fluency of courses is maintained with both an A Level course and a vocational BTEC Level 3 Diploma course on offer to the students. Students receive 5 50-minute lessons across the week for A Level and 10 50-minute lessons for BTEC Diploma. The curriculum is delivered through a mixture of theoretical and practical lessons to enhance understanding and learning. Practical lessons develop the skills required to show their competence in both team and individual sports. Students are taught in a variety of ways, looking to build on the key knowledge that has been embedded from KS4. They will revisit concepts but now taught in more depth using knowledge retrieval. The interleaving of the topics across the Units will help them develop the knowledge to successfully complete more extended writing tasks. Exam practice and retrieval tasks will regularly take place with the scaffolding in place for the development of the writing techniques and also the use of formative assessment to help inform progress of the students.

On the vocational courses the optional units such as Sports Coaching and Sports Leadership have been selected partly due to teacher specialism and also to ensure students have transferable skills for future employment. The skills learnt in these units enable skills to be embedded into future careers in the sports industry and also build on the school Jesuit ethos of 'men for others' when leading sessions for example.

The department maintains its subject specialism in a variety of ways such as sharing resources on google classroom, PE specific websites such as The Everlearner and magazines such as PE Review.

Impact

The breadth and depth of the curriculum offer at WC allows students to find an area of the curriculum which appeals to them and promotes a positive attitude to lifelong learning. This will lead them to be part of an extra-curricular pathway in the college and out of school as part of their learning journey. Our impact on examination courses is measured through the data produced in the KS4 and KS5 exam data.

At KS3 we have assessment every half term following the department grade descriptors. Pupils will have developed their declarative and procedural knowledge in various activities to allow them to progress to KS4.

Monitoring takes place regularly within examination courses with half termly assessments. Formative assessment is ongoing during lessons and teachers use this to inform planning of future lessons. Assessment data is used alongside other assessment information to provide an accurate picture of students' progress. Self and peer assessment takes place regularly in KS5. Learning walks and lesson monitoring takes place regularly. Constant evaluation occurs with both curriculum and extra-curricular offers in the department and the offer is then altered accordingly depending on the relevant factors.

Progress: GCSE 91% grade 4 v 82% Nationally

55% Grade 7 v 34% Nationally

A Level- 100% C or higher v 80% Nationally

57% A or higher v 32% Nationally

BTEC L2 Sport: 100% Pass, 33% Merit and 17% Distinction

BTEC L3 Sport: 100% Pass, 86% Merit and 86% Distinction