

*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**

We want our pupils to be more confident speaking and more curious, learned and also “to develop the imaginative, the affective and the creative dimensions of each pupil, to give opportunities to develop leadership and teamwork, to help pupils in their formation of values and attitudes”

Therefore, important aims for the Business curriculum are for pupils to develop a passion and interest for the subject of Business and develop their analytical skills to be able to understand and know why they have learnt what they have within the classroom and beyond. Furthermore, students should see links between how what they have learnt will benefit them in their future employment [whether this is within Enterprise or not]. Business is a subject that complements others in the school both in terms of content and skills learnt. The department ensures students gain the essential subject knowledge of specific business topics and can articulate both verbally and non verbally analytical and evaluative perspectives of these topics, being able to present counterbalanced viewpoints and comparisons to the benefits and drawbacks of such topics.

**Implementation**

The curriculum uses Edexcel specifications at both Key Stage 4&5 as they are most fit for purpose for our pupils as it enables them to focus on quantitative skills while also allowing freedom to use contextualised examples. The focus in each key stage of the first year is to build a bank of terminology and foundation concepts while introducing pupils to local, national business contexts before moving on to more of a global context such as how multinationals operate. At GCSE Key Stage 4 the exam board specification and recommended SOW starts with 'Investigating into small businesses' before moving on to 'Building a business'. At A Level there are four themes which build upon each other in terms of scope (eg local up to global businesses) and difficulty (eg break even equations up to moving averages). Once the topics have been mapped out we then interleave revision and revisit activities to aid knowledge retention.

The specification and topics provide opportunities for cross curriculum linkage for example when looking at Business Ethics and Sustainability in Business to that covered in Geography.

The key focus of the department is to ensure engagement with the subject, during lessons and in homework, as this will result in good progress for all pupils. This is achieved by linking theoretical content to real context/application and providing opportunities for pupils to explore them. On a weekly basis pupils are taught the importance of being able to know and answer 3 key posed words/questions for each topic they learn - What? How? Why? These questions often are set out and



answered in their exercise books for topics. Furthermore, teachers use current and contextual business examples that occur in real time as topics are being taught. Humour and ensuring lessons have a sense of enjoyment to them contributes significantly towards subject knowledge retention. Finally, pupils are encouraged to only use business vocabulary as opposed to standard non business words.

All pupil needs are taken into consideration with regards to scaffolding and differentiation within lessons and homework. Skills are gradually built up – focus originates from subject knowledge and understanding of topics in order to answer varying question types. Teachers also use high level questioning skills to aid retrieval and retention to consider how current topics may relate to past taught topics.

The department has introduced ‘Cornell’ note taking to pupils via the issuing of individual Cornell note books which enable pupils to produce written work that sets out in clear headings the key skills of assessment they are required to learn. Each pupil is expected to regularly update them as topics are taught. Key terms from prior themes are then factored into termly assessments. Great emphasis is placed on how pupils could learn how to answer set questions with creative ways of teaching and learning, for example the concept model of ‘Burger, Fries & Drink’. In addition open ended essay style stretch & challenge written questions are set and constructive well detailed feedback both verbal and written provided by the teacher. Regular low stakes testing and synoptic homework tasks allow for ample opportunity for revising of content and liberal reference to terminology and use of exam questions and exam requirements (AO1, AO2 etc) are used from the outset and frequently revisited throughout courses.

Presentations and research projects are a core activity that the department continually seeks to factor time for pupils to undertake and many of the best works are displayed in classrooms for pupils to be proud of. These presentations often involve pupils having to verbally present to their peers and focuses on developing their skills of communication and confidence tying very much in line with the College Curriculum of “encouraging and giving occasion to develop leadership and teamwork skills enabling them to become responsible and successful members of society” and subsequently giving them the skills for success in future employment.

At KS4, prior attainment in core subjects is used to stream classes with an occasional mixed ability class. Target setting, based on the starting ability of pupils, is continually reviewed to ensure that all pupils are being stretched. The department encourages peer to peer pairing up [a pupil who is strong in a topic area to provide power tutorial sessions to a pupil who is in need of catching up]. Feedback is tailored to individual pupils based on areas that they can and need to work on strengthening/improving. Areas that are found to be common amongst large numbers of a class are addressed collectively and then subsequently practiced.

Currently at KS4 there is an educational talk and trip to Thorpe Park that provides pupils with a classroom based seminar on Thorpe Park as a business which once again enables pupils to see the cross curriculum link between Business and other subjects such as Science and Physics for example from such a trip.

At Key Stage 5 there is the bi annual international trip to New York that enables pupils who attend to explore and witness a global leading business environment. Trips have run in the past to other notable businesses such as the All England Lawn & Croquet Club [Wimbledon]. The Department has had outside [mybnk] educational business finance workshops come in and do enterprise days that have proved successful.

#### Impact

##### **GCSE:**

Overall the GCSE results for this academic year 2022 were good and clearly moving in the right direction, seeing a significant improvement from 2019.

##### Headline data:

9-4 = 73% [+ 13% from 2019 60%]      National 75%; Exam board entries 74%

9-5 = 55% [ + 24% from 2019 31%]      National 62%; Exam board entries 61%

9-7 = 25% [ + 16.5% from 2019 8.5%]      National 28%

Average Grade = 5; Average Points = 4.84

##### **A Level:**

The Business 2022 A Level results were excellent.

##### Headline data:

SISRA Data [Internal school data]

Positive Value Added = + 0.13

Positive Residual = + 3.02

A\* - C = 94%      National 84%

A\* - B = 69%      National 60%

Average grade for cohort was a B-

At Key Stage 5 the Business departments results, continue as they did in 2019, remaining above national averages in the main headline categories. It was also very pleasing to see this year, alongside significantly surpassing the NA for the A\*-C bracket by an impressive [+10%] the A\*/A top end was significantly improved at 22%.

Assessment - Half term summative assessments are used to check understanding and exam skills.

Progress - End of Year Exams and External Exams through examiner reports feedback.

Number of pupils who are choosing to study Business at KS5 and beyond



**Monitoring**

Pupil self-evaluation forms provide very useful feedback.

Department & whole school data monitoring.

Department data is used to form comparisons with pupil's progress in other subjects obtained from whole school data.

Assessment also includes prior subject knowledge/topics taught to maintain and aid in the retention of key concepts, this allows the department to assess the level of subject knowledge pupils have and are actually retaining.

Termly reviews and yearly self-evaluation forms carried out provide insights.

Common misconceptions such as using cash flow and profit interchangeably highlight at the start of teaching a topic and AFL techniques to ensure comprehension.

PLC's are used for KS5 with dedicated time allocated for areas of the specification that pupils feel less confident to strengthen.