

**Business Studies (KS4 Only) Curriculum: Intent, Implementation and Impact St Dunstan's School 2021 - 2022**

St Dunstan's School Context		
<p>St Dunstan's cohort size is relatively small; at the start of the year St Dunstan's had 398 students attending. The school roll is growing rapidly as a result of the excellent reputation the school has developed in the local community and beyond.</p> <p>St Dunstan's was 2nd in the County for progress when national data was last available</p> <p>St Dunstan's has a relatively high proportion of students who are eligible for FSM (24.9%)</p> <p>St Dunstan's has a more monocultural demographic than the national average (88.7% white British)</p>		
Intent	Implementation	Impact
<p>The St Dunstan's Business curriculum intends to instil the St Dunstan's core values of Truth, Resilience, Awareness and Kindness as follows:</p> <p><b>Truth:</b> The intent of the Business curriculum is to enable students to know and understand key business concepts.</p> <p><b>Resilience:</b> Businesses face many challenges. Our curriculum intends to explain how leaders seek to overcome this adversity.</p> <p><b>Awareness:</b> Our students should understand the integrated nature of business activity and the impact</p>	<p>SOLs incorporate specific Evidence Based Teaching (EBT) successful male engagement strategies.</p> <p>Monitoring of student progress throughout KS4 via completion of progress checks recording student progress against expectations.</p> <p>Effective intervention plan in place &amp; within timetables. 1x25 minute intervention slot for pupils every fortnight in both year 10 and 11. PP students are given priority in these intervention lists.</p> <p>Use Progress checks to identify classes and students behind in all years. Head of Faculty to ensure classroom teachers are intervening to catch</p>	<p>Students are able to articulate key business concepts. They can give specific examples from businesses they have studied.</p> <p>Students are able to explain challenges faced by businesses; they can articulate measures taken by leaders to overcome these difficulties.</p> <p>Students are aware about how businesses can affect wider society. Students can give both positive and negative examples of this impact.</p> <p>Students are aware of sustainable business practices. Our students value sustainable businesses and understand the responsibility business leaders have.</p>

businesses have on individuals and wider society.

**Kindness:** Our intent is to develop a deep appreciation for the values of entrepreneurship. We also discuss corporate social responsibility and the role of sustainable businesses.



Students will be able to apply their knowledge and understanding of contemporary business issues in local, national and global contexts. Our collaboration with Clark Business centre encourages students to develop an awareness of commercial career opportunities to enable them to have a clearer vision of the future job opportunities available to them.

pupils up.

Purple folder time on inset days so all staff know their students.

CPD on differentiation in terms 1,3 and 5  
Teaching ambassadors to work with developing teachers on lesson planning.

New lesson planning crib sheet to ensure depth of understanding.

Termly department CPD on subject knowledge  
Flashback starter activity in all lessons.

All HW and purple pen activities to focus on depth of understanding and ensure progress is made when students do not understand.

CPD on questioning in terms 2, 4 and 6  
Teaching ambassadors to work with developing teachers on questioning.

New lesson planning crib sheet to get teacher thinking more about high quality provision

New lesson planning crib sheet to ensure previous misconceptions are addressed and that marking informs planning.

### Historic Attainment (GCSE)

No previous data as it is a new course.

### Targeted Attainment

- Grade 4+ (80%)
- Grade 5+ (50%)
- Grade 7+ (20%)
- SPI – all students (+0.1)
- P8 - HAP (+0.0)
- P8 – PP (+0.0), disadvantaged students achieve better than non-PP students do nationally. The gap between PP students and non-PP students at St Dunstan's closes.
- Boys (+0.1)
- There are no SEND pupils in the year 11 cohort.



The Business curriculum will develop enterprising individuals with the ability to think commercially and creatively to demonstrate business acumen, and draw on evidence to make informed business decisions and solve corporate problems. In addition to the theory and application of Business concepts, the curriculum will develop students to be effective and independent as well as critical and reflective thinkers with enquiring minds who use an enquiring, critical approach to make informed judgements.

Our KS4 curriculum also covers the key content needed to study A level Business, which is shown on pupils' learning journey stuck into their book.

The prior KS3 skills which are built on include: math (working out % change on loans / profit and loss / data reading). Geography (understanding how location

Termly in depth DIRT fortnight to be used..

Termly cross curricular book looks and follow up.

Teaching ambassadors work with other teachers to enthuse and inspire.

Careers opportunities throughout the year and embedded in PSHE and tutor time. For example our links to Clarks village, local business in glastonbury and discussion of entrepreneurs in PSHE and Tutor.

Catch up work is checked and quality assured though work scrutiny by PLs.

is important for Business).		
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