



Departmental vision

High quality PE fosters the physical, moral, social, emotional, cultural and intellectual development of pupils. PE is still championed for its potential to promote health and encourage lifelong physical activity. PE is also praised for its contribution to improved psychological health, for helping to nurture social and moral development – as well as supporting cognitive and academic performance.

(AfPE, 2018)

Sport doesn't just teach individuals to win or lose, it teaches a wider range of skills that we try to embed throughout Nether Stowe. Sport will teach individuals to be organised, independent, resilience, work individually and as a team along with developing communication and listening skills. Our students take pride in representing their school at different sporting events in and out of school and it's this that helps their inner character.

Purpose of PE

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

The aims of PE

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

Intention

The PE curriculum has been designed around 3 key principles:

1. Develop understanding of health and fitness, across Key Stage 3, to encourage living healthy and active lives.
2. Emphasis on maximising opportunities for competitiveness through the seasonality of sport and activities.
3. Exposure to a range of physical activities with the level of challenge of skill and tactical awareness increasing across each key stage.

The substantive PE knowledge and key vocabulary has been carefully sequenced to ensure that new content builds upon prior learning, enabling students to develop understanding and skills which are essential at GCSE and beyond.

1. Students to have deeper knowledge

Teaching is designed to help students to remember in the long term the content they have been taught and to integrate new knowledge into game situations. They are able to then use these skills in a tactical way to then use them more effectively. Within theory the use of low

stakes testing and red zone activities means students have the opportunity to constantly be shifting information from the short term to the long term memory.

2. Students achieve expected outcomes

All learners are able to achieve within PE with students been given a minimum expectation each lesson with students then challenging themselves and opting to raise their aspirations. The differentiated teaching within the department means that students are able to learn a range of skills which vary in skill level. Within theoretical lessons students are given every opportunity to access the same curriculum with compulsory support is place when teacher deem this to be suitable. Use of Knowledge Organisers ensures no student misses content being taught across all Key stages.

3. SEN provision

Within practical sessions, students are given opportunities to take part in all activities. Differentiated tasks means that all students will work towards their target grades and are able to individually challenge themselves within the variation of tasks set. Adapted equipment such as in table tennis we have different sized table tennis balls and in different colours helps those who struggle to hit the ball consistently. In theory lessons, use of structure strips, additional resources and differentiated worksheets make the content accessible and extra support from the teacher helps students to understand more complex topics.

4. Students are well rounded healthy and resilient learners

Emotionally students are able to learn how to deal with success and failure. They are able to learn from others and keep trying until they succeed with the use of many practice methods. Continuous fitness in all lessons helps students to remain physically healthy and look at leading healthy active lifestyles and what it takes to do this. Socially they are able to learn social skills and are constantly given opportunities to work in pairs, trios and groups and look at the roles they play within a group.

5. Create confident young learners

Students are given opportunities in all lessons to lead, officiate as well as a role of captain. With the inclusion of this sports leadership in year 9 this helps to give students the skills to be confident when they are leading others. They are able to look at the qualities of a leader and then embed this within their own practice.

6. Develop cross curricular links

- Measuring in Athletics
- Timing in Athletics
- Body systems/muscles/bones throughout

Implementation

Year 7

As we gain students from a wide range of primary schools and different schools delivering different activities, we initially test the students through a plethora of activities. This allows us to then accurately differentiate by placing students in mixed gender ability groups. This then results in students being able to undertake basic skills in a range of activities and gain a basic knowledge on the basic skills required for the various activities.

Year 8

We further develop skills acquired from year 7 and build on those learnt with some deeper understanding as to when the skills are embedded within competitive situations and why skills are executed at certain times in the activity. The basic skills are developed with students learning more complex skills e.g. serving in table tennis in year 7 to then adding more direction and speed in year 8. Basic tactical awareness within activities is questioned to get students deeper thinking. Cross-curricular links with Biology regarding how the body works and how can students train to improve this.

Year 9

Year 9 is a transition year to bridge the gap between KS3 study and GCSE or Cambridge National Sport Studies. This is where students develop their confidence, competence as well as their leadership skills. The inclusion of personal survival helps students to gain life skills as well as the fitness unit showing student's ways of keeping fit and linking to the health question. The lessons are focused on developing student's tactical awareness and developing the knowledge on the tactics rather than the technique of skills as they have been learnt previously. Students are encouraged to take on a range of leadership and officiating roles in preparation for KS4.

Year 10

In year 10, we offer OCR GCSE and the Cambridge National Sports Studies course. We adopt a 'knowledge engaged' curriculum approach where students are given regular opportunities to apply their knowledge to exam style questions. From these assessment opportunities, the curriculum can then be refined to meet the needs of the pupils within particular classes. Homework is set using KO and tested in lesson. This embeds content into the long-term memory; it is essential that our pupils have the opportunity for repeated practice. Students also complete core PE lessons in which they choose a preferred activity pathway which all include health and well being units and how to keep active outside of school. New fitness opportunities are given to students to encourage healthy active lifestyles.

Year 11

Students undertake sports leadership in the Sports Studies course which they develop what they have learnt from year 9 and lead others. They also complete the working in the sports industry unit through an internal assessment. This has strong cross-curricular links with the careers information they receive through Key Stage 3 and PSHE. For the GCSE; the internal assessment is completed along with practical moderations and assessment of 3 activities. Completion of a mock exam in year 11 means that class teachers then analyse the responses to the question papers and adapt the curriculum to include elements of re-teaching. Final units of content are also delivered to pupils during this year. Prior knowledge is tested throughout the year to ensure older content is not forgotten.

Core PE continues with a health focus on nutrition in which students are able to create foods that a variety of athletes would use and understand the nutrients needed

Transition to KS5

OCR is the specification studied as it has strong links with content studied at GCSE so creates a strong foundation to student's further study. PE is a strong subject in the whole school destination figures and this is promoted through university trips and previous students speaking to the KS5 cohort thought out the year. Exam style questions are embedded in most lessons with the EPI and practical moderations accompanying the exam side of the course. This links to the BTEC Sport at Level 3 course which includes exam and coursework units.

Reading

Throughout all Key stages, reading is encouraged in lesson and out of lessons. Focused activities around age appropriate material is encouraged with students being told where key information can be found, decoding tasks helping them to link read knowledge to answers and encouragement to read from BBC sport to keep up to date with the sporting world.

Staff contribution

- Extra-curricular clubs are on Tuesday to Friday with the activities from the curriculum being on the time table.
- Club links noticeboard as well as letters sent home to individuals with local clubs.
- Fixtures and tournament are completed to push the competitive element of the curriculum within the district and in college tournaments within school.
- Revision/intervention sessions for KS4.
- Constant progress dialogues; Progress, interventions, concerns etc.
- Sharing of good practice.
- Open door policy/drop ins and climate checks.
- Confident staff who contribute to the department effectively

How is impact monitored and evaluated?

'Learners are ready for next stage in education'

Assessment takes place on a regular basis across the department in relation to a whole school policy of progress checks and milestones. Progress checks assess learning which has recently been undertaken within the classroom, whilst Milestones assess both new learning and prior learning so that teachers and pupils know whether what has been taught has been remembered. Following the completion of progress checks and milestones, pupils will upgrade their work in green pen allowing them to act on the feedback provided by their teachers. Common misconceptions are also revisited as a class at this point. Assessment evidence also allows teachers to decide on whether or not any key content needs to be covered again in class, perhaps using a different approach to ensure that all pupils have understood the key information or concept which has been delivered.

'Do Now' activities are often used as retrieval practice and to assess the impact of home learning. In PE DNAs. Low stakes testing is used to embed knowledge recall. The stretch will usually be based on concepts taught in previous topics or a few lessons previously. The idea is to build up students long term memory of key facts needed support learning. If it is evident that common knowledge has not been retained, the teacher can then arrange a time to re-deliver the information in a different way so that this gap in key content can be addressed. Within practical, having students revisit the skill from the last lesson e.g. forehand pushes in table tennis to a partner means they are able to then recall how to perform a previously learned skill.

'Red Zone' activities are used regularly across all year groups in order to give the pupils the opportunity to complete independent practice and this also gives teachers the opportunity to assess whether or not the learning over the most recent lessons has had the desired impact with the class. Teachers are encouraged to reflect on the work produced by students during Red Zone tasks in order to potentially make changes to future lessons, which are delivered to further increase the impact of the learning taking place. Within practical sessions the use of game play and game situations is the red zone activity as they are able to put their learned skill into a game.

Within lessons, teachers regularly use questioning in order to assess the impact of the learning upon the class. This allows another opportunity for pupils to check the understanding of pupils and to allow lessons to be reflected on or altered in the future to further improve the learning experience. Peer and self-assessment is used following red zones so students get the opportunity to independently reflect on their progress.