



Departmental vision

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, disciplined, resilient, able to work individually and as a team with the development of communication and listening skills. We aim to provide all students regardless of their background with experiences of taking part at school, district, county and national level. Our students take pride and value representing their school.

The aims of PE

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

Key principles

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 (aims 2 and 4).
2. Emphasis on maximising opportunities for competitiveness through the seasonality of sport and activities (all aims).
3. Exposure to a range of physical activities with the level of challenge of skill and tactical awareness increasing across each key stage (all aims).

Intention

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 initially is through invasion and racket sports as well as fitness. This allows us to then differentiate by placing students accurately in flexible groupings be that mixed or single sex. This then results in students being able to undertake the fundamental skills in a range of activities and gain a basic knowledge 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 fundamental 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.

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 lessons are focused on providing the necessary tactical awareness to compliment the increasing complexity of the skills learnt through a competitive context. Students are encouraged to take on a range of leadership and officiating roles to develop their holistic understanding of roles within sport.

Key stage 4 exam pathways

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 through 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 and tested through do now activities. This embeds content into the long-term memory; it is essential that our pupils have the opportunity for repeated practice. Students undertake sports leadership in the Sports Studies course which they develop what they have learnt from year 9 and lead others. 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.

Key stage 4 core PE

Students are able to choose a preferred activity pathway that keeps them physically active. These include team competitive, individual competitive and fitness. Lessons use a range of teaching styles to further enhance skills and knowledge with a strong emphasis on how these activities could be utilised to maintain a healthy active lifestyle outside of school for now and for the future.

Key stage 5

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 all lessons with the EAPI and practical moderations accompanying the exam side of the course. We also offer BTEC Sport at Level 3 which includes exam and coursework units.

Implementation

'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 or a fitness based warm up.

'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 competitive situation.

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. Within practical sessions modelling and demonstrations are a core value to ensuring students are able to visualise a technical role model.

Staff contribution

- Extra-curricular clubs are on Tuesday to Friday with the activities from the curriculum being on the timetable.
- 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 a college competition in school and district and county outside of 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 through Wednesday's enrichment.

Assessment

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.

Within Key stage 3 we assess through a success criteria created and base it on skills that can be performed. We then moderate through putting classes together to then check our assessment and determine how effective the assessment was and amend from this.