



Physical Education Handbook 2023-2024



Further... faster ... Fitter ... **Stronger**

Aims and Vision

Department Overview

(Intent, Implementation, Impact)

What Physical Education aims to provide for our students -

As a department we aim to create an inspirational working environment for both staff and students, where, together, we strive to actively engage students in learning. Participation and achievement are measured, monitored and celebrated. By the end of their physical education at Park, students should have developed a personal commitment to, and genuine passion for, maintaining their health and well-being into adult life.

Curriculum intent –

During Key Stage 3 and 4 core PE the department aim to inspire students to be active and engaged in a range of sports / activities contributing to an active healthy lifestyle. This is by offering routeways to personalised learning and promote physical activity. For example, competitive sports v health related fitness.

Within Key Stage 4 examination PE we endeavour to develop depth of knowledge in areas of sport and fitness. Aiding success through the implementation of revision strategies for unit focus. Linking practical and theory to apply knowledge. Ensuring feedback is given both verbally and written throughout tasks. Progress is tracked and visible to all throughout lessons. Summative feedback assigned with an expectation of independent application with an improvement window. A comprehensive revision guide is produced by the department and given to all students to support independent preparation for exams.

In summary, our core curriculum offers students ownership of their physical education experience at Park. Allowing each student to select the most suitable routeway for themselves. This maybe through a highly competitive sports route, with specific focus on examination criteria and a high level of execution of key skills. Through a traditional PE experience or through an alternative health related fitness programme. This allows students to develop in-depth knowledge of body systems, components of fitness and methods of training through a range of fitness activities such as Zumba, yoga or circuit training. With a view that this empowers the students to continue practical involvement outside of education.

Curriculum Implementation-

PE Curriculum Maps

Year 7 Curriculum Map

Date	Week	Significant Events	7c1/pe1	7c1/pe2	7c1/pe3	7c1/pe4
			CBP/APC	RHE	LCV/KPO	AWO
			7c2/pe1	7c2/pe2	7c2/pe3	7c2/pe4
			APC	LCV	CBP	RHE
04/09/2023	A	Yr7 Reading test	Endball KSH	Endball STP	Endball HC	Endball STP
11/09/2023	B					
18/09/2023	A	Yr7 CATS tests				
		Department check				
25/09/2023	B	Department check	Tag Rugby STP	Basketball KSH	Gymnastics KTH	Handball HC
02/10/2023	A					
09/10/2023	B					
16/10/2023	A					
23/10/2023	Half Term					
30/10/2023	B	Yr11 Mocks	Gymnastics KTH	Handball HC	Tag Rugby STP	Fitness OS/FS
06/11/2023	A	Yr11 Mocks				Basketball KSH
13/11/2023	B	Yr10 Exams				
20/11/2023	A	Learning walks				
27/11/2023	B	Learning walks				
04/12/2023	A					
11/12/2023	B					
18/12/2023	B					
25/12/2023						
01/01/2024	A		Handball HC	Tag Rugby STP	Basketball KSH	Gymnastics KTH
08/01/2024	B				Fitness OS/FS	
15/01/2024	A					
22/01/2024	B	Yr11 Mocks				
29/01/2024	A	Yr11 Mocks				
05/02/2024	B					
12/02/2024	Half Term					
19/02/2024	A		Basketball KSH	Gymnastics KTH	Handball HC	Tag Rugby STP
26/02/2024	B	Department checks				
04/03/2024	A	Department check				
11/03/2024	B	KS3 Tests				
18/03/2024	A					
25/03/2024	B	Yr10 Tests				
01/04/2024	Easter Holiday					
08/04/2024						
15/04/2024	A		Athletics FLD/STP	Athletics FLD/STP	Athletics FLD/STP	Athletics FLD/STP
22/04/2024	B	Learning walks				
29/04/2024	A	Learning walks				
06/05/2024	B					
13/05/2024	A					
20/05/2024	B	GCSEs Exams start				
27/05/2024	Half Term					
03/06/2024	A		Rounders STP	Rounders FLD	Rounders STP	Rounders FLD
10/06/2024	B	Yr10 Mocks				
17/06/2024	A	Yr10 Mocks				
24/06/2024	B	KS3 Tests				
01/07/2024	A	KS3 Tests				
08/07/2024	B	KS3 Core Exams				
15/07/2024	A					
22/07/2024	B					

Year 8 Curriculum Map

Date	Week	Significant Events	Competitive	Traditional 1	Traditional 2	Health Related			
			8c1/pe3	8c1/pe4	8c1/pe1	8c1/pe2			
			RHE	KPO	CBP	LCV/SCA			
			8c2/pe4	8c2/pe2	8c2/pe3	8c2/pe1			
AWO	RHE	KPO	CBP						
04/09/2023	A	Yr7 Reading test	Tag Rugby STP	Fitness OS/KTH/FS	Handball STP	Netball HC			
11/09/2023	B								
18/09/2023	A	Yr7 CATS tests							
		Department check							
25/09/2023	B	Department check							
02/10/2023	A								
09/10/2023	B								
16/10/2023	A								
23/10/2023	Half Term								
30/10/2023	B	Yr11 Mocks	Handball HC	Tag Rugby STP	Fitness OS/FS	Boxercise KTH			
06/11/2023	A	Yr11 Mocks							
13/11/2023	B	Yr10 Exams							
20/11/2023	A	Learning walks							
27/11/2023	B	Learning walks							
04/12/2023	A								
11/12/2023	B								
18/12/2023	Christmas Holiday								
25/12/2023									
01/01/2024	A		Basketball KSH	Lacrosse STP	Tag Rugby STP	Zumba/Aerobics KTH			
08/01/2024	B								
15/01/2024	A								
22/01/2024	B	Yr11 Mocks							
29/01/2024	A	Yr11 Mocks							
05/02/2024	B								
12/02/2024	Half Term								
19/02/2024	A		Football STP				Handball HC	Lacrosse STP	Badminton KSH
26/02/2024	B	Department checks							
04/03/2024	A	Department check							
11/03/2024	B	KS3 Tests							
18/03/2024	A								
25/03/2024	B	Yr10 Tests							
01/04/2024	Easter Holiday								
08/04/2024									
15/04/2024	A		Athletics FLD/STP	Athletics FLD/STP	Athletics FLD/STP	Athletics FLD/STP			
22/04/2024	B	Learning walks							
29/04/2024	A	Learning walks							
06/05/2024	B								
13/05/2024	A								
20/05/2024	B	GCSEs Exams start							
27/05/2024	Half Term								
03/06/2024	A		Rounders/Cricket STP				Rounders FLD	Rounders STP	Rounders FLD
10/06/2024	B	Yr10 Mocks							
17/06/2024	A	Yr10 Mocks							
24/06/2024	B	KS3 Tests							
01/07/2024	A	KS3 Tests							
08/07/2024	B	KS3 Core Exams							
15/07/2024	A								
22/07/2024	B								

Year 9 Curriculum Map

Date	Week	Significant Events	Competitive	Traditional 1	Traditional 2	Health Related			
			9c1/pe2	9c1/pe4	9c1/pe3	9c1/pe1			
			AWO	RHE	KPO	CBP			
			9c2/pe3	9c2/pe4	9c2/pe2	9c2/pe1			
			RHE/SCA	AWO	ARE	CBP			
04/09/2023	A	Yr7 Reading test	Tag Rugby STP	Fitness OS/FS	Handball HC/STP	Netball HC			
11/09/2023	B								
18/09/2023	A	Yr7 CATS tests							
		Department check							
25/09/2023	B	Department check							
02/10/2023	A								
09/10/2023	B								
16/10/2023	A			Badminton KSH					
23/10/2023	Half Term								
30/10/2023	B	Yr11 Mocks	Handball HC	Tag Rugby STP	Fitness OS/FS	Boxercise KTH			
06/11/2023	A	Yr11 Mocks							
13/11/2023	B	Yr10 Exams			Badminton KSH				
20/11/2023	A	Learning walks							
27/11/2023	B	Learning walks							
04/12/2023	A								
11/12/2023	B								
18/12/2023	Christmas Holiday								
25/12/2023									
01/01/2024	A		Basketball KSH	Lacrosse STP	Tag Rugby STP	Zumba/Aerobics KTH			
08/01/2024	B								
15/01/2024	A		Fitness OS/FS						
22/01/2024	B	Yr11 Mocks							
29/01/2024	A	Yr11 Mocks							
05/02/2024	B								
12/02/2024	Half Term								
19/02/2024	A		Football STP	Handball HC	Lacrosse STP	Badminton KSH			
26/02/2024	B	Department checks							
04/03/2024	A	Department check							
11/03/2024	B	KS3 Tests							
18/03/2024	A								
25/03/2024	B	Yr10 Tests							
01/04/2024	Easter Holiday								
08/04/2024									
15/04/2024	A		Athletics FLD/STP	Athletics FLD/STP	Athletics FLD/STP	Athletics FLD/STP			
22/04/2024	B	Learning walks							
29/04/2024	A	Learning walks							
06/05/2024	B								
13/05/2024	A								
20/05/2024	B	GCSEs Exams start							
27/05/2024	Half Term								
03/06/2024	A		Rounders/Cricket STP	Rounders FLD	Rounders FLD	Rounders STP			
10/06/2024	B	Yr10 Mocks							
17/06/2024	A	Yr10 Mocks							
24/06/2024	B	KS3 Tests							
01/07/2024	A	KS3 Tests							
08/07/2024	B	KS3 Core Exams							
15/07/2024	A								
22/07/2024	B								

Year 10 Curriculum Map

Date	Week	Significant Events	RHE	KPO	LCV/APC/CBP	Students taught in activities for moderation preparation.	Theory	
04/09/2023	A	Yr7 Reading test	Football STP	Handball KSH/STP	Netball HC		Component 2 Preparation	
11/09/2023	B							
18/09/2023	A	Yr7 CATS tests						
		Department check						
25/09/2023	B	Department check						
02/10/2023	A							
09/10/2023	B							
16/10/2023	A							
23/10/2023	Half Term							
30/10/2023	B	Yr11 Mocks	Football STP	Handball KSH/STP	Netball HC	Students taught in activities for moderation preparation.	Component 2 Assignment Submission	
06/11/2023	A	Yr11 Mocks						
13/11/2023	B	Yr10 Exams						
20/11/2023	A	Learning walks						
27/11/2023	B	Learning walks						
04/12/2023	A							
11/12/2023	B							
18/12/2023	Christmas Holiday							
25/12/2023								
Students taught within routeway choices.			Competitive	Traditional 1	Traditional 2	Health Related	Component 1 Preparation	
			10c1/pe2	10c1/pe4	10c1/pe1	10c1/pe3		
			RHE	KPO	LCV	APC		
			10c2/pe3	10c2/pe2	10c2/pe4	10c2/pe1		
			KPO	RHE	AWO	APC		
01/01/2024	A		Tag Rugby STP	Badminton KSH	Handball HC	Dodgeball KTH		
08/01/2024	B							
15/01/2024	A							
22/01/2024	B	Yr11 Mocks		Fitness KTH/OS				
29/01/2024	A	Yr11 Mocks						
05/02/2024	B							
12/02/2024	Half Term							
19/02/2024	A		Handball HC	Tag Rugby STP	Badminton KSH	Fitness KTH/OS	Component 1 Preparation	
26/02/2024	B	Department checks						
04/03/2024	A	Department check						
11/03/2024	B	KS3 Tests						
18/03/2024	A							
25/03/2024	B	Yr10 Tests						
01/04/2024	Easter Holiday							
08/04/2024								
15/04/2024	A		Athletics FLD/STP	Athletics FLD/STP	Athletics FLD/STP	Athletics FLD/STP	Component 1 Assignment Submission	
22/04/2024	B	Learning walks						
29/04/2024	A	Learning walks						
06/05/2024	B							
13/05/2024	A							
20/05/2024	B	GCSEs Exams start						
27/05/2024	Half Term							
03/06/2024	A		Rounders STP	Rounders STP	Rounders FLD	Rounders FLD	Component 3 Input	
10/06/2024	B	Yr10 Mocks						
17/06/2024	A	Yr10 Mocks						
24/06/2024	B	KS3 Tests	Work Experience					
01/07/2024	A	KS3 Tests	Rounders STP	Rounders STP	Rounders FLD	Rounders FLD	Component 3 Input	
08/07/2024	B	KS3 Core Exams						
15/07/2024	A							
22/07/2024	B							

Year 11 Curriculum Map

Date	Week	Significant Events	Practical	Theory
04/09/2023	A	Yr7 Reading test	Recreational Sport KSH/OS/STP/FS/KTH	Component 1 Preparation
11/09/2023	B			
18/09/2023	A	Yr7 CATS tests		
		Department check		
25/09/2023	B	Department check		
02/10/2023	A			
09/10/2023	B			
16/10/2023	A			
23/10/2023	Half Term			
30/10/2023	B	Yr11 Mocks	Recreational Sport KSH/OS/STP/FS/KTH	Component 1 Assignment Submission
06/11/2023	A	Yr11 Mocks		
13/11/2023	B	Yr10 Exams		
20/11/2023	A	Learning walks		
27/11/2023	B	Learning walks		
04/12/2023	A			
11/12/2023	B			
18/12/2023	Christmas Holiday			
25/12/2023				
01/01/2024	A		Fitness Testing to support revision. KSH/OS/STP/FS/KTH	Component 3 Input
08/01/2024	B			
15/01/2024	A			
22/01/2024	B	Yr11 Mocks		
29/01/2024	A	Yr11 Mocks		
05/02/2024	B			
12/02/2024	Half Term			
19/02/2024	A		Methods of training to support revision. KSH/OS/STP/FS/KTH	Component 3 Revision
26/02/2024	B	Department checks		
04/03/2024	A	Department check		
11/03/2024	B	KS3 Tests		
18/03/2024	A			
25/03/2024	B	Yr10 Tests		
01/04/2024	Easter Holiday			
08/04/2024				
15/04/2024	A		Personalised practical to support theory. KSH/OS/STP/FS/KTH	Component 3 Revision
22/04/2024	B	Learning walks		
29/04/2024	A	Learning walks		
06/05/2024	B			
13/05/2024	A			
20/05/2024	B	GCSEs Exams start		
27/05/2024	Half Term			
03/06/2024	A		Component 3 Exam GCSE Exams / Finish School	
10/06/2024	B	Yr10 Mocks		
17/06/2024	A	Yr10 Mocks		
24/06/2024	B	KS3 Tests		
01/07/2024	A	KS3 Tests		
08/07/2024	B	KS3 Core Exams		
15/07/2024	A			
22/07/2024	B			

Curriculum Implementation-

Additional opportunities -

- Sports ambassador programme allowing students to develop their ability to coach and support students within our school, local junior schools and area competitions.
- Invitations to a wide variety of after school clubs and events
- Representative opportunities in all area sport.
- Selection opportunities to represent the district and county in various sports.
- Sports development programme through a selection process run by two high level sports performers.
- Involvement in the Park Outdoors.
- Sports captains for inter family sport and Parks Festival of Sport (Sports Day)
- Race at our Place for Cancer Research.
- Off-site opportunities with the department through OAA orienteering and Cross Country.

Sports Ambassadors

Our Sports Ambassador programme allows all students to continue 'Finding What They Love' within PE in a leadership role. Our ambassadors train once a week with the department and meet regularly to plan and deliver sports events for our local feeder schools, support whole school events and run sports events for other students across the school.



Swimming programme

Year 7 and 8 have an amazing opportunity to swim throughout the year. Taught by Katy Sexton MBE, Olympian and World Championship swimmer. Katy takes groups of students of all abilities who get the chance to attend a programme where they will enhance their existing skills or learn the basics of a new skill. Basics of stroke technique will be covered along with elements of water safety at a variety of local pools.

Curriculum Impact –

All students will study sport at Park and within this they will develop a clear understanding of where to go next with assignments is shared within all lessons (pass criteria to merit and merit to distinction etc). Promoting accountability through strict deadlines and the sharing of each student's assignment completions, grade and actions to achieve projection (or higher). The department develop independence through structured stuck resources and models used within lessons and available to students through a shared platform.

Through our structured curriculum and precise delivery of theory content examination outcomes have seen superb outcomes over recent years with students becoming highly confident in unit content and assignment application.

2023 = 85.9% Pass – distinction* (12 distinction*, 15 distinctions, 57 merits, 60 pass)

2022 = 92.7% Pass – distinction* (17 distinction*, 3 distinctions, 26 merits, 84 pass)

2021 = 98.7% Pass – distinction* (11 distinction*, 47 distinctions, 68 Merit, 60 pass)

2020 = 98.7% Pass – distinction* (4 distinction*, 36 distinctions, 49 merits, 74 pass)

2019 = 100% Pass – distinction* (66 distinction*, 23 distinctions, 36 merits, 19 pass)

2018 = 100% Pass-distinction* (63 distinction*, 17 distinctions, 54 merits, 20 pass)

2017 = 98% Pass – distinction*

Through our involvement of the students in their own learning, practical/physical improvement and development are evident within core PE. We experience increased participation and enjoyment seen through high levels of engagement in their personally chosen routeway within the subject. Students arrive to lessons with full PE kit and positive attitudes towards the lessons. This is seen through student voice surveys and observations lessons. Our curriculum allows connectedness between practical improvement and secured theory knowledge through deep thinking, high challenge and precise knowledge. Improvement in practical ability is not only seen within their chosen routeway activities but also measured through regular fitness testing throughout the year so students are able celebrate their individual development at regular intervals.

PE Expectations (Teacher)

Before Lesson:

- Ensure planners/diaries are used as well as MTP's.
- Arrive to line up promptly, and when possible before the bell rings.
- High expectations of students in line up. Straight lines, pencil cases out, ready to learn. Be proactive along your line not just standing at the front.
- Students led to the changing rooms by member of staff in an orderly and calm manner.
- Whilst students are changing PE staff must be in the changing rooms amongst the students encouraging students to get changed quickly.
- Staff iPads should be always closed and phones away.
- Students MUST remove blazers, cardigans, ties if they do not have their PE uniform. Lack of equipment MUST be logged on class charts and location for 10minutes give. If a lack of kit is frequent a call home MUST happen, and longer sanction issued.
- Non-negotiable that students sit in two equal lines for registers. Students must sit facing the front and in silence when registers called. Yes, Sir or Yes Miss is the response that is expected.
- Students should be led away by their teacher in a calm and controlled manner to the facility they are using for the lesson if they have been met as a large group.
- Ensure you have welcomed the TA to your group/class.

During Lesson:

- All lessons should start with introduction to learning objectives and lesson focus. This should be referred to throughout the lesson to support progress. Where possible (SH) lesson objectives should be displayed alongside the lesson map for each lesson.
- Reference to MCQ/HW misconceptions should be evident and reference to theory content a regular item.
- Teacher talk should be kept to a minimum and not effect physical activity levels. Individual feedback and questioning should be employed to ensure activity levels remain high.
- Students should be extracted from elements of the session by the teacher to review the performance of others.
- All teachers must position themselves where they can see their whole class during the lesson and ensure they direct the TA to assist effectively.
- Teachers should circulate around the group throughout the lesson and provide timely and appropriate feedback.
- Teachers must use a take 5 to review the learning that is taking place. Mini plenaries are encouraged to reengage learning objectives and the lesson focus. WHY are we doing these activities? How does it contribute to our Big Picture?
- All lessons should have a plenary that engages students thinking on what level they are working at and why. RAG the learning objectives and students should be prepared to justify and self-assess where they are at the end of the lesson.

End of the lesson:

- Students are encouraged to support all teachers with equipment and taking it in a calm and orderly manner.
- Students must return to the changing rooms calmly and do not run back from their learning area, escorted by their teacher – not just sent.
- One staff member must be always in the changing rooms, circulating the changing room.

- One or more staff members should be on the outside of the changing room waiting with students who are changed first.
- Students wait in front of the 'Car Park' sign outside the changing room and do so in a calm and orderly manner.
- No students should leave from the inside corridor.
- Students may only stay in kit if it is full black Park PE Uniform, and they have an additional practical lesson (PE/PA) that day or it is the last lesson of the day. Students with alternative items MUST get fully changed into school uniform.
- Teachers are the last ones in the changing rooms and must lock all doors before moving onto next lesson.

Theory lesson

- Seating plan in place and recorded on class charts.
- Title, objectives, key words displayed by staff and recorded by students - levelled and progressive objectives x3 / inspiring rather than demotivating.
- Use of ruler/pencil for drawing, pen for writing
- Key words explored / explained.
- Resources – attractive, quality, legible, FFP
- Regular links and reference to examination requirements.
- Homework tasks and misconceptions addressed with the group.
- Books kept by the students.

Books and Marking

- Bespoke book design including spaces for: title, learning objectives, key words with definitions at times, feedback (teacher/peer/self), subject terminology, subject Big Pictures of course content and competencies within the book.
- Expectation is that practise work is self/peer marked but that all BTEC assignments are completed on google classroom and are marked by the teacher and feedback given on a) correcting misconceptions b) marking for mastery with formal 'final' assignments c) specifying activity to consolidate/extend for green penning.
- Green penning evident after feedback - doesn't need to take a full lesson but should be a regular element of responding to feedback.
- Formal marking of assignments will take place on students' online assignments.
- Learning dialogue clear – specifics re how to improve skill and knowledge.
- Comments - skill and knowledge focused not behaviour focused.
- Teachers are expected to maintain a central marksheet logging students' scores for MCT, fortnightly from TEAMS, and results for classwork performances at WT/ARE/AGD for KS3 and at Pass/Merit/Distinction at KS4.

Learning and Teaching

- Question deconstruction explicitly taught.
- Use of technical terminology consistently and across all year groups - including keywords with definitions in the relevant boxes in students' books. [The etymology of keywords is being built into sows and should be included in books wherever possible].
- Problem solving approach explicit.
- Students redraft/refine to reinforce standards expected/learning.
- Language of the exam questions explored and used.
- and recall knowledge.
- Learning pitched to extend; no ceilings created.
- A4L to address misconceptions and to inform planning for progress.
- Q&A to hold to account and challenge with a plenary each lesson.

Teacher expectations incorporating 'Love to Teach' criteria.

- Planning done using department model for all new SOWS – use of MTP
- Maintain quality displays + clear, clean room [including shelves, book boxes and cupboards]
- Report damage/graffiti to site team/LCV immediately.
- Seating plans done – but full data versions held securely.
- Meet and greet at the door [and encourage punctuality and calm arrival]
- Ensure all resources prepared including personalised items such as overlays.
[Encourage students to come equipped, but please provide a pen etc so that learning is not unduly delayed!]
- Model Ps and Qs
- Use the behaviour system calmly, consistently and in line with school policy [know the relocation room. Do NOT leave students outside your room – quick private conversation or 2 min 'reflection' time only. Similarly, do not allow students to leave room eg for WSG – 'personal issues' to be left at the door.]
- Use restorative practice to resolve any problems (including scripted conversations as appropriate).
- Follow up on sanctions.
- Subject reports used after phone calls home, consultation with HOD and are followed up to ensure whole school actions are put in place by HOD where necessary.
- Give students a fresh start.
- Recognise students' efforts - praise, rewards – good choices.
- Always maintain a well-presented tidy teaching space (well cared for displays, no litter, all students' folders stored neatly).

Red Lines

What 'Red lines' look like in PE

	Red Lines Specifics	What this looks like in PE
Reading	<ul style="list-style-type: none"> Students are expected to read aloud. Teacher actively models reading. Reading materials are of a high quality. Summarise/ synthesis- reading model added 	<ul style="list-style-type: none"> Teacher and students de-construct and read learning objectives aloud. Students in theory lessons expected to skim, scan, select, summarise, synthesise information they have independently researched.
First 5	<ul style="list-style-type: none"> Teacher Greets at the door monitoring entry to lesson – narrates positive. Do it Now task Objectives, Map & Keywords shared 	<ul style="list-style-type: none"> Staff split between locations, in changing rooms and registration venues, on door – where possible. 'Do it now' – change promptly. Once students have arrived at their location after registration a practical 'do it now' task will be set when safe to do so. Students trained to lead warmups independently. Follow department model of written/verbal objectives etc. Use of department WAGOLL for board layout.
Classroom	<ul style="list-style-type: none"> Classroom tidy Smart displays support learning Seating plan in place 	<ul style="list-style-type: none"> Health and safety check of facilities and equipment Use of PE SOW and PowerPoints that support delivery. Seating plans available in the lesson in lesson folder
Teaching	<ul style="list-style-type: none"> Teaching is based on clear objectives. Questioning is used regularly to check to understanding and assess: <ul style="list-style-type: none"> ✓ Cold call with wait time ✓ No opt out. ✓ Right is right. ✓ White boards are used to check for understanding. Modelling is used to promote progress i.e: metacognitive and/ or WAGOLL. Students orally rehearse responses to questions. Students are expected to 'get stuck'/ think hard. Take 5 	<ul style="list-style-type: none"> Progressive objectives written when inside, verbal outside (WT, ARE, AGD), reviewed throughout the lesson with a self-assessment plenary. Pathways displayed in PE corridor and successful sports performer conversation/questioning. Directed questioning and independent think time. Choral rehearsal, paired talk and precise tier two vocabulary is evident. Full sentences and precise terms insisted upon. Ensure students respond to questioning or give feedback etc in full sentences. Students and staff used as good performance (Practical WAGOLL) and good work (WAGOLLs deconstructed to apply to BTEC throughout SOW). Students used to review strengths and areas to improve both theory and practical. Problem solving through tactics and decision making. Link starter activities to previous lesson focus / prior learning
Feedback	<ul style="list-style-type: none"> Frequent assessment of learning impacts progress Regular written feedback given as per dept policy. Feedback is effective i.e.: impacts on progress. Review of assessments - class based and individual 	<ul style="list-style-type: none"> Mini plenaries/cones throughout the lesson to allow for assessment and astute adjustment. Peer, self and teacher feedback Practical group will receive written feedback in reports. Theory groups through book marking, assignment and summary assessment sheets.
Final 5	<ul style="list-style-type: none"> Learning is reviewed/ summarised/ questioned. Students behind chairs in silence Teacher dismisses at door 	<ul style="list-style-type: none"> Mini plenaries throughout the lesson. Use of traffic light technique. Students wait to be dismissed. Walk with class to the changing rooms – do not send groups without staff presence. Students dismissed outside, wait outside changing rooms once changed calmly.
Making positive choices	<ul style="list-style-type: none"> System used as necessary. Low level disruption is addressed swiftly. Calm and consistent manner every lesson 	<ul style="list-style-type: none"> Staff expected to meet and greet students at PE doors, supervise until all out (from inside or by door), staff to enter in the case of an emergency in opposite gender. Students are offered the opportunity to select their physical education routeway – personalising learning to engage all. Kit and participation expected as a result of this. Verbal consequence system applied. Students relocated to senior colleague with suitable group (* on curriculum map)

Roles within PE

All members of the team are expected to carry out their duties in line with national standards for teachers and school policy. The roles below outline specific areas of responsibility within the team as well as any whole school roles.





Note: Teachers on UPR and/ or in receipt of a TLR should have specific responsibilities linked to these. These are agreed with the Headteacher and Head of School as well as the Head of PE.

	Role	Developmental Responsibilities	Maintenance Responsibilities	Training Needs
Laura Cavanagh (LCV)	Assistant Headteacher for Teaching & Learning Head of department Coordinator of vocational education PE teacher Coordinator for Finding What You Love	<ul style="list-style-type: none"> Teaching and Learning Senior Learning leader PE BTEC outcomes Red lines KS3 and KS4 curriculum overview Curriculum planning SOW overview BTEC moderation coordination Completion of data summary sheet for each teaching group KS4 half termly Big Pictures PE BTEC period 6 lead Sports Day coordination 	<ul style="list-style-type: none"> KS4 interventions (coordinated with SCA and intervention team) Maintenance of PE stores Trackers and books (completing and monitoring) Updating of examination resources (BTEC theory) Ordering of mock exams Organisation of BTEC books Issuing class merits/catch ups for MCQ completion of own groups. Planning of theory delivery on MTP's Completion of MTP's Additions for newsletters and reports to Governors 	<p>Increase knowledge of vocational courses</p> <p>Coaching CPD program</p>
Ross Herriot (RHE)	Teacher of PE ECT mentor Sports Ambassador Lead Learning Leader Federation rep PE extracurricular coordinator	<ul style="list-style-type: none"> PE BTEC outcomes Curriculum planning SOW Completion of data summary sheet for each teaching group Director of extracurricular offer and publicity of sport Rugby and Basketball oversight Year 9 and 10 Football teams Havant Sports Awards Bowls Community link Open evening Extra-curricular clubs Sports day 	<ul style="list-style-type: none"> Maintenance of PE stores Updating of SOW (Basketball, Endball) Issuing class merits/catch ups for MCQ completion of own groups. Student voice Maintaining trackers of progress for yr7-11 Completion of MTP's Fixture reports to staff / newsletter Additions for newsletters and reports to Governors 	<p>New specification BTEC Sport</p> <p>Trampolining</p> <p>First Aid</p> <p>Coaching CPD program</p>
Kieran Pollard (KPO)	Teacher of PE Behaviour group representative Careers representative MCQ representative (ECT 2)	<ul style="list-style-type: none"> PE BTEC outcomes DKH - Unlocking potential project. MCQ group meetings Curriculum planning SOW Completion of data summary sheets for each teaching group Football and Badminton oversight Year 8 and 10 Football teams Solent and Chichester University links. Careers representative Trips x2 Sports ambassador support Extra-curricular clubs Sports day 	<ul style="list-style-type: none"> Maintenance of PE stores Updating of SOW (Badminton, Handball, Football) Kit checks Online learning – PE website Monitoring of KS3 trackers. Coordination and setting of KS3 MCQ homework. Issuing class merits/catch ups for MCQ completion of own groups. Maintaining trackers of progress for yr7-11 Completion of MTP's Fixture reports to staff / newsletter Additions for newsletters and reports to Governors 	<p>New specification BTEC Sport</p> <p>ECT induction/ step lab</p> <p>Coaching CPD program</p>

<p>Alex Wood (AWO)</p>	<p>Teacher of PE Teacher of RE Primary School Link SEND representative. (ECT 1)</p>	<ul style="list-style-type: none"> PE BTEC outcomes Curriculum planning SOW Completion of data summary sheets for each teaching group Rugby oversight Year 7 Football teams SEND representative. Trips x2 PE Period 6 support Extra-curricular clubs Sports day 	<ul style="list-style-type: none"> Maintenance of PE stores Updating of SOW (Tag Rugby, Rounders) Maintaining trackers of progress for yr7-11 Issuing class merits/catch ups for MCQ completion of own groups. Coordination and setting of KS4 SENECA homework. Completion of MTP's Fixture reports to staff / newsletter Additions for newsletters and reports to Governors 	<p>New specification BTEC Sport</p> <p>ECT induction/step lab</p> <p>Trampolining</p> <p>MIDAS</p> <p>Coaching CPD program</p>
<p>Corin Bearpark (CBP)</p>	<p>Instructor of PE</p>	<ul style="list-style-type: none"> PE BTEC outcomes Curriculum planning SOW Completion of data summary sheet for each teaching group Coordination of whole school National themed sports events through the year such as Sports Relief This Girl Can link. Energise Me link. Park Outdoors Netball oversight Year 7 and 8 Netball teams Cross Country and Athletics oversight Sports Ambassador support Extra-curricular clubs Sports day 	<ul style="list-style-type: none"> Maintenance of PE stores Athletics record booklets and rotations Updating of SOW (Fitness, Boxercise, Zumba, Athletics) Maintaining trackers of progress for yr7-11 Issuing class merits/catch ups for MCQ completion of own groups. Completion of MTP's Fixture reports to staff / newsletter Additions for newsletters and reports to Governors 	<p>New specification BTEC Sport</p> <p>Coaching CPD program</p> <p>Assessment only routeway</p>
<p>Amy Pearce (APC)</p>	<p>Assistant headteacher for behaviour Transition lead PE teacher</p>	<ul style="list-style-type: none"> PE BTEC outcomes Yr7 curriculum representative Completion of data summary sheet for each teaching group Sports day 	<ul style="list-style-type: none"> Maintenance of PE stores Updating of SOW Maintaining trackers of progress for yr7-11 Issuing class merits/catch ups for MCQ completion of own groups. Completion of MTP's Additions for newsletters and reports to Governors 	<p>New specification BTEC Sport</p> <p>Coaching CPD program</p>
<p>Katy Sexton (KSE)</p>	<p>Coach Swimming instructor</p>	<ul style="list-style-type: none"> Development/implementation of the school swimming program BTEC delivery and support SOW development Displays and publicity of clubs/events. Student voice MCQ set ups/room booking. PE admin support Sports ambassador support Sports day 	<ul style="list-style-type: none"> Assistance for BTEC/Trackers Ordering (stationary and equipment) Displays Maintenance of PE stores Additions for newsletters and reports to Governors 	<p>New specification BTEC Sport</p> <p>SEND swim training.</p> <p>Coaching CPD program</p> <p>First Aid</p>
<p>Andrew Rose (ARE)</p>	<p>SLT -Assistant headteacher for attendance/ exams PE teacher Math teacher</p>	<ul style="list-style-type: none"> Completion of data summary sheet for each teaching group Sports day 	<ul style="list-style-type: none"> Maintenance of PE stores Updating of SOW when required Maintaining trackers of progress for yr7-11 Completion of MTP's Issuing class merits/catch ups for MCQ completion of own groups. 	<p>Coaching CPD program</p>

Stuart Cavanagh (SCA)	Assistant Headteacher for behaviour	<ul style="list-style-type: none"> Completion of data summary sheet for each teaching group Sports day 	<ul style="list-style-type: none"> Maintenance of PE stores Updating of SOW when required Maintaining trackers of progress for yr7-11 Completion of MTP's Issuing class merits/catch ups for MCQ completion of own groups. 	Coaching CPD program
	Year 11 attainment/ data			
	Math teacher			
	PE teacher			

Useful links -

PE Homepage		BTEC Tech Award Tracker / SOW	
Key Stage 3 Core Assessment and Progress / SOW		Mid-Term Plans	

MTP example –

Mid Term Plans are saved on the PE shared area but should be annotated through the half term (online or printed versions) and brought to department meetings. Annotations should reflect what was covered in the lesson, what to recap in the following, students who were absent or require additional support, plus any group misconceptions.

Medium term plan – Physical Education

HT1	Class code	Year 7 C1/pe3	Subject/Sport/Activity	Endball/Gymnastics	Lessons per fortnight	4 Split Y/N	Teacher	KPO/LCV
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Key Competency:

Practical sports performance: to be able to demonstrate a basic level of skills, techniques and decision making, with good precision, control and fluency in both drills, modified games, and full competitive games.

**** see sport specific SOW for detailed lesson focus/objectives ****

Focus Vocabulary –

Oracy strategies –

Paired Rally, Time Pair Share, Choral Repetition

Week	Key skills/content	Assessment	Targeted students	Homework
04/09/23 A Yr7 Reading Tests	Practical – Endball – review of warming up. Connecting skills for invasion games and assessment of group. Setting standards/routines/expectations. (Prepare - think)	Teacher - Pres assessment		Encourage or the Love of PE and attendance to after school clubs
	Practical – Endball – pupil model warm up routine. Refinement of 3 key passes – chest, bounce, shoulder – techniques and strategies – through the game (Practise - Rehearse)	Traffic light pre/post Teacher assessment		
11/09/23 B	Practical – Footwork – rule and strategies – landing / pivoting – through the game. (Prepare - Think)	Traffic light pre/post Teacher assessment		Complete MCQ
	Practical – Refinement of footwork – rule and strategies – running pass – through the game. (Practise - Remember/Perform- Apply)			
18/09/23 A Yr7 CATS Dept Checks	Practical – Attacking options/creating space/holding space. Possible need to review types of pass . Apply to a game. (Prepare – think / question practise - remember)	Traffic light pre/post Teacher assessment		Encourage or the Love of PE and attendance to after school clubs
	Practical – Introduction to defensive technique – T-Shape - stance, movement, hand, eye position. Practice. Small sided 1v1-3v3 Apply to a game (prepare – think / question practise - remember)	Traffic light pre/post Teacher assessment		
25/09/23 B Dept Checks	Practical – Developing Tactics and strategies. Review skills, techniques, strategies. Game play (prepare – connect / practise – rehearse / perform – apply)	Traffic light pre/post Teacher assessment		Complete MCQ
	Practical – Developing Tactics and strategies. Review skills, techniques, strategies. Game play (prepare – connect / practise – rehearse / perform – apply)			

- Eager to learn- efficient when changing.
- Respect for rules, officials, peers (sportsmanship)
- Peer coach
- Show leadership qualities.
- Commitment and represents the school.
- Wearing the correct PE kit
- Willing to demonstrate.

- Sporting role models
- Staff
- Sports ambassadors
- Hampshire/wider competitions
- Meeting successful athletes
- Club links and award nominations
- Further education links
- Personal aspirations

How do they behave?

Which experts/events/individuals are they influenced by?

How do they think?

How do they write?

- Ability to identify strengths and weaknesses/ways to improve.
- Reflective
- Ability to use tactics.
- Observation skills

- Using the correct and key terminology
- With full explanations and definitions
- With correct SpaG
- In the correct format for task/question
- Drafting and redrafting



A perfect Park PE pupil

How do they speak?

How do they tackle problems?

- Respectfully
- Confidently using specific terminology
- Positively
- Clear, concise and constructive
- Supportive when leading

- With resilience
- Positively and confidently
- Analytically
- Fairly
- Calmly
- Take risks and learn from mistakes.
- Enthusiastically

Physical Education Kit

All students must change into **Park Community School PE kit** for participation in PE lessons.

Indoors

- **Black Park logo** - Polo T-shirt / crew neck T-shirt/ Sports Ambassador T-shirt
- **Black Park hoody** – The school hoody can be purchased through school kit
- **Black** - sports shorts, leggings, or tracksuit bottoms
- Clean training shoes

Outdoors

- **Black Park logo** Polo T-shirt/ crew neck T-shirt/ Sports Ambassador T-shirt
- Sports jumper or jacket if bad weather/ Park Logo or plain black only
- **Black Park hoody** – The school hoody can be purchased through school kit
- **Black** - sports shorts, leggings or tracksuit bottoms
- Clean training shoes
- Sun cream/hat in hot conditions

-No blazers/ cardigans / ties / fashion coats to be worn in lessons, even when excused. These must be left in the changing rooms.

Students may only stay in kit if it is full black Park PE Uniform, and they have an additional practical lesson (PE/PA) that day or it is the last lesson of the day. Students with alternative items **MUST** get fully changed into school uniform.

Jewellery / Long hair / Footwear.

Long hair: should be tied back for participation in PE.

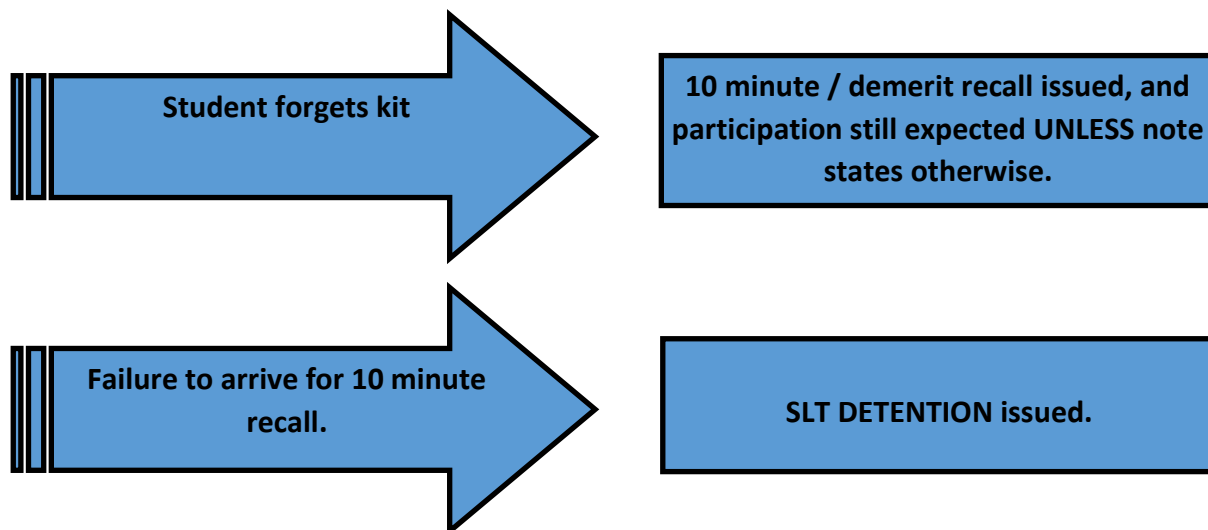
Jewellery: should be removed for all PE activities. If this rule conflicts with cultural or religious practice a compromise may be possible. In such cases, if it is not possible to cover jewellery in a manner which makes it safe, or the child is unwilling to remove it, the individual concerned will not be allowed to participate but will be given a non-playing role. (In accordance to HCC Safety in Sport Policy)

Footwear: must be tied securely and appropriate for the activity.

Students failing to bring required kit

The Department seeks to develop an ethos of participation. The bringing of correct kit is vital for students to achieve success. However, failure to bring in Park logo PE kit will be supported with an appropriate sanction.

Sanctions for failure to bring PE Kit



NB: Students refusing to join in should be relocated directly to the HOD!

Students excused from PE

Students should only be excused from participation in PE if they have signed note from a parent or carer. Excused students will be expected to accompany their class and assist in a non-playing role e.g. *Score keeper, umpire, etc.* If this is impractical then the student should be placed with another teacher within the Department.

NB: Students will still be expected to change, when possible, to fulfil non-playing roles.

The Principles of PE

Mastery Curriculum

1. PE schemes of work are designed with a common format.
2. The format is designed to provide a framework for the delivery of our curriculum which enables learners to become independent, deep thinking problem solvers, confident in tackling complex problems, evaluating both their outcomes and their working methods as Great Learners.
3. The SOW framework brings together the best of current practise: the Park Great Teaching Model with the Park Great Learners Model, the principles of Data Driven Instruction and the Park Problem Solving Process.
4. Each SOW should cover roughly 10 lessons/6 weeks so that planning is clearly focussed on progressively developing students' mastery of the precise knowledge and skills that they need to function at greater depth i.e., to master the competencies required for them to at least fulfil their school projections at GCSE [or equivalent course].
5. Each SOW specifies exactly what must be taught and the teaching process that could be applied. SOWs should, however, be adapted where necessary to ensure each group is able to master the content and demonstrate this in the end of unit tests. MTP should, therefore, make clear which knowledge/skills **MUST** be mastered to meet the age-related expectation [GCSE grade 5 / BTEC Merit trajectory] + those which **MUST** be mastered for those aspiring to the at greater depth grade i.e., Distinction.
6. In addition, the SOW must cater for more precise levels of differentiation within each lesson sequence; ensuring that students' confidence is quickly secured, and they are empowered to move rapidly from comfort to stretch, to real challenge.

KA nomenclature	KS2 raw scores	GCSE trajectory	BTEC Tech Award
Working towards	→95	1-4	Pass
Age related expectation	96-106	5-6	Merit
At greater depth	107→	7-9	Distinction

7. Each time new content is taught it should **build on students' prior knowledge** so that progress is brisk, and time is not wasted covering knowledge students already have. Each unit should therefore begin with a pre-assessment activity.
8. Within each learning sequence the teacher is expected to accurately diagnose what students can do and what the misconceptions/blocks are by a) in flight marking b) close questioning, holding learners to account and inviting them to explain/model their thinking processes c) mini-plenaries (Take 5) to allow students to ask questions to aid their own exploration of ideas d) self/peer assessment – including a show of hands [or similar] to indicate if learning is secured [note that the teacher going through the answers or not expecting all students to respond is unacceptable and encourages passivity d) plenaries to share understanding and probe for alternative perspectives or deeper learning. As a result, the teacher is expected to **astutely adjust** to learners needs quickly and precisely.

Note that full sentence answers and the correct use of higher order technical vocabulary is always expected, in all classes.

9. **Tests:** testing/assessment must happen approximately 2 weeks before the end of the unit. All test data **MUST** be uploaded onto the department trackers for analysis and the selection of students for period 6 /TA or other intervention.

10. Prior to every test **revision strategies** should be taught + exam strategies, including crib sheets provided and walking/talking practise where appropriate. Revision material is also available to students on the PE platform and emailed prior to each MCQ.

Teaching, Learning and Assessment

Learning is defined as altering long-term memory.

- Planning and teaching reflect the PCS Model of Great Teaching [see below.]
- The focus is on mastery of knowledge and skills and securing deep understanding
- Pedagogy is underpinned by understanding of memory, thinking and questioning
- Students are expected to think and speak like experts

Opportunities for extended writing are regularly exploited



Acquisition of
knowledge
and
competencies

ISTEM Mastery Model; for each short learning sequence [see sow template]

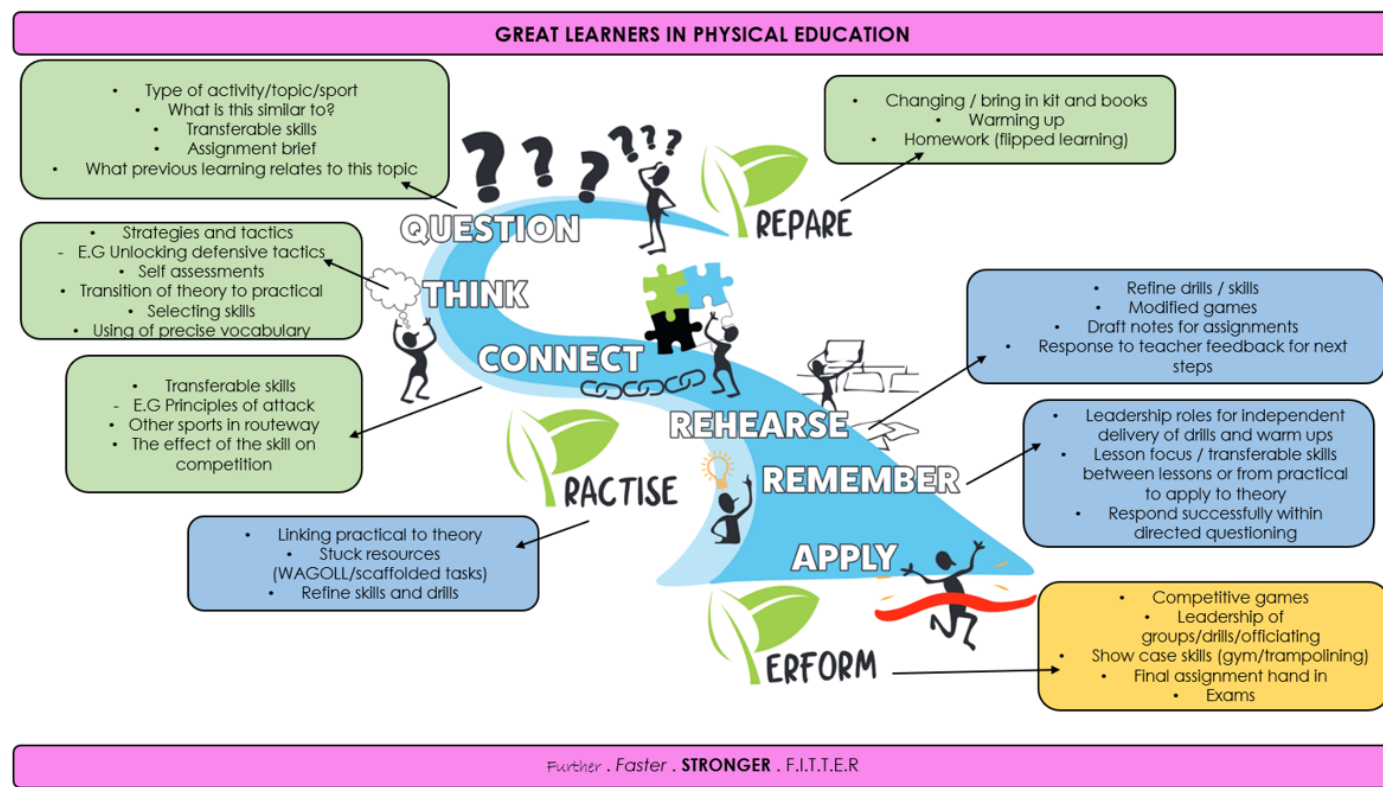
1. Starter [5 mins max]	Individual / team based warm up – pupil led review of skills/learning objectives.
2. Connections and context	Real life context link and task 1 – relate to the competitive level for purpose.
3. Modelling/exposition	<p>'I do, We do, You do' approach to instruction.</p> <p>Dual coding to engage memory. Diagrams accompanied with worded instructions. Practical demonstrations, interactive Apps, video, visualisers used as appropriate.</p>
4. Independent Practise	Differentiated tasks or focus within same class task to allow for breadth of ability and challenge for all.
5. Extended questions	Oral rehearsal/ DIRT/ TAKE 5 – test understanding for underpinning theory components.
6. Monitoring and intervention	During learner practise teacher monitoring, in-flight feedback of work-rate and presentation, deployment of BBBB,
7. Plenary and progress box	Self-assessment through traffic light and learning objectives. Questioning to hold students to account. Review tracker in theory to monitor progress
8. HW	<p>Carefully selected to:</p> <ul style="list-style-type: none"> a) consolidate/practise current and previous learning. b) Flipped learning to prepare for new learning. c) Revise for quiz, test, mock, exam. <p>Maybe practical club, period 6 or home-based learning / development.</p>

Teaching and Learning in PE – Great Learners

PE lessons will take many forms which will engage and challenge students. PE teachers will use a combination of drill and game approaches to ensuring that students understand the requirements of certain sports and physical activities. Key skills such as leadership, teamwork and positive communication are encouraged throughout, and students will frequently be expected to problem solve as part of a group to overcome a scenario provided to them.

Students who want to improve further will be encouraged to attend extra-curricular opportunities, and at times be asked to represent the school across a number of sports. Those students that are outstanding performers may be asked to take on leadership roles within lessons, with the opportunity to be part of the sports ambassador programme.

Review and analysis of performance is strong within PE through student talk. Precise structured talk enables use of precise terminology and justifications.



Homework in PE

We expect to develop all our students as confident independent learners, who demonstrate autonomy, but also resilience when solving problems for themselves. Students who think for themselves and are willing to work hard will develop the attributes they require to be successful lifelong learners.

At Key Stage 3 -Students are expected to complete fortnightly online Multiple-Choice Quizzes (MCQ) set by each department on Google classroom.

At key Stage 4 - Homework is set weekly to reinforce the key knowledge or skills needed to be successful. This is set using Seneca. In addition, with **BTEC Tech Award** in Sport, students are set projects which directly relate to assignment/coursework completion. These are set and monitored using Google Classroom. Independent study will focus upon specific elements of the project to polish and develop, enhancing coursework portfolios, as well as revision strategies where applicable.

Beyond the PE Lesson

Participation -

All students are given the opportunity to participate in after school clubs, irrelevant of their experience or ability. The department have been recognised by National School Sports Awards gaining both Silver and Gold Awards for their sporting opportunities for young people over the last two years. Our fitness clubs run every evening with an average of 20 students attending each session.

We participate in area competitions/leagues with teams for each year group in the following sports: Netball, Football, Basketball, Volleyball, Athletics, Cross Country, Badminton and Dodgeball.

Destinations -

Our subject has seen an increase in not only student enjoyment but student successes over recent years. There has been a considerable increase in the number of students who continue to study sports related qualifications after Park at either Havant or Southdowns Colleges. The department has very positive relationships with various further education and higher education facilities (Havant, Southdowns and Chichester University). This enables the opportunity for many young people study of sports courses to continue to develop and the ability to work within our team on placements. We have recently accommodated several previous Park Community students who are currently studying degrees in 'Physical Education in Secondary Years' at Chichester University, with a plan to then complete PGCE qualifications in PE. We have also worked with an additional student studying 'BTEC Level 3 in Sport and Fitness' at Southdowns through work experiences enabling them to enrich their university applications with in school experience.

Student Voice -

"PE at Park is so different to my old school. The PE teachers have fun with you and join in to help you play better sometimes. They tell you how to improve, let your friends give feedback and we use the iPads to watch professions and compare ourselves. I really like all the clubs we can do after school as well. I am going to join the Football and Basketball teams" (Alfie Yr7)

"I enjoy PE because we can develop skills in our chosen sports and develop our overall health. We can see how much we have improved with fitness testing." (Asha Yr9)

"I really like that I got to choose the types of activities I complete. I chose HRE, health related exercise. I have really liked doing Aerobics and Zumba because I enjoy independent activities a lot more than invasion games". (Chloe Yr9)

"Within PE we are always very active. The PE department push you to work hard but in a positive way. They reward us loads for hard work and celebrate our achievements in assemblies, on social media, display boards and in assemblies all the time. I really like that because it feels good to know your effort is noticed". (Jake Yr8)

"Theory lessons are demanding. You are given sporting scenarios and assignments that relate to them. Then you learn a lot of content through the PE department in theory and practical lessons which will help you to apply it to the assignment set. This is marked and you get opportunities to improve these. You always know the grade you are working at and its clear how you can improve. I like the link that is made between the practical and theory lessons". (Ben Yr11)

Reporting in PE

Judgements about OATL and HW should apply the following definitions:

Homework

12-asks for more homework proactively. Always completes on time to a percentage of 85 or above. Numerous attempts.

PE = homework is completed to an exceptional level and requests for extensions tasks are made. Enrichment activities are attended often.

9-mostly completed on time to a pass rate of 75% or above. Persistence shown.

PE = homework is complete to a very good standard as is always on time. Enrichment activities are often attended.

2-usually completed on time with occasional attempts.

PE = homework is completed on time and is to an acceptable standard most of the time. Enrichment activities are attended.

-1-some completed homework.

PE = homework is not always completed to an acceptable standard or is often late. Attendance to enrichment activities is inconsistent.

-4-never attempts.

PE = homework/enrichment activities are rarely completed

Overall Attitude to Learning

12-always shows outstanding independence, self-reliance, engages in tasks and respects and proactively supports others.

PE = leads elements of the lesson, demonstrates a 'love to learn', positive role model to other students, prepared for all lessons (pen, homework, kit etc)

9- regularly shows independence, self-reliance, engages in tasks and respects and supports others.

PE = contributes to class discussions (active learner), pride in work and prepared for all lessons (pen, homework, kit etc)

2- often shows independence, self-reliance, engages in tasks and respects others.

PE = focused in lessons and mostly prepared to learn (pen, homework, kit etc)

-1- rarely shows independence, self-reliance, engagement in tasks and respect for others.

PE = can be distracted in class/lacking in application/not prepared for lessons (pen, homework, kit etc)

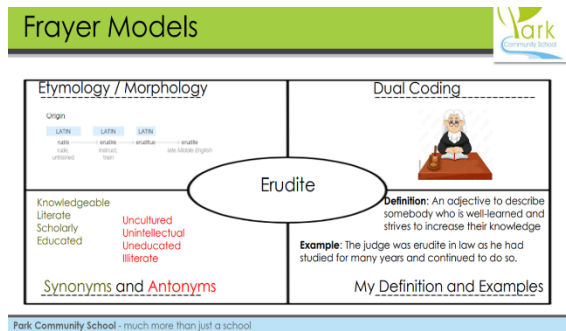
-4- never shows independence, self-reliance, engagement in tasks and respect for others.

PE = often disruptive to progress or learning

Vocabulary

Student talk has been developing across subjects with a considerable increase seen in lessons. We now need to ensure that the vocabulary used within the discussions demonstrate not just the application, but the understanding of precise Tier 2 vocabulary.

Tier 1 Vocabulary	High frequency words in casual conversation.
Tier 2 Vocabulary	Words found more frequently in written forms of communication or in conversation between those more academic.
Tier 3 Vocabulary	Words that appear in specialist domains or fields of study.



How	Why (Impact)
Etymology/Morphology	Understand to origin of a word will help make connections to other words.
Dual Coding	Different stimuli to help learners encode information more effectively.
Synonyms / Antonyms	Can enhance the quality of writing and how you communicate your ideas.
Definitions / Examples	Allows us to have a common understanding of a word or subject.

How do we know they know?

RESPECT

For students to demonstrate that they are secure with a new word it is not that they can just use it in their work but that they can –

- **Say it** ... *put your insecurities aside and say it aloud to the group.*

How – You say the word clearly and request the students to repeat it as a class. Individuals to repeat it. Encourage them to be loud and confident with the word. “RESPECT”.

Why – Feeling how the word feels to say and how it sounds will improve memory and allow for quick teacher assessment.

- **Write it** ... *compose the word.*

How – Write the word on the board, modelling the forming of the letters. Request the students write the word in their book. *Respect*

Why – Writing forces your brain to process information in a more detailed sensory way, which helps you successfully load that information into your memory.

- **Define it** ... *apply a statement about the word.*

How – Show and read a student friendly definition of the word. Request students independently (in silence) record their own. Students to turn to face a partner and Time Pair Share their definition. Select a couple to share ideas. “*Respect to means to me ...*”

Why – Words can mean different things at different times. Knowing a words root will help you to understand the meaning of other words with similar roots. The students forming their own definition will be an assessment of that understanding.

- **Use it in a full sentence with accuracy** ... *develop the word in a context.*



How – Show students a model of the word in a sentence. Request students independently (in silence) record their own. Students to turn to face a partner and Time Pair Share their definition. Select a couple to share ideas. “*I show respect by listening to others’ ideas*”

Why – Students words in context measures their understanding of the meaning and use of the word. This will allow the teacher to assess and revisit stages if required.

Oracy

Oral rehearsal is a pre-writing strategy that allows for students to practise.

It is important that through Oral rehearsal that we explain each process clearly and maintain consistent and high expectations for talking and listening.

How	Strategy	Why (Impact)
Paired Rally <ol style="list-style-type: none"> Students pair up and face each other. Teacher to identify who is to start (e.g., the student with the longest hair). Students take turns stating an idea for the set time (back and forth). Students thank each other for listening. Teacher then selects students to share some ideas discussed. Time Pair Share <ol style="list-style-type: none"> Students pair up and face each other. Identify who is to start (e.g., the tallest student). The teacher will identify how long partner 1 will talk (e.g., 1 minute). After this time, they will thank their partner for listening and partner 2 will then talk for the same period. The teacher then selects students to share some ideas discussed. 	Paired Talk  Paired Rally Time Pair Share	Teachers – <ul style="list-style-type: none"> Allows the teacher to move around the class and listen to ideas/support where needed. Allows for a quick teacher assessment of the class. Reduces threat/panic for students so avoids 'rabbit in the headlights' moment when being asked to share. Students – <ul style="list-style-type: none"> Allows students to practise ideas Allows students to refine concepts Improves their confidence in their response before sharing with the class. Students can practise speaking like an expert with low threat.
Choral Repetition <ol style="list-style-type: none"> The teacher to announce the word to the class, clearly and slowly. "Respect". Request the class to repeat the word loudly together. "Respect" Get 1 half to repeat it, then the other half. "Respect", "Respect" Select a couple of students to repeat the word ("Ella say Respect, good thank you, Ben say Respect good thank you") 	Choral Repetition 	Teachers – <ul style="list-style-type: none"> Allows for quick teacher assessment of the class. Allows for accurate adjustment of the lesson. Students – <ul style="list-style-type: none"> Improves students' pronunciation of the word. Improve students' memory of the word through metacognition.



QR Code to current CPD or

<https://pcshantssch.sharepoint.com/sites/StaffTrainingandDevelopment>

PE Competencies

Competency/skill		Objectives	Key Stage 3			Key Stage 4	
			Year 7	Year 8	Year 9	Year 10	Year 11
			ARE	ARE	ARE	ARE	
			Demonstrates a basic level of skills, techniques and decision making, with good precision, control and fluency.	Demonstrates a developed level of skills, techniques and decision making, with good precision, control and fluency.	Demonstrates a competent level of skills, techniques and decision making, with good precision, control and fluency.	Demonstrates a very good level of skills, techniques and decision making, with good precision, control and fluency.	
Prepare	Strategies and tactics	I can identify...	The components of a warmup, key muscles and safety considerations.	The purpose of each warmup component and lead a small group.	I can confidently lead groups and explain the need for sports specific warmups.	I can justify the benefits of sports specific warmups and plan a range of activities.	
			Basic rules and regulations to allow a game to fair and safe.	Key rules and regulations to allow a game to be fair and safe and identify the official's response.	Rules and regulations and ensure these are followed in the role of the official.	The verbal and non-verbal signals of an officials and demonstrate these clearly.	
Practise	Skills	I can demonstrate...	The coaching points of key skills, the strengths and areas to develop.	Precise areas of strength and areas to improve in performances.	Coach others confidently to develop a skill.	I can analyse performance and give clear constructive feedback.	
			A range of tactical concepts.	A range of tactical strategies in response to precise situations.	The affect selected strategies have on performance.		
			Skills and techniques with basic accuracy and with some appropriate application.	Skills and techniques are usually executed with timing, accuracy and with appropriate application.	A range of skills and techniques are executed with good and effective timing, accuracy and with appropriate application in the vast majority of plays.	An extensive range of skills and techniques are executed with very effective timing, accuracy and with appropriate application in almost all situations.	
			Skills will be attempted from a balanced position, but with little fluency; successful outcomes are infrequent.	Skills will be executed from a balanced position, with some fluency and precision, but with some misjudgements.	Skills will be executed from a balanced position, with fluency and with precision, but with minor misjudgements.	Skills will be executed from a balanced position and with precise control.	
			Able to maintain an unopposed practice showing basic control over accuracy and direction; but with many unforced errors.	Able to demonstrate skills in an unopposed practice situation showing some control and accuracy but with some unforced errors.	Able to demonstrate a range of individual skills in an unopposed practice showing consistent control and with few unforced errors.	Able to demonstrate a full range of individual skills in an unopposed practice showing consistent control and accuracy, with very few unforced errors.	
			Some movement around the play space or in preparation to execute a skill leading to some appropriate techniques being attempted, but often with inconsistent accuracy.	Appropriate and mostly effective movement around the playing space leading to appropriate techniques being attempted but occasionally with a reduced direction and accuracy.	Consistent and fluent movement around the playing area in order to be able to use appropriate techniques in most situations.	Effective movement around the playing area with speed, balance and rhythm in order to use the most appropriate technique, almost without exception.	
			** Health Related Routeway – Demonstrates a basic level of technical accuracy, with little precision, control and fluency, in relation to posture/placement, alignment, flow of energy, coordination, balance, strength, control, and mobility.	** Health Related Routeway – Demonstrates a level of technical accuracy, with some precision, control and fluency, in relation to posture/placement, alignment, flow of energy, coordination, balance, strength, control, and mobility.	** Health Related Routeway – Demonstrates a competent level of technical accuracy, with precision, control and fluency, in relation to posture/placement, alignment, flow of energy, coordination, balance, strength, control, and mobility.	** Health Related Routeway - Demonstrates a very good level of technical accuracy, with accurate precision, control and fluency, in relation to posture/placement, alignment, flow of energy, coordination, balance, strength, control, and mobility.	

Perform	Competition	I can apply...	<p>Basic influence on the performance and motivation of self and others.</p> <p>Basic communication during the game and with little impact.</p> <p>Attempts to respond to environmental conditions with some success.</p> <p>Tactical changes are basic in response to the opposition's actions.</p> <p>Attempts to adapt to changes in a competitive situation to dominate opponents, but with little success.</p>	<p>Some influence on the performance and motivation of self and others.</p> <p>Some communication during the game with some impact, but inconsistent in places. Attempts to respond to environmental conditions, with some success.</p> <p>Tactical changes are sometimes effective but inconsistently applied in response to the opposition's actions.</p> <p>Attempts to adapt to changes in a competitive situation to dominate opponents, with some success.</p>	<p>Often able to influence effectively the performance and motivation of self and others, but with minor misjudgements.</p> <p>Effective communication with good impact during the game, but with misjudgements.</p> <p>Responds to environmental conditions with some success.</p> <p>Tactical changes are effective and consistent, but in response to the opposition's actions.</p> <p>Adapts effectively but inconsistently, to changes in a competitive situation to dominate opponents.</p>	<p>Consistently able to effectively influence the performance and motivation of self and others.</p> <p>Consistent communication during the game with effective impact, with few, if any, misjudgements.</p> <p>Responds effectively to environmental conditions.</p> <p>Applies tactical changes effectively and consistently in response to the opposition's actions, with few, if any, misjudgements.</p> <p>Adapts effectively and consistently to changes in a competitive situation to dominate opponents.</p>
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Practical Wall of Knowledge – SOW Skill Focus Breakdown

	Year 7	Year 8	Year 9	Year 10	Year 11
Badminton	Core Skills (All must be taught) <ul style="list-style-type: none"> - Serving (short & long) - Return of serve - Forehand shots (overhead clear, drop shot, underarm clear, smash, drive) - Teamwork & communication with partner 		Advanced skills (Competitive strands & advanced students to be taught) <ul style="list-style-type: none"> - Serving (flick) - Net shots - Backhand shots (overhead clear, drop shot, underarm clear, smash, drive) - Footwork and court positioning 	Decision making & tactical awareness (All must be taught) <ul style="list-style-type: none"> - Selecting appropriate shots - Understanding principals of attack & defensive - Applying tactics - Disguising your shot - Awareness of rules & regulations 	
Handball	Core Skills (All must be taught) <ul style="list-style-type: none"> - Catching: (two handed)/shot stopping (goalkeeper only) (Upper, half upper, Lower, Mid-air, From bounce, From the ground, 'putting down', Jumping, lunging) - Positions for catching the ball (frontal, sideways, backwards) - Dribbling with dominant hand - Passing (standing, running) - Shooting (shot in place, leaning back shot) - Offensive and defensive movement (feinting with the body, feinting a shot, feinting a pass) 		Advanced skills (Competitive strands & advanced students to be taught) <ul style="list-style-type: none"> - Catching: (one handed assisted on both sides)/shot stopping (goalkeeper only) (Upper, half upper, lower, mid-air, from bounce, from the ground, 'putting down', jumping, lunging) - Dribbling with either/both hand(s) - Passing (forward jumping, vertical jump) - Shooting (vertical jump shot, striding/jump shot, shot whilst falling) - Offensive and defensive movement (stealing the ball, screening an opponent without the ball, screening an opponent with the ball) 	Decision making & tactical awareness (All must be taught) <ul style="list-style-type: none"> - When, where, which & how to pass, dribble or shoot. - Awareness of team strategies - Attacking positioning on the field - Defensive positioning on the field - Defensive plays – man to man marking/zonal marking - Awareness of strengths/weaknesses and actions of others - Awareness of rules & regulations - Positioning & organisation at defensive set pieces/communication. 	
Cross country	Core Skills (all must be taught) Advanced skills (competitive & advanced students to be taught) Race distances for boys approximately 5000 m and girls approximately 3000 m in this activity are related to the distances for the <i>English schools under 17 age group</i> (intermediate boys and girls). Students are expected to demonstrate the following: (Performance level, fitness level, technique and fluency of running style, pace judgement, hill running (both running up hills and down hills), running over different terrain, overcoming obstacles, for example ditches, gaps and turnings)			Decision making & tactical awareness (All must be taught) <ul style="list-style-type: none"> - Students are expected to know the rules and scoring system used in cross-country running. - The start of the race (pens) - Tactics 	
Netball	Core Skills (All must be taught) <ul style="list-style-type: none"> - Footwork (stopping/landing, pivoting) - Dodging - Ball handling (catching whilst stationary) - Passing over short distances (chest, overhead, bounce, shoulder) 		Advanced skills (Competitive strands & advanced students to be taught) <ul style="list-style-type: none"> - Ball handling (catching on the run, catching in the air) - Passing over mid distance (chest, overhead, bounce, shoulder pass) - Shooting (GS & GA only) (stepping) 	Decision making & tactical awareness (All must be taught) <ul style="list-style-type: none"> - When, where & which pass/shot/dodge - Awareness of team strategies (attacking and defending) - Attacking positions on court - Defensive positioning on the court - Defensive plays – man to man marking 	

	<ul style="list-style-type: none"> - Shooting (GS & GA only) (stationary) - Rebounds (GA, GS, GK & GD only) - Marking (player with the ball) 	<ul style="list-style-type: none"> - Defence (shadowing, interception, marking player without the ball) 	<ul style="list-style-type: none"> - Awareness of strengths/weaknesses & actions of other players - Awareness of rules & regulations - Positioning & organisation at set pieces.
Fitness	Core Skills (All must be taught) <ul style="list-style-type: none"> – How preparation, training and fitness relate to and affect performance – How to design and carry out activity and training programmes that have specific purposes – The importance of exercise and activity to personal, social and mental wellbeing – How to monitor and develop their own training, exercise and activity programmes in and out of school. 		Decision making & tactical awareness (All must be taught) <ul style="list-style-type: none"> - Establish their current levels of personal fitness - Plan, perform, monitor and evaluate to improve their current level of fitness - Monitor and record their progress - Evaluate their results
Basketball	Core Skills (All must be taught) <ul style="list-style-type: none"> - Stance and footwork (triple treat position, pivoting) - Passing (chest, bounce, javelin/overhead) - Shooting (set shot, jump shot, dominant hand lay-up) - Dribbling (use of dominant hand) - Marking (player with the ball) 	Advanced skills (Competitive strands & advanced students to be taught) <ul style="list-style-type: none"> - Shooting (non-dominant hand lay-up, hook shot) - Rebounding - Dribbling (use of either hand) - Beating opponents – individual (fake & drive, cross overstep) - Beating opponent – team (cutting) - Marking (intercepting passes) 	Decision making & tactical awareness (All must be taught) <ul style="list-style-type: none"> - When, where & which pass/shot dribble. - Awareness of team strategies (man to man, zone defence, fast break, tandem defence (against fast break). - Appropriate use of defensive plays (zone defence, full/half court press) - Finding space - Attacking & defending principles on court - Awareness of strengths/weaknesses & actions of other players - Awareness of rules & regulations
Trampolining	Core Skills (all must be taught) <ul style="list-style-type: none"> - Shapes (tuck, straddle, pike) - Twists (half, full) - Seat drop - Rotational movements (front landing, back landing) - Combined movements (swivel hips, half/full twists in/out of front & back landing, seat to front, front to seat) - Quality of execution - Consistency - Control (centring, phasing, maintaining height) 	Advanced skills (competitive strands & advanced students to be taught) <ul style="list-style-type: none"> - Back to front - Front to back - Half turntable - Cradle - Front somersault (tucked) - Back somersault (tucked) 	Decision making & tactical awareness (all must be taught) <ul style="list-style-type: none"> - Difficulty of routine, balance of difficulty with quality of execution - Composition of routine - Flow of routine - Order of the skills in routine - Body awareness - Use of flight - Acceleration/deceleration of movement - Spatial awareness - Use of showmanship - Awareness of strengths/weaknesses & actions of other performers - Awareness of the rules & regulations
Lacrosse	Core Skills (All must be taught) <ul style="list-style-type: none"> - Possession (cradling the stick, carrying the ball on either side of the body) - Ground balls (position & action for some angles of pick up) 	Advanced skills (Competitive strands & advanced students to be taught) <ul style="list-style-type: none"> - Ground balls (position & action for all possible angles of pick up) - Receiving the ball (from the left & right, from behind, on the run) 	Decision making & tactical awareness (All must be taught) <ul style="list-style-type: none"> - When, where & which pass/shot - Awareness of team strategies - Defensive plays - Attacking & defending positioning

	<ul style="list-style-type: none"> - Receiving the ball (from the front, from the left or right, cradle action, on the run from some angles) - Passing the ball (change of grip, passing over different distances) - Shooting (long bounce shots, short shots) - Dodging (moving to either side of the defender, protecting the stick) - Marking (player with the ball) - Shot saving (GK) (saving with the stick, hands & body) 	<ul style="list-style-type: none"> - Shooting (corner shots) - Dodging (rolling dodge) - Marking (player without the ball) - Shot saving (GK) (saving different shot heights & ranges, saving by kicking) 	<ul style="list-style-type: none"> - Awareness of strengths/weaknesses & actions of others - Awareness of rules & regulations - Positioning & organisation at defensive set pieces
Rounders	Core Skills (All must be taught) <ul style="list-style-type: none"> - Batting (grips and their uses, stance, hitting in different directions, forehand and backhand) - Bowling (basic action, stepping action, variation of speed, height, angle, spin) - Fielding (underarm throwing and catching, overarm throwing and catching, stopping, chasing and returning) - Positional play (bowler, backstop, post play, deep fielders) 	Advanced skills (Competitive strands & advanced students to be taught) <ul style="list-style-type: none"> - Tactics (Field placing for attacking/defensive batsmen/left-handed batsmen) - Bowling changes. - Switching/backing up post play. 	Decision making & tactical awareness (All must be taught) <ul style="list-style-type: none"> - Rules of the game and their application - Batting (running around the posts, applying the rules to maximise scoring opportunities) - Fielding (applying the rules to maximise opportunities for getting the batsmen out)
Softball	Core Skills (All must be taught) <ul style="list-style-type: none"> - Batting (grips and their uses, stance, follow through baserunning, hitting the ball to all fields, stopping or turning at first base, bunting, leading off/stealing, retreat slide, bent leg slide) - Pitching (basic slow-pitch technique, backspin, forehand, variation of arc height, pitching to location <ul style="list-style-type: none"> - inside/outside, top/bottom of strike zone, basic fast pitch technique - slingshot and/or windmill, variation of speed) (Note: students are expected to cover both fastpitch & slow-pitch techniques and are required to offer one of these for assessment) - Fielding (basic glove positioning, throwing, fielding a ground ball, catching fly balls, force outs, tag outs) 	Advanced skills (Competitive strands & advanced students to be taught) In a structured game situation providing the basis for the assessment of the individual student <ul style="list-style-type: none"> - Shot restriction and structured drills. - Tactics (Defence: field placings, bunt defence, steal defence, offence: stealing bases, hit and run, sacrifice bunt, sacrifice fly) 	Decision making & tactical awareness (All must be taught) <ul style="list-style-type: none"> - Laws of the game and their application (Umpiring, Scoring) - Tactics (Defence: field placings, bunt defence, steal defence, offence: stealing bases, hit and run, sacrifice bunt, sacrifice fly)

	<ul style="list-style-type: none"> - Positional play (pitcher, catcher, infield (1st base; 2nd base; 3rd base; shortstop) Outfielders) 		
Athletics	<p>Core Skills (all must be taught)</p> <p>Track events (Starting, finishing, posture, leg action, arm action, head carriage)</p> <p>Jumping events (Approach, synchronisation of arm and leg action, take off/pole plant, flight, landing)</p> <p>Throwing events (Initial stance, grip, throwing action, release phase, recovery phase/follow through)</p>	<p>Advanced skills (competitive strands & advanced students to be taught)</p> <p>Track events (Starting: Use of Blocks (where relevant, Leg action: Foot strike Cadence, Bend running (where relevant) Stride pattern/pacing)</p> <p>Jumping events (Approach: Hitting appropriate speed for take-off, Efficient transition between technical phases of the movements, Flight: Appropriate elevation, Landing movement of the body beyond initial point of contact (long jump and triple jump)</p> <p>Throwing events (Travel: use of cross step/glide (where applicable) rotational throws (where applicable) Release phase: Appropriate angle of release, Efficient transition between technical phases of the movements)</p>	<p>Decision making & tactical awareness (all must be taught)</p> <p>Track events</p> <ul style="list-style-type: none"> – Pre-race tactics – Changing and adapting your race tactics – Positioning in the field, where to run in the pack, when to lead and when to follow (where appropriate) – Timing of kicking for the finish line – When to dip for the finish line – Awareness of the rules and regulations <p>Jumping events</p> <ul style="list-style-type: none"> – Pre-event tactics – Tactics for qualifying jumps/Entry height and the choice of when to 'pass' on a height/round – Changing and adapting your jump tactics: consideration of weather conditions, appropriate distance/number of steps chosen for run up – In competition check mark adjustments – Awareness of the rules and regulations <p>Throwing events</p> <ul style="list-style-type: none"> – Pre-event tactics – Tactics for qualifying throws – Changing and adapting your throwing tactics: consideration of weather conditions, check mark adjustments (Javelin only) – Awareness of the rules and regulations

Assessment Calendar

Assessment Maps will be used to explicitly show the timing planned for teaching, revision, test preparation, marking, moderation, data entry, intervention and retesting, controlled conditions start + deadline, as necessary:

Data & QA Calendar 2022-2023 Overview										
Month	WK	WK	Exams/ Testing	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
Autumn Term 2022	September	1	S					1 School Closed to Students Inset Day	2	3
		2	A	4 Year 11 1-1 Analysis meeting (End of Year 10 Data) HoDs	5	6	7	8	9	10
		3	S	11	12	13	14	15	16	17
		4	A	18 HoD/SLT Department Check	19	20	21	22	23	24
		5	S	25	26	27	28	29	30	
	October	6	A	1	2	3	4	5	6	7
		7	S	8	9	10	11	12	13	14
		8	A	15	16	17	18	19	20	21
		9	S	22	23	24	25	26	27	28
		10	A	29	30	31				
	November	11	S	1	2	3	4	5	6	7
		12	A	8	9	10	11	12	13	14
		13	S	15	16	17	18	19	20	21
		14	A	22	23	24	25	26	27	28
		15	S	29	30					
	December	16	A	4 Year 10 1-1 Analysis meetings (HoDs)	5	6	7	8	9	10
		17	S	11	12	13	14	15	16	17
		18	A	18	19	20	21	22	23	24
		19	S	25	26	27	28	29	30	31
		20	A	1	2	3	4	5	6	7
January	21	S	8	9	10	11	12	13	14	15
	22	A	15	16	17	18	19	20	21	22
	23	S	22	23	24	25	26	27	28	29

Key

- School Closed to Students
- Challenge Day
- Holiday
- Subject Scrutiny
- Learning walks
- Whole School Learning Scrutiny
- Data deadline
- Assessment Week
- Subject Scrutiny Week process
- Timetable created
- HOD Meeting
- Learning Walks
- Student conferencing
- Department meeting
- Work Scrutiny
- HOD Meeting - Feedback
- Subject report
- English
- Maths
- Science
- REMS
- PE

Spring Term 2023																
February																
19	A	Y11 Mock Exams	29	30	31											V.Arts
20	B						1	2	3	4						P.Arts
20	B		5	6 Year 11 Data Deadline	7	8	9		10	11						Tech
		Feb SIT	12	13	14	15	16	17	18							Spanish
21	A	Year 11 1-1 Analysis Meetings (HoDs)	20	21	22	23		24	25							Computer Science
		26 HoD/SIT Department Check	27	28	29											
23	B						1	2	3							Year 7
23	A		4	5	6	7	8	9	10							Year 8
24	B	K53 Tests	11	12	13	14	15	16	17							Year 9
25	A		18	19 K53 Data Deadline	20	21	22	23	24							Year 10
26	B	Y10 Tests	25	26	27	28	29	30	31							Year 11
March																
April																
		Easter	1	2	3	4	5	6	7							
			8	9	10	11	12	13	14							
27	A		15	16 Year 10 Data Deadline	17	18	19	20	21							
28	B	Learning Walks fortnight (HoDs, SIT, LL) Year 10 1-1 Analysis Meetings (HoDs)	22	23	24	25	26	27	28							
29	A		29	30												
May																
30	B				1	2	3	4	5							
31	A		6	7	8	9	10	11	12							
32	B		13	14	15	16	17	18	19							
33	A		20	21	22	23	24	25	26							
		May SIT	27	28	29	30	31									
										1	2					
34	A		3	4	5	6	7	8	9							
35	B		10	11	12	13	14	15	16							
36	A	Y10 Mock Exams	17	18	19	20	21	22	23							
37	B	K53	24	25	26	27	28	29	30							
June																
Summer Term 2023																

July	38	B	Tests	1	2	3	4	5	6	7
	39	A	K33 Core Exams	8	9 Year 10 Data Deadline	10	11	12	13	14
	40	B		15	16 K33 Data Deadline	17	18	19	20	21
	41	A		22	23	24	25	26	27	28
	Summer			29	30					



Assessment and feedback

Key stage 3 -

Multiple choice testing will take place fortnightly with structured end of unit/topic teacher assessment, focusing on specific theory content which is mapped across the year to establish a basic understanding of key elements (muscles, body systems, components of fitness and methods of training). Teacher assessment will also be conducted half termly to assess practical performance in each discipline.

Feedback is given as regular verbal feedback throughout practical lessons. Students will be able to identify working levels and how to improve through verbal feedback and practical application. Models are used through teacher and student demonstrations enabling improvement of performance analysis.

Core PE

Practical Assessments

- Frequent verbal feedback given to all students from both teaching staff and coaching from peers
- End of half term moderation week to assess in formal conditions the application of skill and understanding
- Use of iPads in small groups to self-review and assess performance
- Use of practical exam board criteria to grade skill level

Multiple Choice Testing

- Fortnightly
- Content delivered to all groups through practical – relating to examination criteria and link to real world context
- Pupils given list of topics to revise through on HW forum/student area
- Follow up activities – class led and individual
- Revision drop-ins run and the online platform

Key stage 4 -

Online exams are completed in BTEC Sport by students to ensure unit achievement this is through developed knowledge from KS3 theory input. Practical assessment is completed through BTEC criteria of Pass / Merit in relation to performance and application of skills within practise and competitive situations.

A tracker is used throughout every lesson for immediate feedback on progress to course / unit completion and to what grade. Students can reflect on current working grade compared to projection and are able to then implement feedback and next step criteria effectively. Further feedback takes place after students have completed units of work at the end of each term/deadline which they are then issued this feedback form and 15 days to implement improvements. Regular feedback is given in books and on summative assessment forms at the end of units/assignments. It is also seen every lesson through verbal diagnostic conversations with suggested improvements. Books show specific feedback which stretch the level of understanding which is also specific to the attainment criteria for that task. Exemplar assignments are used throughout the course to promote independence and implementation of I do, you do, and we do. This is measured through progress on the class tracker and shown in improved work within portfolios.

Year 10-11 examination PE

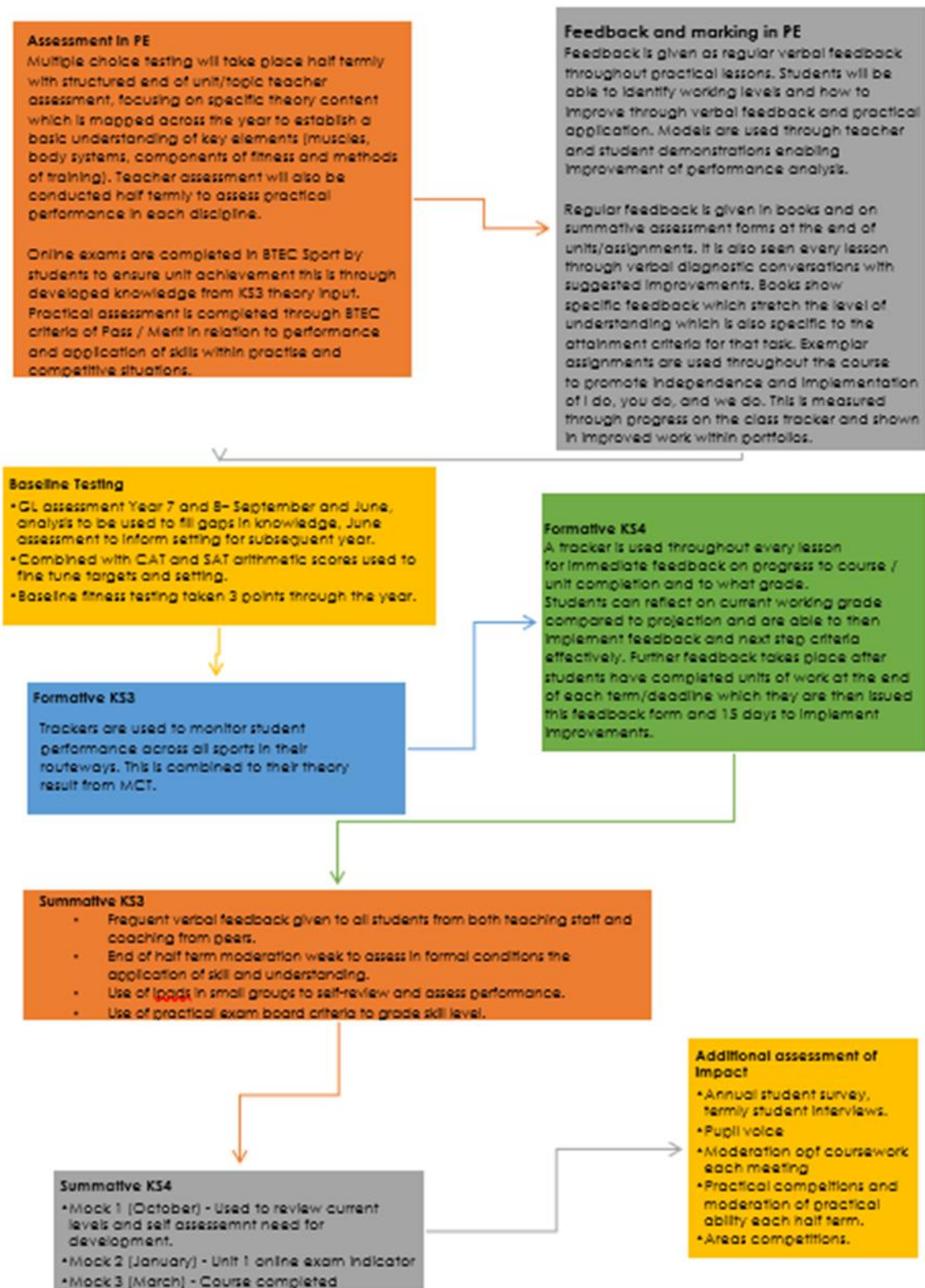
Practical Assessments

- Frequent verbal feedback.
- Use of iPads to compare performance to high level performance.
- Self analysis of performance
- Half termly assessment and moderation weeks.
- Use of practical exam board criteria to grade skill level.

Testing and Coursework

- Online tests complete for unit content.
- Mocks used (paper based) to assess retention of content.
- Strict course work deadlines, marking and resubmission (15 day window).
- Assessment tracked and displayed to students to see progress and current attainment score/grade.
- Feedback given in books and through summative assessment forms.

Assessment in PE



Intent: Feedback to Promote Progress

Effective, regular and timely feedback has the most significant impact on student progress (Sutton Trust, Sept 2011) and as such underpins effective learning and teaching.

Implementation: Great Teaching & Learning



Key Principles:

Feedback is recognised as both verbal and written. It includes self, peer and teacher feedback.

Feedback should provide an indication of students' current working grade, their progress towards success criteria and clear, focused guidance on how to improve.

Students are given time to respond to and act on feedback. Planning, drafting and redrafting are given status in lessons to promote the value of the process.

Feedback must be evidenced in student books, folders and portfolios every 6 weeks and is quality assured by Heads of Department through Red Lines monitoring.

The non-negotiables:

- The 'Big Picture' is shared with students which provides an overview of the whole course including target grades and success criteria.
- Each unit of work has an overview grid outlining key objectives and learning activities which students can use to monitor and self-assess their progress.
- Consistency across the school is key. Shared expectations of marking will help everybody to be clear about what is required of them, but each subject team is able to determine what this looks like their areas. This ensures that we are drawing on teacher professionalism to create meaningful and manageable approaches.

Marking Code:

- | | |
|----|---|
| ✓ | = good or correct work |
| ? | = unclear, confused or muddled |
| X | = incorrect answer |
| ^ | = something missing |
| Sp | = incorrect spelling |
| // | = new paragraph required |
| P | = punctuation (circle error and place code in the margin) |
| Gr | = grammar (circle/underline error and place code in the margin) |

Feedback:

- Student work is marked regularly with in-depth, diagnostic feedback given at least once every six weeks.
- Feedback is personal to the student and focuses precisely on how to improve and make progress towards the success criteria.
- Feedback includes an activity for students to complete to begin to address the target for improvement.
- Students respond to teacher comments and feedback using a green pen (green penning).
- Verbal feedback is recorded in books/folders using a V symbol. Students summarise and/or respond to this using a green pen.
- Whole class feedback (see appendix A) is used to identify strengths, misconceptions and students who need further input or additional challenge. Students summarise and/or respond to this using a green pen. Feedback codes are used to record how feedback is given. This is quality assured by HoD.

Assessment for Learning:

- Effective assessment is both formative and summative. It is used to identify strengths and knowledge gaps and, as such, it informs subsequent teaching and learning.
- Skilled questioning is used regularly to encourage students to think and connect as well as challenging them to reflect and further improve.
- Students are given frequent opportunities to rehearse, remember and apply relevant skills and content.

Impact:

An established and consistent approach to giving learners feedback so that students feel valued and have a clear understanding of how well they are doing and how they can improve their learning to reach their potential.

Student books and folders evidence a 'learning journey' with assessment and feedback clearly signposting progress and development.

Students can articulate their learning with clear reference to Great Learners.

PE Departmental Feedback Policy

PE Department	Type of feedback? <i>Verbal / written / peer / self / grade</i>	How & where? <i>Books / folders / sheets / booklets / assessments / exams</i>	When? <i>Lesson / weekly / fortnightly / monthly / half-termly / termly</i>	How will students respond to feedback?
ONGOING - Practical	Practical lessons - verbal feedback	<ul style="list-style-type: none"> Staggered (group) feedback during practical tasks, acute adjustment. Individual feedback when circulating around room Mini plenaries Targeted (individual) feedback during practical tasks 	Most lessons	Students will attempt to apply this feedback to improve individual and group performance
	Practical lessons self-assessment	<ul style="list-style-type: none"> Traffic light assessment using progressive learning objectives Self-select level of challenge and justify WAGOLLS in place for BTEC criteria 	Most lessons Develop/model self-assessment process	Students understand and address their own steps to make progress after self-assessment and comparison to objectives
	Practical lessons peer feedback	<ul style="list-style-type: none"> Student observation - for example athletics and gymnastics Criteria used to assess 	Most lessons (where appropriate)	Students understand and address steps of others to make progress after self-assessment and comparison to objectives
Ongoing - Theory	Written feedback - Teacher	<ul style="list-style-type: none"> Class WAGOLLS constructed using criteria Verbal feedback and teacher feedback stamps in lessons Formal feedback linked to success criteria Formal assignments recorded on summative assessment forms where applicable Trackers to identify student progress across all units 	<p>Feedback in books to be recorded approximately once every 5 weeks depending on unit</p> <p>Formal feedback at the end of a unit approximately once a half term for year 9 -11.</p>	Green pen tasks to adjust work based on school projections
PERIODIC	Written feedback - practical	<ul style="list-style-type: none"> Trackers used to identify student progress across sports Multiple choice tests Reports in line with whole school calendar 	As per assessment calendar	KS4 to respond and reflect in exercise book WWW/EBI
	Formal assignment feedback	<ul style="list-style-type: none"> Uploaded TEAMS assignments with the use of BTEC grading criteria 	Approximately half termly	Students understand and address their own steps to make progress after teacher assessment and comparison to objectives.

PE WAGOLL

much more than just a school

WAGOLL – PE – Student book



Date, Title written out and underlined.

Lesson focus and objectives identified with gradings

Spellings highlighted with SP in red pen. Student has changed spelling in spelling box

Errors noted by teacher (red pen) Framed as a question or explanation

Student corrections (green pen). Personal explanation of learning process

Books should be clearly laid out and a platform for notes to be recorded and explanations developed/explored. Preparation phase before assignment application where extended writing is then expected.

Missed work should be caught up in P6 with the class teacher or by accessing examination PE stuck resources in the student shared area.

Student Homework sheet – to be stuck into books to support learning process and HW deadlines to be recorded

Presentation grade circled by teacher

Feedback from teacher/peer/self reflection

Park Community School - much more than just a school

much more than just a school

WAGOLL – PE Student Book



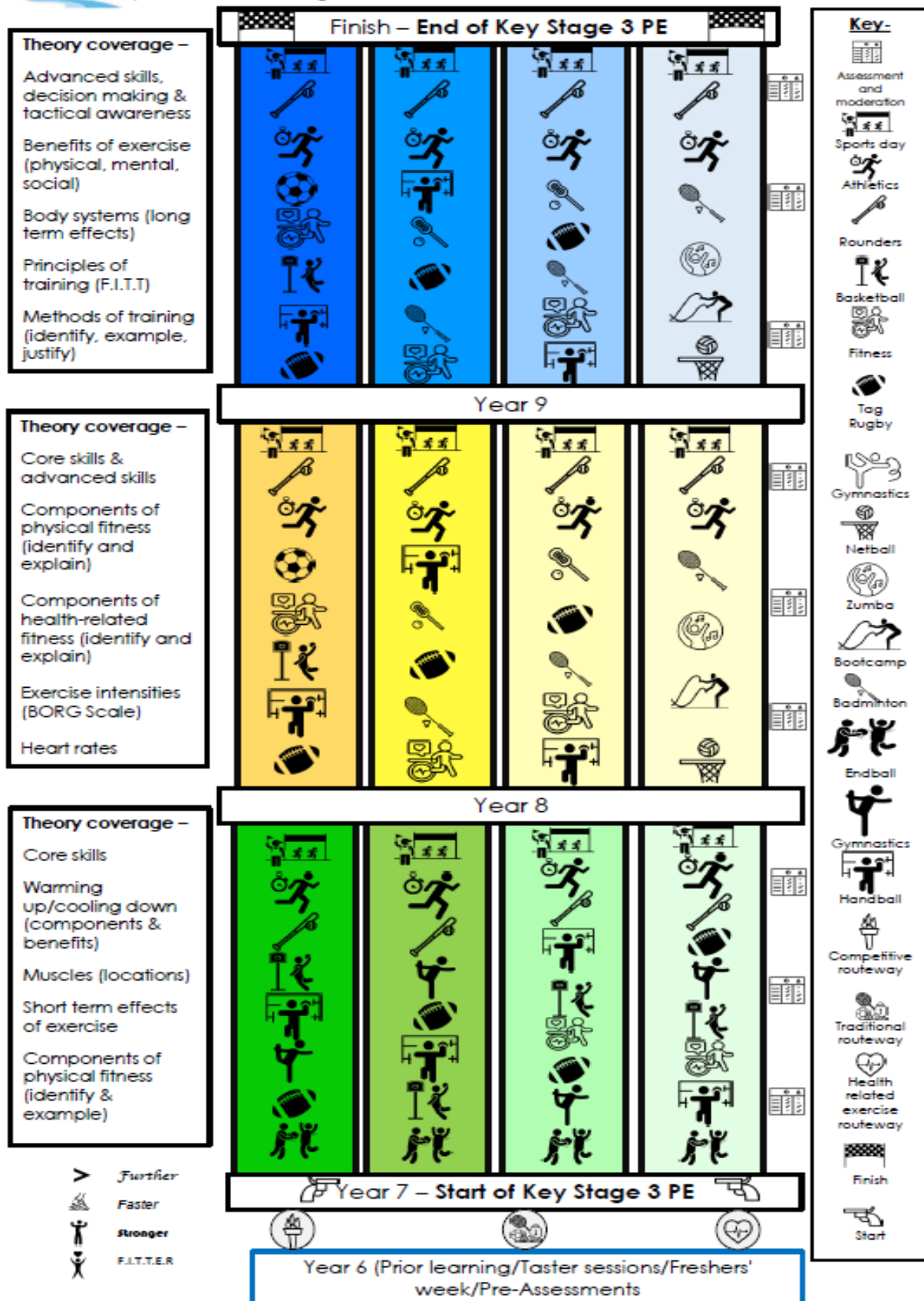
Each unit must have the Big Picture with planned content from the syllabus and the scenario / grade criteria for students to access throughout notes and assignment tasks.

Park Community School - much more than just a school

Learning Journey KS3



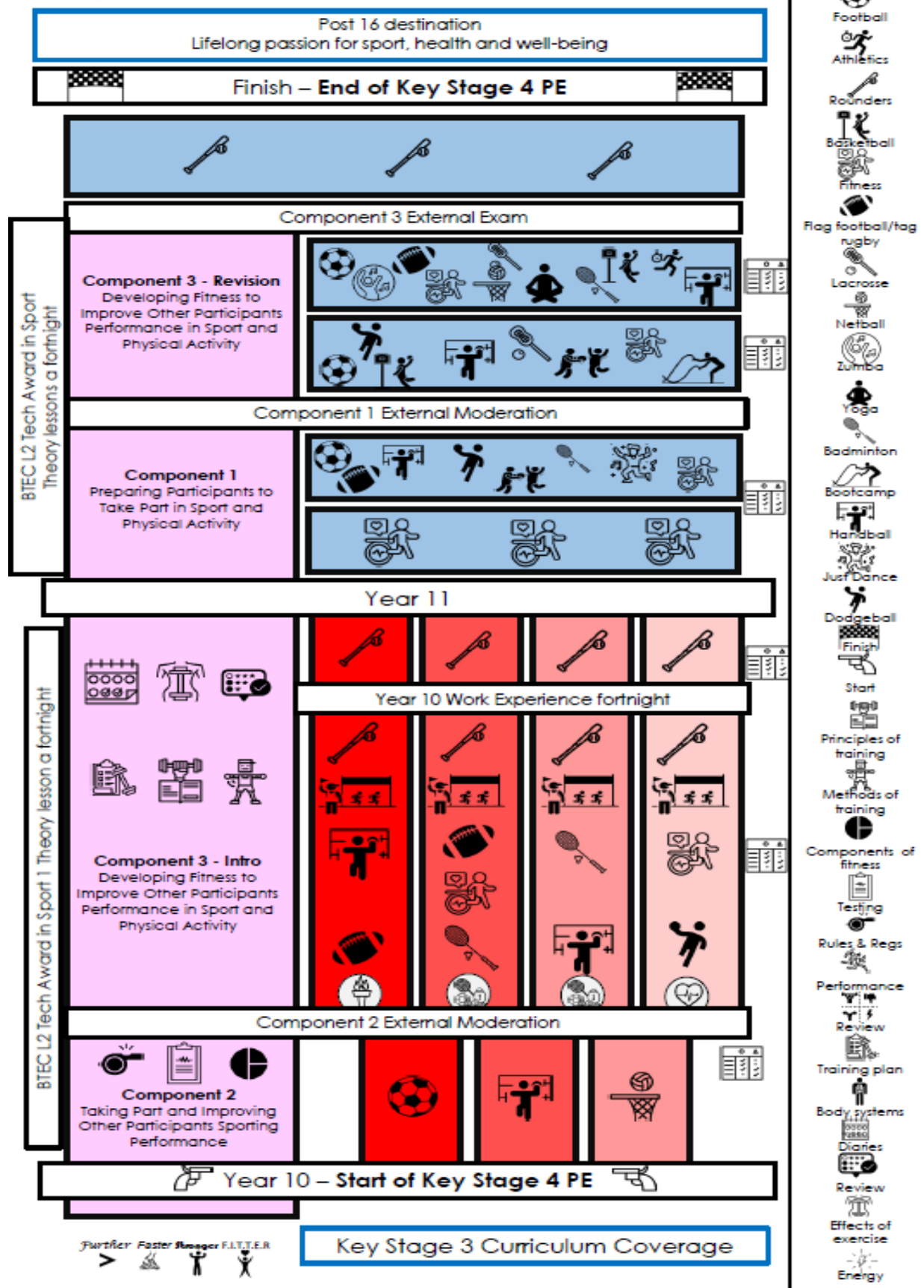
Physical Education - The intent of this curriculum is to inspire students to be active and engaged in a range of sports/activities, contributing to an active healthy lifestyle. This is achieved by offering routeways enabling students to have personalised learning.



Learning Journey KS4



Physical Education - The intent of this curriculum is to inspire students to be active and engaged in a range of sports/activities, contributing to an active healthy lifestyle. This is achieved by offering routeways enabling students to have personalised learning.



PE Board Notes – WAGOLL

Year 7 Basketball

Monday 4th September 2023

Kit – Recalls

S.C
R.H
J.C

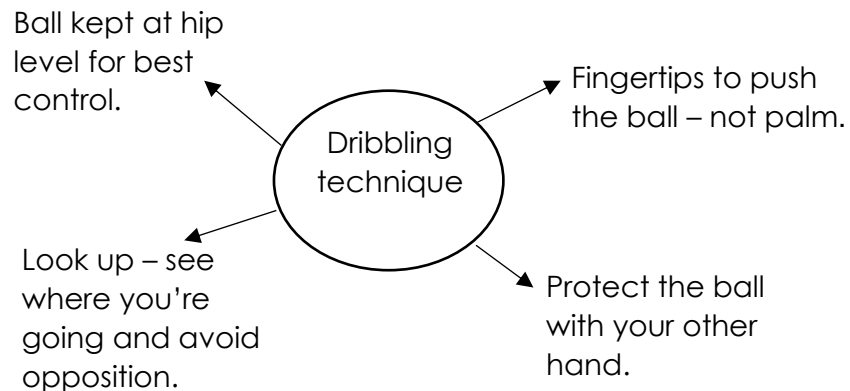
Lesson focus – Dribbling

Learning objectives –

WT: I can **identify the teaching points** of the dribble. **(prepare)**

ARE: I can **perform basic dribbling skills** within a drill/modified game. **(Practise)**

AGD: I can **apply these skills at the appropriate times** to a modified/competitive games situation. **(Perform)**



Reflect –

I have achieved ...

This is because ...

To progress I need to ...

Rewards –

Amy
Corin
Laura

Map –

First 5 – student led warm up /
recap previous learning **Prepare**
LO's (students to read potentially)

Task 1 (○) **Prepare**

Take 5

Task 2 (○) **Practise**

Mini plenary

Task 3 (○) **Practise**

Application of skills / competitive
games **Perform**

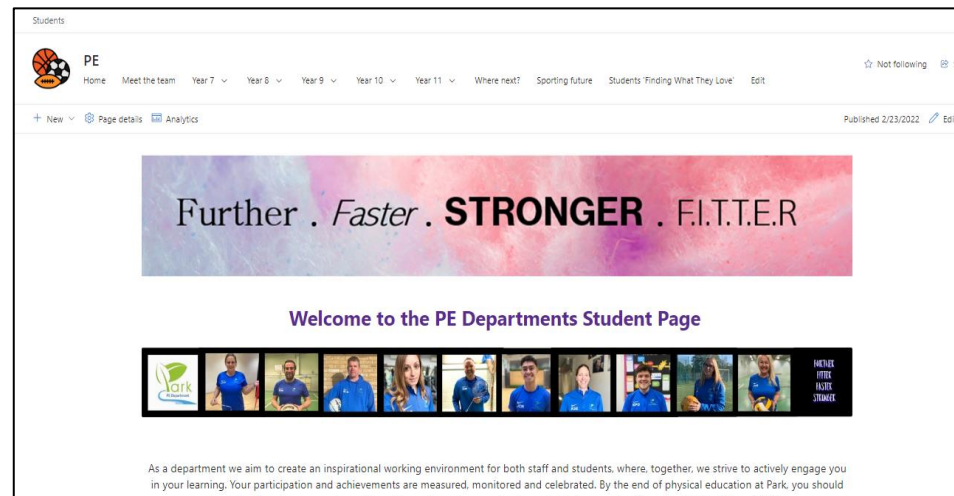
Self/peer assessment – traffic lights
Plenary

Notes should be freshly
written by that class
teacher and reflective
of the classes needs
and focus.

Online Provision Example

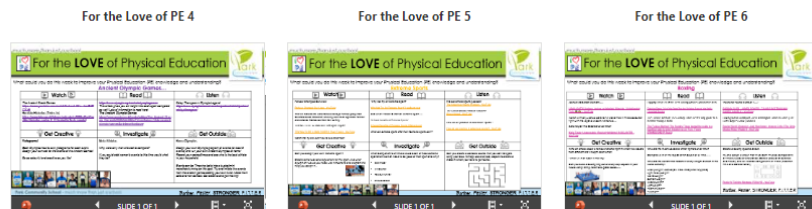
The departments student page offers each year group support for both theory and practical elements of PE.

Here they can also get to know the department a little better.

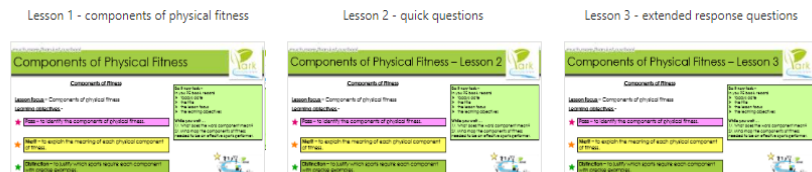


Each year group has support material. Here you can see the deadlines for the MCQ tests for year 7, key words within that test and a revision document to support their preparation for the quiz.

For the Love of PE is all about extending your passion for the subject and challenge your knowledge and understanding. This can be done by attending one of the many after school clubs OR by trying on of these alternative activities - enjoy!



Theory lessons



In addition, the page also gives students a breakdown of their theory lessons. Enabling a revisit, catch up or assignment support when needed. We also populate each half term with For the Love of PE which are areas to extend student interest and enjoyment in PE.

You will also see home workouts created by the team, useful links to websites and much more.



Where Next and Careers

On our student page all local Colleges and Universities are featured explaining their sporting offers for courses

For example -

Where next?

There is a wide range of courses in the sports sector, from sports science, to performance and sports psychology. This area offers access to a huge choice of courses, from hands-on fitness, to administration and management.

Sport is an increasingly popular career sector, with demand for higher level expertise in performance analysis, business management, and community engagement, as well as hands-on participation.

You can choose to study through vocational and academic routes, either through an apprenticeship or on more traditional higher education courses. Universities and colleges in the UK offer diplomas, foundation degrees, higher education diplomas, honours degrees, and postgraduate and professional qualifications in sport. A range of local colleges and university courses are listed below plus some top level sporting universities.



HAVANT & SOUTH DOWNS COLLEGE

<https://www.hsdac.ac.uk/course-finder/?interest=905>



HSDC Course Finder - Browse and find the right course for you | HSDC

www.hsdac.ac.uk

Course	Level	Entry Requirements
CM Sports Coaching Academy (South Downs)	2/3	For current MEDC students GCSE Grade 4 Maths and English, plus Level 2/3 Merit and above.
Football Performance & Coaching (Havant & Waterlooville FC Academies) (South Downs)	BTEC Level 3 Extended Diploma	5 GCSEs Grade 4 and above, including Maths and English and preferably Science/BTEC Level 2. Plus, Experience of performing at a high standard, football Not to be completed.
Gym Instruction (fees may apply) (South Downs)	Active IQ Level 2	Subject to Interview.
Outdoor Adventure Education (South Downs)	BTEC Level 3 Extended Diploma	5 GCSEs Grade 4 and above, including Maths, English and Science.
Personal Training for Health Fitness and Performance (South Downs)	Level 3 Extended Diploma	5 GCSEs Grade 4 and above, including Maths, English and Science.
Physical Education (Havant)	A Level	5 GCSEs Grade 4 and above, and a grade 5 in GCSE Science recommended. Plus, Regularly playing a competitive sport.
Physical Education (Alton)	A Level	5 GCSEs Grade 4 and above, and a grade 3 in GCSE Science recommended. Plus, Regularly playing a competitive sport.
Sport (Alton)	Cambridge Tech Diploma Level 2	A GCSE Grade 3, Plus, and interest in sport.
Sport (Alton)	Cambridge Tech Diploma Level 3	5 GCSEs Grade 4 and above, including Maths and English. Alternatively, upon achieving a merit at level 2.
Sport (Alton)	Cambridge Tech Diploma Level 3/A Level	5 GCSEs Grade 4 and above, including Maths and English. Alternatively, upon achieving a merit at level 2.
Sport Performance, Coaching and Fitness (South Downs)	BTEC Level 2 Extended Certificate	5 GCSEs Grade 3 and above, including English or Maths at grade 4. Plus, keen active role within sport coaching, officiating or performing.
Sport, Fitness and Outdoor Adventure (South Downs)	BTEC Level 1 Diploma	GCSEs Grade 2.
Sports Coaching & PE Teaching (South Downs)	BTEC Level 3 Extended Diploma	5 GCSEs Grade 4 and above, including English, Maths and Science.
Sports Science and Therapy (South Downs)	BTEC Level 3 National Extended Diploma	5 GCSEs Grade 4 and above, including English, Maths and Science.

(click to enlarge)



Sporting future

Interested in jobs to do with sport? Put our sports careers line-up through its paces to find the right role for you.

If you want a career in sports you have two main options:

- choose a career that's only available in the sports industry (eg athlete or sports coach)
- choose a career that's available in a range of different industries, including sport (eg social media executive or accountant).

Below we've outlined some popular jobs within sport, the average wage and what the roles involves. Plus a useful link to a wide range of other sport related industries.

If you're interested in studying sport further, also see Ms Munoz, your PE teacher or the school careers adviser for more details.



PE Teacher

Average salary: £30-45k

The Role: A PE teacher is responsible for planning, teaching and tutoring students in a school setting. They teach a range of different



Sports Marketing

Average Salary: £34,286

The Role: Someone who works in the Sports Marketing helps to promote an athlete, a team, or a particular brand. A successful sports



Sports Management

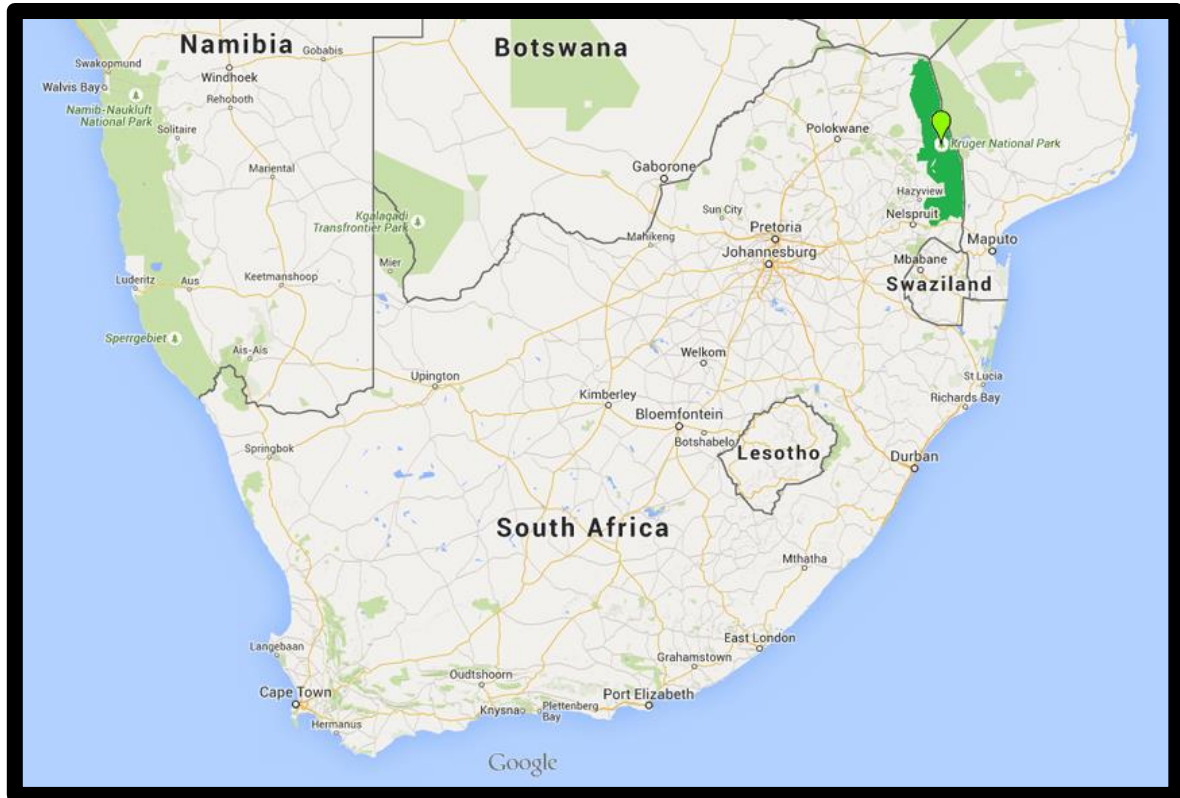
Average Salary: £45,092

The Role: Sport management involves any combination of skills related to planning, organising, directing, controlling, budgeting,

Notes

Notes

Kruger National Park



Physical Education

Further... faster ... **Fitter ... Stronger**