



Physical Education

Physical Education Handbook 2021-2022



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

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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 (constantly) 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 a 15-day 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-

		<u>Year 7</u>	<u>Year 8</u>	<u>Year 9</u>	<u>Year 10</u>	<u>Year 11</u>
Half term 1	Competitive	Endball	Basketball	Rounders	Basketball	Recreational Sport
	What makes a successful sports performer?	<ul style="list-style-type: none"> Types of passes Basic knowledge of rules (footwork, obstructions, contact) Using space Marking opponents 	<ul style="list-style-type: none"> The triple threat Types of pass Shooting techniques Knowledge of the rules Decision making (pass, dribble or shoot) Playing a range of positions 	<ul style="list-style-type: none"> Positions when fielding Rules for fielding and batting Scoring Tactics of batting order Defensive fielding Backing up Leading others – forming tactics Coaching others to improve Application of key skills 	<ul style="list-style-type: none"> The triple threat Types of pass Shooting techniques Knowledge of the rules Decision making (pass, dribble or shoot) Playing a range of positions Leading others – forming tactics Coaching others to improve Application of key skills 	
	Traditional 1	Endball	Flag football/tag rugby	Rounders	Handball	
	What makes a successful sports performer?	<ul style="list-style-type: none"> Types of passes Basic knowledge of rules (footwork, obstructions, contact) Using space Marking opponents 	<ul style="list-style-type: none"> Types of pass – disguising Decision making – when to pass v run Creating space Closing down play 	<ul style="list-style-type: none"> Positions when fielding Rules for fielding and batting Scoring Tactics of batting order Defensive fielding Backing up Leading others – forming tactics Coaching others to improve Application of key skills 	<ul style="list-style-type: none"> Defensive positioning Attacking tactics (creating space, selection of pass) Applying rules through competent officiating Leading others – forming tactics Coaching others to improve Application of key skills 	
Traditional 2	Endball			Rounders	Flag Football/Tag Rugby	
What makes a successful sports performer?	<ul style="list-style-type: none"> Types of passes Basic knowledge of rules (footwork, obstructions, contact) Using space Marking opponents 			<ul style="list-style-type: none"> Positions when fielding Rules for fielding and batting Scoring Tactics of batting order Defensive fielding Backing up Leading others – forming tactics Coaching others to improve Application of key skills 	<ul style="list-style-type: none"> Defensive formations Planning forms of attack Applying rules through competent officiating Leading others – forming tactics Coaching others to improve Application of key skills 	
Health Related	Endball	Netball	Netball	Rounders	Netball	

	What makes a successful sports performer?	<ul style="list-style-type: none"> Types of passes Basic knowledge of rules (footwork, obstructions, contact) Using space Marking opponents 	<ul style="list-style-type: none"> Knowledge of a specific role on court Shooting technique Applying rules to performance (footwork, obstruction, contact, held ball, over a third) 	<ul style="list-style-type: none"> Positions when fielding Rules for fielding and batting Scoring Tactics of batting order Defensive fielding Backing up Leading others – forming tactics Coaching others to improve Application of key skills 	<ul style="list-style-type: none"> Coaching others Highly competent in 1 position Independently lead/officiate a game 	
	Theory focus	MCQ – topics	MCQ – topics	Unit 2 – Rules, Regulations and analysis of performance	Unit 2 – Rules, Regulations and analysis of performance	Unit 3 – Training for personal fitness
Half term 2	Competitive	Handball	Badminton	Football	Football	Recreational Sport
	What makes a successful sports performer?	<ul style="list-style-type: none"> Know the positions Types of passes Basic knowledge of rules 	<ul style="list-style-type: none"> Serve (flick/underarm) Position on court Range of basic shots Scoring singles 	<ul style="list-style-type: none"> Coaching others Highly competent in 1 position Independently lead/officiate a game 	<ul style="list-style-type: none"> Coaching others Highly competent in 1 position Independently lead/officiate a game 	
	Traditional 1	Fitness	Fitness	Netball	Flag Football/Tag Rugby	
	What makes a successful sports performer?	<ul style="list-style-type: none"> Knowledge of STE of exercise Work in target heart rate zone Understanding of methods of training 	<ul style="list-style-type: none"> Ability to identify STE and LTE of exercise Understanding of heart rates Independently plan 	<ul style="list-style-type: none"> Defensive positioning Attacking tactics (creating space, selection of pass) Applying rules through competent officiating 	<ul style="list-style-type: none"> Defensive formations Planning forms of attack Applying rules through competent officiating Leading others – forming tactics Coaching others to improve Application of key skills 	
	Traditional 2	Basketball		Football	Badminton	
What makes a successful sports performer?	<ul style="list-style-type: none"> The triple threat Types of pass Shooting techniques 		<ul style="list-style-type: none"> Coaching others Highly competent in 1 position Independently lead/officiate a game 	<ul style="list-style-type: none"> Tactical play Doubles positioning Doubles scoring Leading others – forming tactics Coaching others to improve Application of key skills 		
Health Related	Flag Football/Tag Rugby	Gymnastics / yoga	Netball	Zumba		
What makes a successful	<ul style="list-style-type: none"> Good passing technique Using space 	<ul style="list-style-type: none"> Linking movements Balance (individual and pairs) 	<ul style="list-style-type: none"> Defensive positioning 	<ul style="list-style-type: none"> Plan, monitor and review a routine 		

	sports performer?	<ul style="list-style-type: none"> Marking opponents 	<ul style="list-style-type: none"> Sequences with fluency Cannon and unison 	<ul style="list-style-type: none"> Attacking tactics (creating space, selection of pass) Applying rules through competent officiating 	<ul style="list-style-type: none"> Review improvements and the effect on performance Effectively apply principles of training Coaching others to improve Application of key skills 	
Theory focus		MCQ – topics	MCQ – topics	Unit 2 – Rules, Regulations and analysis of performance	Unit 4 – Energy systems and effects of exercise	Unit 3 – training for personal fitness
Half term 3	Competitive	Fitness	Flag Football/tag rugby	Flag Football/Tag Rugby	Handball	Recreational Sport
	What makes a successful sports performer?	<ul style="list-style-type: none"> Knowledge of STE of exercise Work in target heart rate zone Understanding of methods of training 	<ul style="list-style-type: none"> Decision making – when to pass v run Creating space Closing down play 	<ul style="list-style-type: none"> Defensive formations Planning forms of attack Applying rules through competent officiating 	<ul style="list-style-type: none"> Leading others – forming tactics Coaching others to improve Application of key skills Highly competent in 1 position Independently lead/officiate a game 	
	Traditional 1	Basketball	Badminton	Handball	Lacrosse	
	What makes a successful sports performer?	<ul style="list-style-type: none"> The triple threat Types of pass Shooting techniques 	<ul style="list-style-type: none"> Serve (flick/underarm) Position on court Range of basic shots Scoring singles 	<ul style="list-style-type: none"> Defensive positioning Attacking tactics (creating space, selection of pass) Applying rules through competent officiating 	<ul style="list-style-type: none"> Leading others – forming tactics Coaching others to improve Application of key skills Highly competent in 1 position Independently lead/officiate a game 	
Traditional 2	Flag Football/Tag Rugby	Zumba	Badminton	Fitness		
What makes a successful sports performer?	<ul style="list-style-type: none"> Good passing technique Using space Marking opponents 	<ul style="list-style-type: none"> Ability to explain STE of exercise Understanding of training zones Knowledge of LTE of exercise 	<ul style="list-style-type: none"> Tactical play Doubles positioning Doubles scoring 	<ul style="list-style-type: none"> Plan, monitor and review a programme Review improvements and the effect on performance Effectively apply principles of training 		

	Health Related	Handball		Fitness	Badminton	
	What makes a successful sports performer?	<ul style="list-style-type: none"> Know the positions Types of passes Basic knowledge of rules		<ul style="list-style-type: none"> Ability to explain STE and LTE of exercise Understanding of training thresholds Independently plan 	<ul style="list-style-type: none"> Leading others – forming tactics Coaching others to improve Application of key skills 	
Theory focus		MCQ – topics	MCQ – topics	Unit 4 – Energy systems and effects of exercise	Unit 4 – Energy systems and effects of exercise	Unit 4 - Energy systems and effects of exercise
Half term 4	Competitive	Flag Football/Tag Rugby	Fitness	Basketball	Flag Football/Tag Rugby	Recreational Sport
	What makes a successful sports performer?	<ul style="list-style-type: none"> Good passing technique Using space Marking opponents 	<ul style="list-style-type: none"> Ability to identify STE and LTE of exercise Understanding of heart rates Independently plan 	<ul style="list-style-type: none"> Defensive strategies Selecting suitable court positions Defensive positioning Attacking tactics (creating space, selection of pass) Applying rules through competent officiating 	<ul style="list-style-type: none"> Leading others – forming tactics Coaching others to improve Application of key skills 	
	Traditional 1	Handball	Handball	Fitness	Basketball	
	What makes a successful sports performer?	<ul style="list-style-type: none"> Know the positions Types of passes Basic knowledge of rules	<ul style="list-style-type: none"> Knowledge of a specific role on pitch Shooting technique Applying rules to performance 	<ul style="list-style-type: none"> Ability to explain LTE of exercise Understanding of training thresholds Independently plan a training programme 	<ul style="list-style-type: none"> Leading others – forming tactics Coaching others to improve Application of key skills Highly competent in 1 position Independently lead/officiate a game 	
	Traditional 2	Fitness		Flag Football/Tag Rugby		
What makes a successful sports performer?	<ul style="list-style-type: none"> Knowledge of STE of exercise Work in target heart rate zone Understanding of methods of training		<ul style="list-style-type: none"> Defensive formations Planning forms of attack Applying rules through competent officiating 			
Health Related	Basketball	Badminton	Aerobics	Handball		
What makes a successful	<ul style="list-style-type: none"> The triple threat Types of pass Shooting techniques 	<ul style="list-style-type: none"> Serve (flick/underarm) Position on court Range of basic shots 	<ul style="list-style-type: none"> Ability to explain STE and LTE of exercise Understanding of training thresholds 	<ul style="list-style-type: none"> Leading others – forming tactics Coaching others to improve Application of key skills 		

	sports performer?		<ul style="list-style-type: none"> Scoring singles 	<ul style="list-style-type: none"> Independently plan 	<ul style="list-style-type: none"> Highly competent in 1 position Independently lead/officiate a game 	
Theory focus		MCQ – topics)	MCQ – topics	Unit 4 – Energy systems and effects of exercise	Unit 5 – Training for Sports Performance	Unit 4 - Energy systems and effects of exercise
Half term 5	Competitive	Athletics	Athletics	Athletics	Athletics	Recreational Sport
	Traditional 1	Athletics	Athletics	Athletics	Athletics	
	Traditional 2	Athletics	Athletics	Athletics	Athletics	
	Health Related	Athletics	Athletics	Athletics	Athletics	
	What makes a successful sports performer?	<ul style="list-style-type: none"> Performance of each event with good technique Giving feedback on performance Following BAA rules 	<ul style="list-style-type: none"> Performance of each event with accurate execution Reviewing performance strengths and key areas to improve 	<ul style="list-style-type: none"> Performance of each event with full preparation phases. Reviewing performances identifying strengths and ways to improve 	<ul style="list-style-type: none"> Coaching others to improve Officiating events Self-analyse with iPads 	
Theory focus		MCQ – topics	MCQ – topics	Unit 5 – Training for Sports Performance	Unit 5 – Training for Sports Performance	Independent study
Half term 6	Competitive	Rounders	Rounders	Rounders	Rounders	Study Leave
	Traditional 1	Rounders	Rounders	Rounders	Rounders	
	Traditional 2	Rounders	Rounders	Rounders	Rounders	
	Health Related	Rounders	Rounders	Rounders	Rounders	
	What makes a successful sports performer?	<ul style="list-style-type: none"> Throwing Catching Basic rules 	<ul style="list-style-type: none"> Positions when fielding Rules for fielding and batting Scoring 	<ul style="list-style-type: none"> Tactics of batting order Defensive fielding Backing up 	<ul style="list-style-type: none"> Leading others – forming tactics Coaching others to improve Application of key skills 	
Theory focus		All previous topics	All previous topics	Unit 5- Training for Sports Performance	Unit 1 – Fitness for Sport	Study Leave

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 Duke of Edenborough Award.
- 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.

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 improvements over recent years with students becoming highly confident in unit content and assignment application.

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.

Teaching and Learning in PE

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.

- 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** - 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** - sports shorts, leggings or tracksuit bottoms
- Clean training shoes
- Sun cream/hat in hot conditions
- No blazers/ fashion coats

Jewellery / Long hair / Footwear.

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

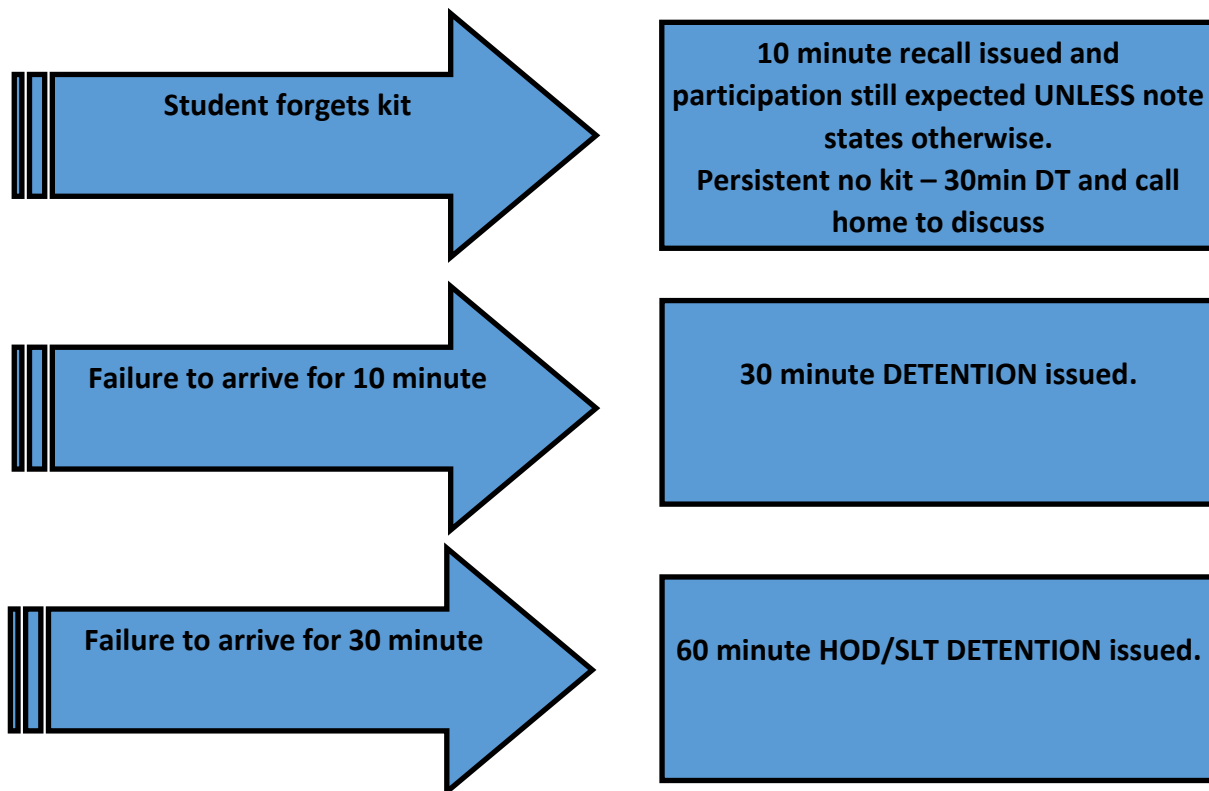
Jewellery: should be removed for all PE activities. If this rule conflicts with cultural or religious practice a compromise may be possible. In such cases, if it is not possible to cover jewellery in a manner which makes it safe, or the child is unwilling to remove it, the individual concerned will not 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 and evaluating both their outcomes and their working methods.
3. The SOW framework brings together the best of current practise: the Park Great Teaching Model with the Park Great Learners Model [see Teaching and Learning section], the principles of Data Driven Instruction [see below] and the Park Problem Solving Process [see below].
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 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
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. All new knowledge should be taught in **small steps**, applying the **'I do [model] → we do [deconstruct model and co-construct new model for a different question, preferably as a paired/small group activity]→you do** [practise questions for the students to do].

9. 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 expected at all times, in all classes.
10. Every episode within the sow will culminate in an **assessment challenge** which will be applying the knowledge to a GCSE/BTEC style multi-mark problem.
11. All **mathematical processes** will be taught in the same way across the ISTEM faculty and PE subject.
12. Each sow must include opportunities for collaborative open-ended complex problem solving. In these instances, the **Park Problem Solving Cycle must be explicitly** used.
13. **Tests** [see Assessment below]: testing must happen approximately 2 weeks before the end of the unit to allow for green-penning/follow-up and the re-teaching of areas of weakness so that mastery is secured before moving on. Re-testing of relevant areas of knowledge/skill should be done to ensure that mastery is secured. All test data **MUST** be uploaded onto the department trackers for analysis and the selection of students for period 6 /TA or other intervention.
14. Prior to every test **revision strategies** should be taught + exam strategies, including crib sheets provided and walking/talking practise where appropriate.
15. iSTEM **rich challenge** which enables students to apply the specific skills they have acquired to that point to a real-life which highlights the transferability of skills and the multidisciplinary nature of most real-world problem-solving work/careers should be integrated once per term into the year 7/8 curriculum.

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 shorts (overhead clear, drop shot, underarm clear, smash, drive) - Team work & 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 over step) - 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 others 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	<p>Core Skills (all must be taught)</p> <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) 	<p>Advanced skills (competitive strands & advanced students to be taught)</p> <ul style="list-style-type: none"> - Tactics (Field placing for attacking/defensive batsmen/left-handed batsmen) - Bowling changes. - Switching/backing up post play. 	<p>Decision making & tactical awareness (all must be taught)</p> <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	<p>Core Skills (all must be taught)</p> <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 slowpitch technique, backspin, forehand, variation of arc height, pitching to location - inside/outside, top/bottom of strike zone, basic fast pitch technique - slingshot and/or windmill, variation of speed) <p>(Note: students are expected to cover both fastpitch & slowpitch techniques and are required to offer one of these for assessment)</p> <ul style="list-style-type: none"> - Fielding (basic glove positioning, throwing, fielding a ground ball, catching fly balls, force outs, tag outs) 	<p>Advanced skills (competitive strands & advanced students to be taught)</p> <p>In a structured game situation providing the basis for the assessment of the individual student</p> <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) 	<p>Decision making & tactical awareness (all must be taught)</p> <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

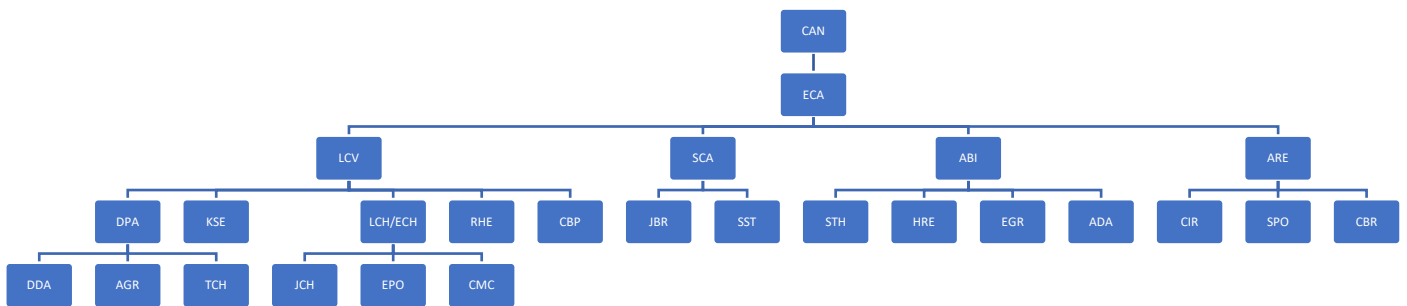
Roles within PE

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 Department.

Team Member	Role	Stage of career/ TLR/ UPR	Developmental responsibilities	Maintenance responsibilities	Training needs
Laura Cavanagh (LCV)	Head of department Co-Ordinator of vocational education	UPR + TLR	Teaching and learning Learning leader PE BTEC outcomes Red lines KS3 and KS4 curriculum overview Curriculum planning SOW Federation representative Sports Day coordination Quality Nominee for Park Vocational courses.	KS4 interventions (coordinated with SCA and intervention team) Maintenance of PE stores Trackers and books Updating of examination resources (BTEC theory) Online learning – PE website Setting on homework every theory lesson (twice a week for year 11) MCQ week A 7-9, Fortnightly yr9/10 BTEC	CPD - Teaching and learning develop NPQSL Increase knowledge of vocational courses
Stuart Cavanagh (SCA)	Head Red House and involved in Year 11 attainment/data SLT secondment	UPR and TLR (for HOH)	PE BTEC outcomes Curriculum planning SOW Compilation of department data for analysis Completion of data summery sheet for each teaching group	KS4 student voice KS4 interventions (coordinated with LCV) Maintenance of PE stores Updating of SOW (Athletics, American Flag Football) Setting on homework every theory lesson (twice a week for year 11) MCQ week A 7-9, Fortnightly yr9/10 BTEC Maintaining trackers of progress for yr7-11	CPD - New specification BTEC Sport
Amy Binns (ABI)	Head of Blue House and involved in transition SLT Secondment	UPR and TLR (for HOH)	PE BTEC outcomes Yr7 curriculum representative Curriculum planning SOW Completion of data summery sheet for each teaching group	Maintenance of PE stores Updating of SOW (Netball, Handball, Badminton, Rounders) Setting on homework every theory lesson (twice a week for year 11) MCQ week A 7-9, Fortnightly yr9/10 BTEC Maintaining trackers of progress for yr7-11	CPD - New specification BTEC Sport
Andrew Rose (ARE)	SLT -Assistant headteacher	Leadership scale (substantive post is UPR)	PE BTEC outcomes Curriculum planning SOW Completion of data summery sheet for each teaching group	Maintenance of PE stores Updating of SOW when required Setting on homework every theory lesson (twice a week for year 11) MCQ week A 7-9, Fortnightly yr9/10 BTEC Maintaining trackers of progress for yr7-11	CPD - New specification BTEC Sport
Ross Herriot (RHE)	Teacher of PE	MPS	PE BTEC outcomes Curriculum planning SOW Completion of data summery sheet for each teaching group Coordination of extracurricular offer and publicity of sport (maps, promotion, rewards, selection for area teams) with CBp	Maintenance of PE stores Updating of SOW (Basketball, Lacrosse) Setting on homework every theory lesson (twice a week for year 11) MCQ week A 7-9, Fortnightly yr9/10 BTEC Student voice with JCH Maintaining trackers of progress for yr7-11	CPD - New specification BTEC Sport
Kieron Pollard (KPO)	Teacher of PE	ECT	PE BTEC outcomes Curriculum planning SOW	Maintenance of PE stores Updating of SOW Setting on homework every theory lesson MCQ week A 7-9, Fortnightly yr9/10 BTEC Maintaining trackers of progress for yr7-11	
Jamie Chapman (JCH)	Teacher of Dance, PE, and History	MPS	PE BTEC outcomes Student voice in PE Completion of data summery sheet for each teaching group	Maintenance of PE stores Updating of SOW (Tag Rugby) Setting on homework every theory lesson (twice a week for year 11) MCQ week A 7-9, Fortnightly yr9/10 BTEC Student voice with RHE Maintaining trackers of progress for yr7-11	CPD - New specification BTEC Sport
Janice Norman (JNO)	Teacher with focus on leadership and transition		Sorts ambassador program Unlocking potential program Student voice (main school)	Publicity of achievements by sports ambassador students through various events. Sporting grants	CPD – Time with SPE to formulate bids.
Corin Bearpark (CBP)	Instructor	Instructor	PE BTEC outcomes Coordination of extracurricular offer (maps, promotion, rewards, selection for area teams) with RHe Curriculum planning SOW Coordination of whole school National themed sports events through the year such as; Sports Relief, Walktober Sports day with LCV Completion of data summery sheet for each teaching group	Maintenance of PE stores Ordering (stationary, MCT and equipment) Displays Updating of SOW (Fitness, Volleyball, Yoga, Zumba/Aerobics) Setting on homework every theory lesson (twice a week for year 11) MCQ week A 7-9, Fortnightly yr9/10 BTEC Maintaining trackers of progress for yr7-11	CPD - New specification BTEC Sport Coaching/mentoring with CHA/LCV Level 1 coaching courses.
Katy Sexton (KSE)	Coach	Support staff	Development/implementation of the school swimming program Reading and vocab through PE Student voice	Assistance for BTEC/Trackers Maintenance of PE stores Kit checks Regular updates of student articles to read and online tests (Microsoft forms)	CPD - New specification BTEC Sport

Line Management



Teaching, Learning and Assessment

Learning is defined as altering long-term memory.

- Planning and teaching reflects 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

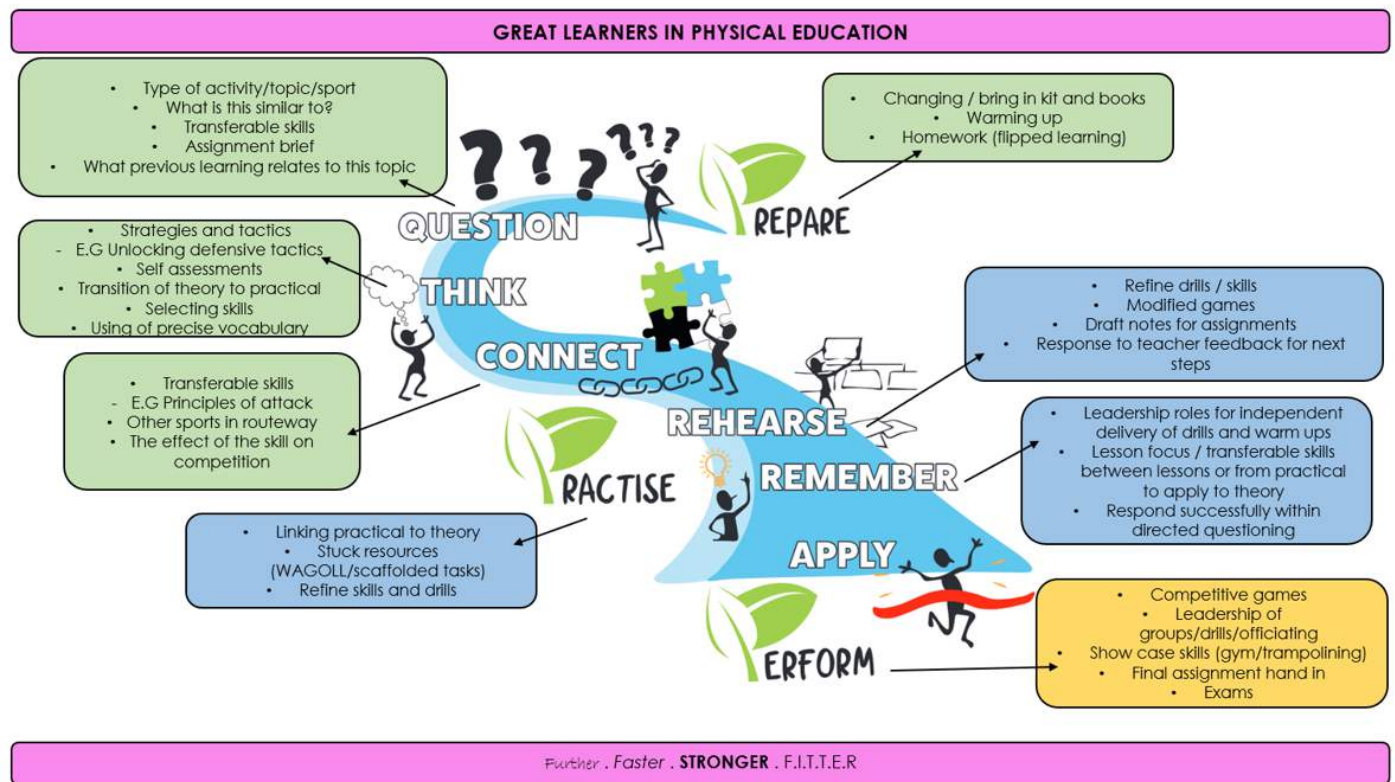


ISTEM Mastery Model; for each short learning sequence [see sow template]	
1. Starter [5 mins max]	Individual / team based warm up – pupil led review of skills/learning objectives.
2. Connections and context	Real life context link and task 1 – relate to the competitive level for purpose.
3. Modelling/exposition	'I do, We do, You do' approach to instruction. Dual coding to engage memory. Diagrams accompanied with worded instructions. Practical demonstrations, interactive Apps, video, visualisers used as appropriate.
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	Carefully selected to: a) consolidate/practise current and previous learning. b) Flipped learning to prepare for new learning c) Revise for quiz, test, mock, exam Maybe practical club, period 6 or home-based learning / development.

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.



Tier 2 and 3 Vocabulary Examples

much more than just a school

Vocabulary - PE

Tier 2 - Connective Verb Examples



- Heartrate **is** measured in beats per minute (BPM)
- The official communicates which rule **has been** broken.
- England **were** World cup winners in 1966.
- An effective athlete will **stay** motivated.
- A muscle that **has been** warmed up will be less likely to tear.
- Eating correctly stops you **being** fatigued and more prepared for performance.

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much more than just a school

Vocabulary - PE

Tier 3 - Precise



Adenosine Triphosphate (ATP)	Gaseous Exchange	Olecranon Process	
Alveoli	Glycolysis	Osteoporosis	
Bradycardia	Hypertrophy	Plantarflexion	
Bronchi	Hyaline Cartilage	Pulmonary	
Circumduction	Intrinsic Factors	Qualitative Feedback	
Capillarisation	Isometric	Quantitative Feedback	
Diastolic Pressure	Joint Capsule	Resilient	
Disclaimer	Lactic Acid	Re-Synthesis	
Enzymes	Lumbar Vertebrae	Spotter	Unstable
Epiphyses	Mitochondria	Submaximal	Vasoconstriction
Fartlek Training	Myofibrils	Thorax	Vasodilation
Fibrous Tissue	Non verbal –Communication	Traits	Vital Capacity
	National Governing Body (NGB)	Umbilicus	

Park Community School - much more than just a school

Online Provision Examples



Welcome to the PE Departments Student Page.

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 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.

The PE page enables the learning and progress for students whether that is within school or from home. Each year group has a separate page which is then split into half terms.



Further . Faster . STRONGER . F.I.T.T.E.R

Search this site

Subjects

PE Home Most the best! Year 7 Year 8 Year 9 Year 10 Year 11 Where next? Sporting future Edit

Home > Sports > PE > Home > Most the best! > Year 7 > Year 8 > Year 9 > Year 10 > Year 11 > Where next? > Sporting future > Edit

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Half term 1

L Cavanagh Head of PE and Physical Education Co-ordinator

Half term 1 of Year 7 PE - Identity!

Through this half term you will all have an introduction to PE at Park. Throughout these lessons we will develop your knowledge and understanding of warm up and cool downs. All groups will complete an introduction to invasion games unit, where we can assess and enhance your technical and tactical performance as well as your leadership skills.

We will teach you in the techniques of analysing performance through the first focus - 'Identity'.

Missed a practical lesson? Not a problem!

Mrs Bearpark and Mr Chapman have put together a few home workouts for you to complete...

Year 7 Practical 11 videos | 1 Follow

<p>2x2x1</p> <p>21.8 1:07</p>	<p>All Warm Learning... and etc...</p> <p>21.8 1:07</p>	<p>1. Warm up</p> <p>9:52 9:0</p>	<p>Getting up your early at home...</p> <p>9:52 9:0</p>	<p>Home learning practical</p> <p>9:52 9:0</p>
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Half Term 3

L Cavanagh Head of PE and Physical Education Co-ordinator

Half term 3 of Year 11 PE

**** Working from home or missed a lesson? ****

The expectation is that you continue with your assignment notes and application. Your teacher will have emailed you set on insight and on **TEAMS** your activities and mixed lesson content. **Your assignments and tasks will all be submitted through TEAMS.**

Through this half term you will complete your **Unit 2 - Practical Sports Performance** assignment (check lists, paragraphs and a presentation). **The type up template for this is on TEAMS.**

As well as this you will sit your online exam for **Unit 1 - Exercise and Fitness** which will review all knowledge from Unit 1.

At this point you should have completed **Unit 3 - Training for Personal Fitness** essay - and uploaded it on **TEAMS** to your PE teacher for grading.

You have also begun to explore your strengths and weaknesses in two sports (Netball, Football or Rounders). Ranking your physical, tactical and technical abilities in these sports and then discussed how your level of ability is affecting your performance as well as suggesting ways to develop and improve the weaknesses which is **Unit 2 - Practical Sports Performance** learning aim 2.

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.hsdca.ac.uk/course-finder/?interest=905>



HSDC Course Finder - Browse and find the right course for you | HSDC
www.hsdca.ac.uk

Course	Level	Entry Requirements
CM Sports Coaching Academy (South Downs)	2/3	For current HSDC students: GCSE Grade 4 Maths and English, plus level 2/3 PE and above.
Football Performance & Coaching (Havant & Waterkloffe FC Academies) (South Downs)	BTEC Level 3 Extended Diploma	5 GCSEs Grade 4 and above, including Maths and English and preferably Science/PE/BTEC Level 2. Plus, Experience of performing at a high standard. Football kit to be completed.
Gym Instructors (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 5 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 of 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)



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: £34,266

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

Faculty expectations - The Basics

Lesson routines

- Levelled and progressive objectives x3 / inspiring rather than demotivating levelling
- Use of ruler/pencil for drawing, pen for writing
- Presentation - using squared paper appropriately, headings, LOs underlined in books + big picture and criteria
- Key words explored / explained
- Resources – attractive, quality, legible, FFP

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/multi-step problems 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
- Teacher stamps can be used to identify where verbal feedback has been given and work checked where suitable.
- 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].
- Worded questions used for all areas
- Problem solving approach explicit
- Working out expected
- Students redraft/refine to reinforce standards expected/learning [NOT a pretty copy!]
- Pupils write their own questions / problems
- Language of the exam questions explored and used: work out, describe, explain, solve, write down
- Starters used to revise
- 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 iSTEM model for all new SOWS – use of MTP
 - Maintain quality displays + clear, clean room [including shelves and cupboards]
 - Report damage/graffiti to site team
 - Seating plans done – but full data versions held securely.
 - Meet and greet me 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 consequences calmly, consistently and in line with school policy [know the relocation room and use the yellow forms. 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
 - Maintain a well-presented tidy room at all times (well cared for displays, no litter, all students folders stored neatly – 'play boxes', no papers left on teachers desk)
- Dismiss when room clean/clear [please check room/floor carefully before dismissal]

Red Lines

What 'Red lines' look like in PE

	Specifics	What this looks like in PE
Classroom Basics	<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
Classroom Culture	<ul style="list-style-type: none"> Clear routines and high expectations Relationships are mutually respectful Low level disruption is addressed swiftly 	<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)
First 5	<ul style="list-style-type: none"> Teacher greets at door Do it now Objectives, map and key vocab 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 to their location after registration a practical 'do it now' task will be set when safe to do so. Follow department model of written/verbal objectives etc. Use of department WAGOLL for board layout.
Planning and teaching	<ul style="list-style-type: none"> Teaching is based on clear objectives The big picture is made explicit to students Directed questioning is used to hold students to account Students are expected to use full sentences and pre-vised vocab on responses – verbal and written. Modelling is used effectively – metacognitive and WAGOLLS. Students are expected to 'get stuck' / 'think hard' Take 5 is used each lesson to revisit /overlearn 	<ul style="list-style-type: none"> Progressive objectives written 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 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
Assessment and feedback	<ul style="list-style-type: none"> Frequent assessment and learning impacts progress during the lesson Regular feedback impacts on progress Regular written feedback is given as department policy Progress in books is clear DIRT used to give students time to improve 	<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. Mini plenaries
Final 5	<ul style="list-style-type: none"> Learning is reviewed / summarised / questioned Calm, orderly dismissal 	<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.
Reading	<ul style="list-style-type: none"> Teacher models reading Students are expected to read aloud Reading material is of high quality / range Reading strategies are used by students 	<ul style="list-style-type: none"> Teacher and students co-construct and read learning objectives aloud. Students in theory lessons expected to skim, scan, select, summarise, synthesise information they have independently researched.

Revision

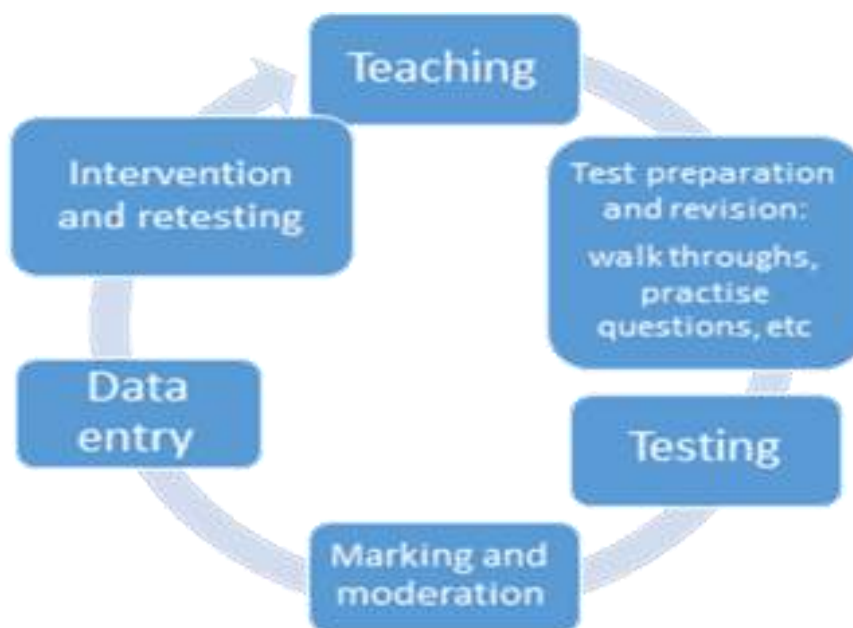


ISTEM explicitly teaches students from years 7-11 how and what to revise based on 3 elements of the Learning scientist approach:

	PE
Retrieval practise:	<p>Muiltple choice tests.</p> <p>Tailored specific revision from theory into practical within all SOW for all years.</p>
Spaced practise / interleaving	<p>Fortnightly</p> <p>Regular directed questioning/cold calling</p> <p>Midterm moderation/assessment of practical</p>
Dual coding	<p>Use of diagrams are throughout SOW in both theory as well as practical.</p> <p>Key topics learnt through associated pictures or phrases.</p> <p>Review packs – department made.</p> <p>Development mind maps.</p>

Assessment Calendar

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



		QA Calendar 2021 -2022											
Month	WK	WK	Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Key		Subject Scrutiny Week process	
Autumn Term 2021	September	1	A	30	31	1	2	3	4	5		Time table created	
		2	B	6	7	8	9	10	11	12		HOD Meeting with Eca, Bbo and Eta	
		3	A	13	14	15	16	17	18	19		Learning Walks	
		4	B	20	21	22	23	24	25	26		Student conferencing	
		5	A	27	28	29	30	1	2	3		Work Scrutiny	
	October	6	B	4	5	6	7	8	9	10		HOD Meeting with Eca, Bbo and Eta	
		7	A	11	12	13	14	15	16	17		Subject report	
		8	B	18	19	20	21	22	23	24			
		Hol	25	26	27	28	29	30	31				
	November	9	A	1	2	3	4	5	6	7			
		10	B	8	9	10	11	12	13	14			
		11	A	15	16	17	18	19	20	21			
		12	B	22	23	24	25	26	27	28			
13		A	29	30	1	2	3	4	5				
December	14	B	6	7	8	9	10	11	12				
	15	A	13	14	15	16	17	18	19				
	20	B	21	22	23	24	25	26	27				
	Hol	27	28	29	30	31	1	2					
Spring Term 2022	January	16	B	3	4	5	6	7	8	9			
		17	A	10	11	12	13	14	15	16			
		18	B	17	18	19	20	21	22	23			
		19	A	24	25	26	27	28	29	30			
	February	20	B	31	1	2	3	4	5	6			
		21	A	7	8	9	10	11	12	13			
		22	B	14	15	16	17	18	19	20			
		Hol	21	22	23	24	25	26	27				
		23	A	28	1	2	3	4	5	6			
	March	24	B	7	8	9	10	11	12	13			
		25	A	14	15	16	17	18	19	20			
		26	B	21	22	23	24	25	26	27			
		27	A	28	29	30	31	1	2	3			
April	28	B	4	5	6	7	8	9	10				
	Hol	11	12	13	14	15	16	17					
	18	A	19	20	21	22	23	24					
Summer Term 2022	May	29	A	25	26	27	28	29	30	1			
		30	B	2	3	4	5	6	7	8			
		31	A	9	10	11	12	13	14	15			
	June	32	B	16	17	18	19	20	21	22			
		33	A	23	24	25	26	27	28	29			
		Hol	30	31	1	2	3	4	5				
		34	B	6	7	8	9	10	11	12			
		35	A	13	14	15	16	17	18	19			
		36	B	20	21	22	23	24	25	26			
		37	A	27	28	29	30	1	2	3			
July	38	B	4	5	6	7	8	9	10				
	39	A	11	12	13	14	15	16	17				
	40	B	18	19	20	21	22	23	24				
		Hol	25	26	27	28	29	30	31				

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 BTEC 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

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 9-11 examination PE

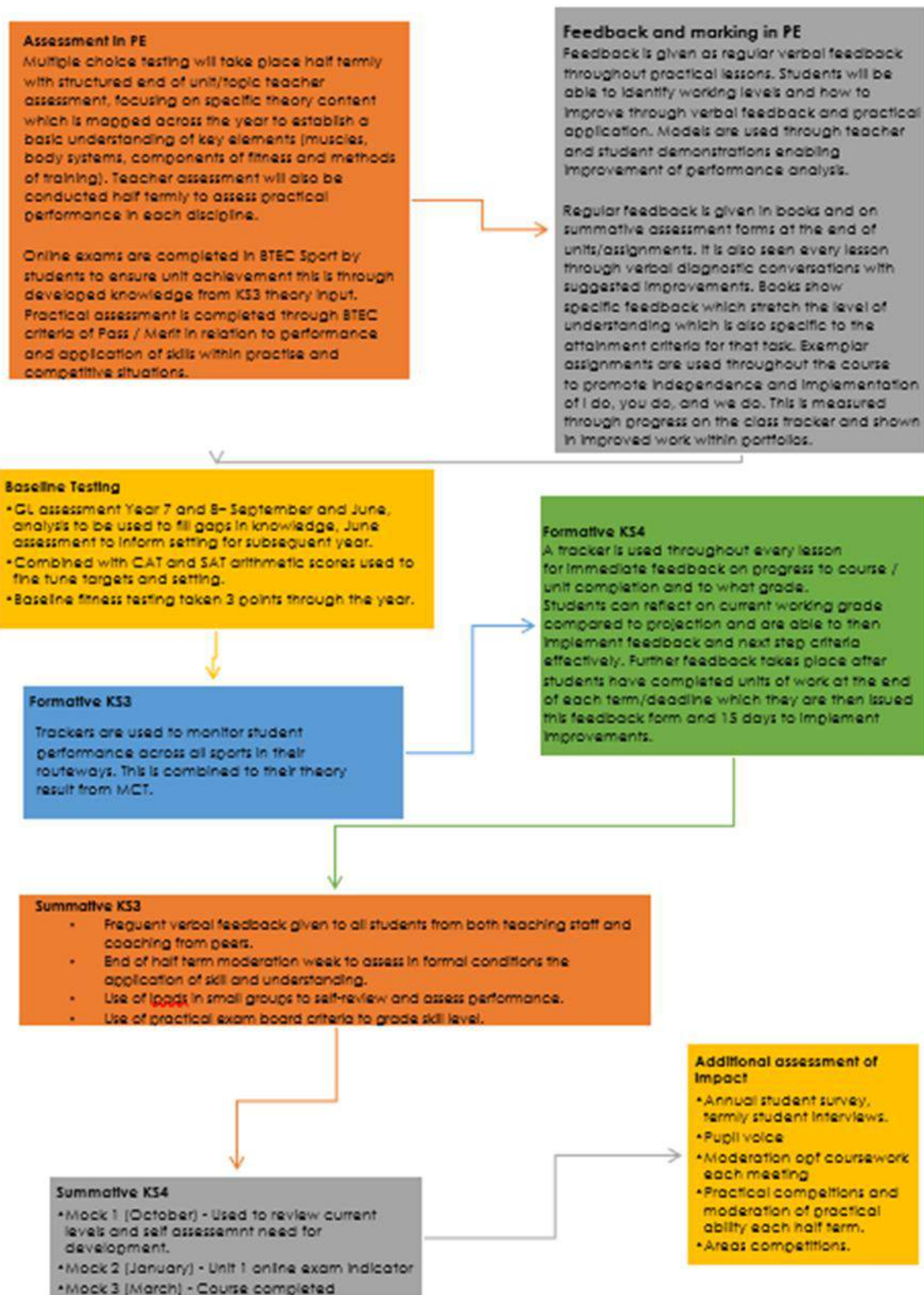
Practical Assessments

- 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 	Feedback in books to be recorded approximately once every 5 weeks depending on unit Formal feedback at the end of a unit approximately once a half term for year 9 -11.	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

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 2 previous Park Community students who are currently studying a degree 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 6 students 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

Prose reporting must be explicit about what students have mastered, what progress they have made and what + how to improve. 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

PE WAGOLL

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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

SPG to correct	Pass	Merit	Distinction	Feedback / Terminology / Spelling / Summary / Notes	Presentation
<ul style="list-style-type: none"> Handwritten notes Paragraphs Corrected Spelling Handwritten Handwritten Accuracy 	<ul style="list-style-type: none"> Pass 	<ul style="list-style-type: none"> Merit 	<ul style="list-style-type: none"> Distinction 	<ul style="list-style-type: none"> Peer-Copy 1/1/18 These are well laid out notes Ben. Well done, you have included the key information, to be able to progress to a Merit you need to explain in more detail, to be more precise. What does PC stand for here is it correct? What could be another sports example? (Merit: PC is phosphocreatine stored in muscles. Sports example = javelin or high jump.) 	<ul style="list-style-type: none"> Grading: 2 Grading: 3 Grading: 4 Grading: 5

Park Community School - much more than just a school

much more than just a school

WAGOLL – PE Student Book



School Projection

Key Assessment 1

Key Assessment 2

Key Assessment 3

Key Assessment 4

Key Assessment 5

Spelling Superstars!

PCS Problem Solving Cycle

How Hard Are You Thinking?

Naughty Forty

Unit 2 - Practical Sports Performance Big Picture

Learning Area 1 - Learning Area 2 - The Scenario

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.

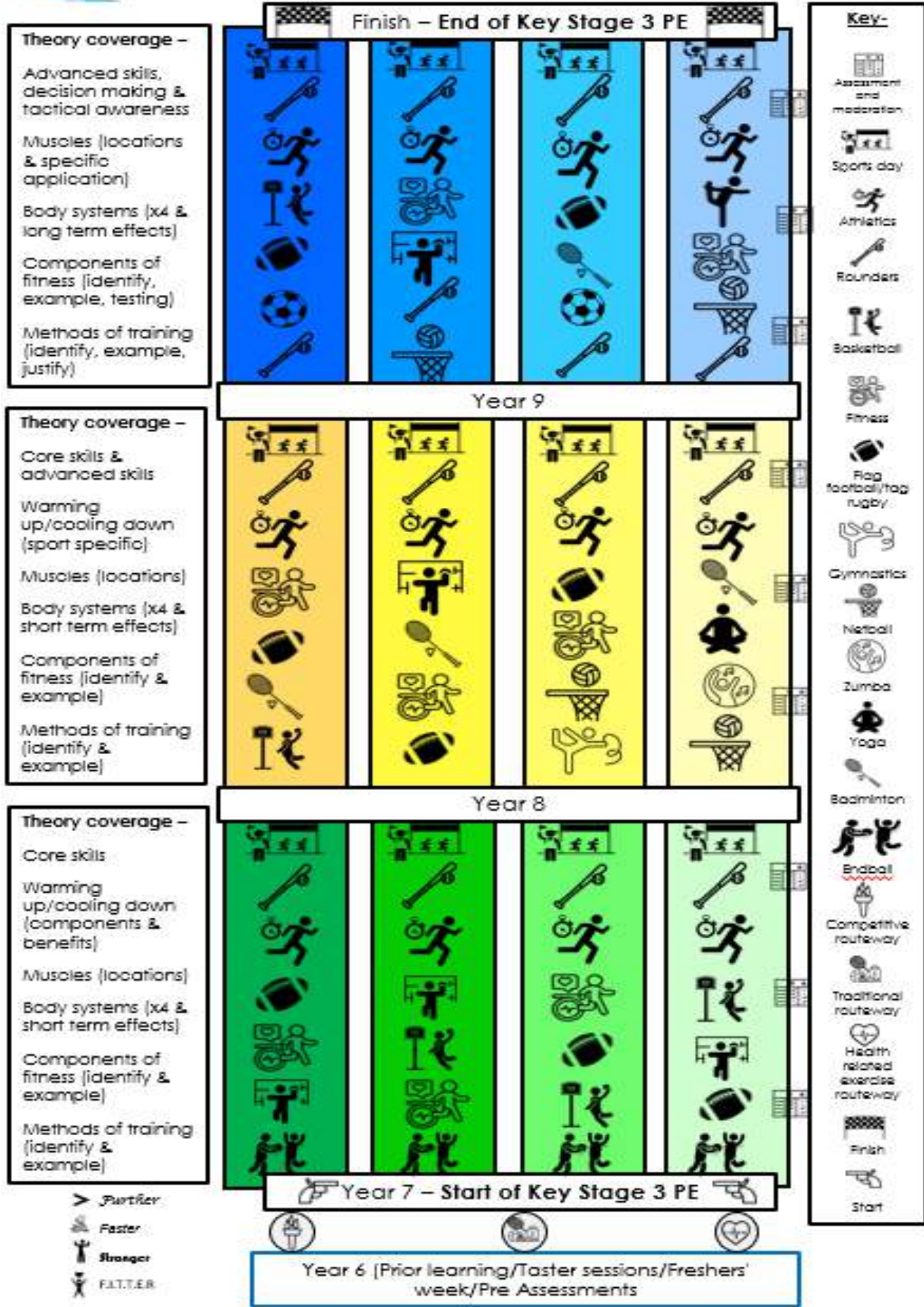
School projections MUST be clearly identified on the inside page with EVERY key assessment projection update recorded AND commented upon by the student. If a Pass/Merit ... using assessment criteria how to progress. If Distinction ... what must be consistent to retain this projection.

Park Community School - much more than just a school

Learning Journey KS3



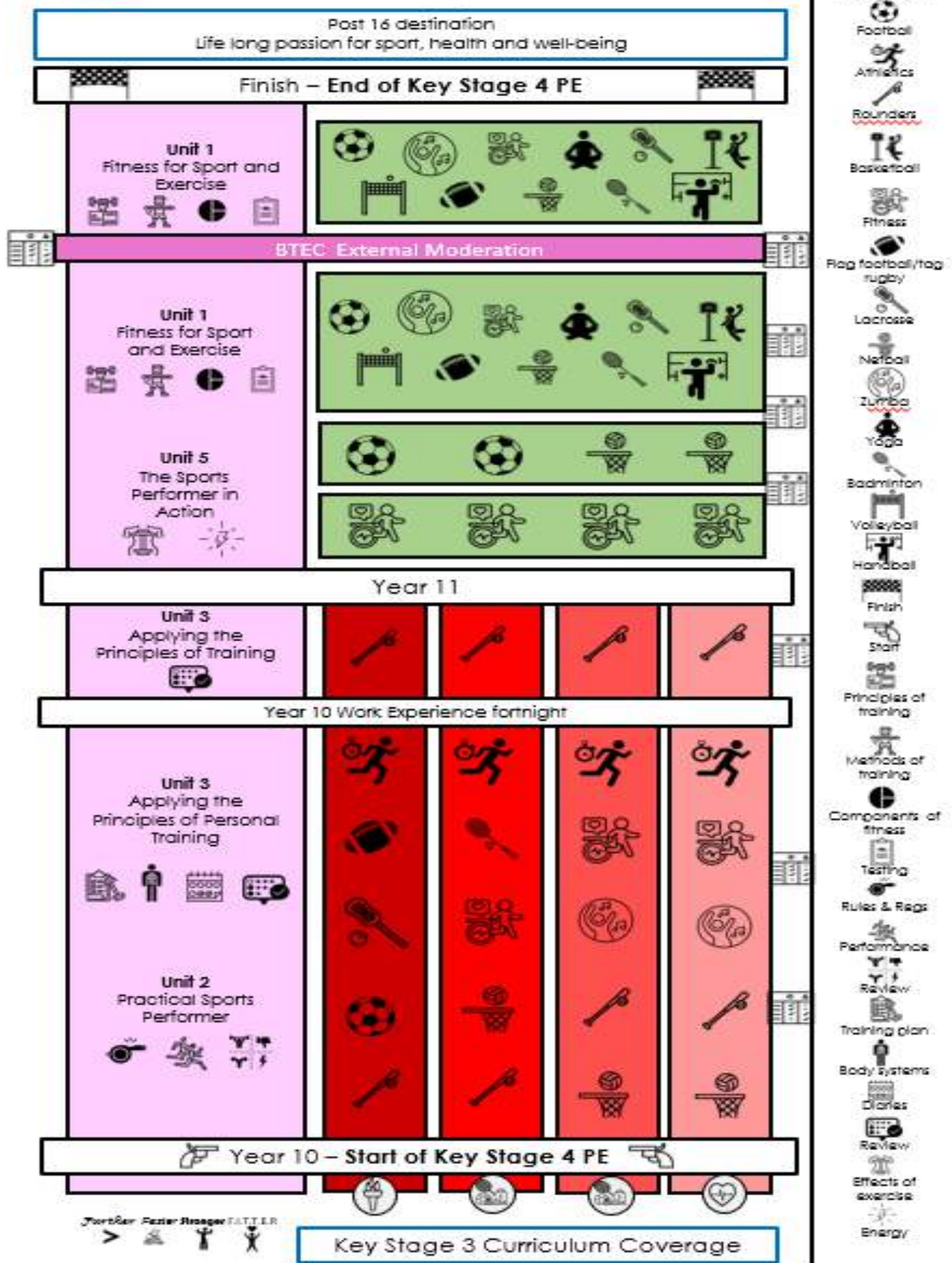
Physical Education - The intent of this curriculum is to inspire students to be active and engaged in a range of sports/activities, contributing to an active healthy lifestyle. This is achieved by offering routeways enabling students to have personalised learning.



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 Curriculum Map

Year 7 CORE PE Curriculum Map					
Set MCQ (TEAMS and PARS)					
Date	Week		7C1/PE1	7C1/PE2	7C1/PE3
			LCV	RHE	CBP
			7C2/PE1	7C2/PE2	7C2/PE3
			LCV (2) / ABI (2)	ARE	RHE
			7C3/PE1	7C3/PE2	
			ABI	CBP	
9/6/2021	A	British history	Invasion (endball) - British history		
9/13/2021	B				
9/20/2021	A	Personal identity	Baseline fitness pre testing / classroom to 3k/5k (park run) - personal identity / local history		
9/27/2021	B				
10/4/2021	A	British history	Invasion (endball) - British history		
10/11/2021	B				
10/18/2021	A				
10/25/2021			Holiday		
Yr11 Mocks	11/1/2021	B			
Yr11 Mocks	11/8/2021	A			
Yr10 Tests	11/15/2021	B			
	11/22/2021	A	Ancient history selecting Olympic sporting option	Tag rugby	Fitness
	11/29/2021	B			
KS3 Testing	12/6/2021	A			
	12/13/2021	B	personal identity / local history		
	12/20/2021		Holiday		
	12/27/2021		Holiday		
	1/3/2022	A			
	1/10/2022	B			
	1/17/2022	A	Fitness	Basketball	Tag rugby
	1/24/2022	B			
Yr11 Mocks	1/31/2022	A			
Yr11 Mocks	2/7/2022	B			
	2/18/2022	A	Holiday		
	2/21/2022		Holiday		
	2/28/2022	B			
	3/7/2022	A	Basketball	Tag rugby	Fitness
	3/14/2022	B			
KS3 Testing	3/21/2022	A			
	3/28/2022	B			
	4/4/2022	A	Holiday		
	4/11/2022		Holiday		
	4/18/2022		Holiday		
	4/25/2022	B	Athletics rotations in preparation for area athletics selection		
	5/2/2022	A			
	5/9/2022	B			
	5/16/2022	A			
KS3 Testing	5/23/2022	B	Holiday		
	5/30/2022		Holiday		
	6/6/2022	A			
Yr10 Tests	6/13/2022	B			
Yr10 Tests	6/20/2022	A			
	6/27/2022	B	Rounders		
	7/4/2022	A			
	7/11/2022	B			
	7/18/2022	A			

Year 8 CORE PE Curriculum Map					
Set MCQ (TEAMS and PARS)					
Date	Week		Competitive	Traditional 1	Health related (HRE)
			BC1/PE1	BC1/PE2	BC1/PE3
			LCV	RHE	CBP
			BC2/PE1	BC2/PE3	BC2/PE2
			SCA	ARE	RHE / ABI
			BC3/PE2		BC3/PE1
			ABI		CBP
9/6/2021	A		Pre Assessments - Endball		
9/13/2021	B				
9/20/2021	A		Basketball	Tag rugby	Netball
9/27/2021	B				
10/4/2021	A				
10/11/2021	B				
10/18/2021	A				
10/25/2021			Holiday		
Yr11 Mocks	11/1/2021	B	Badminton	Fitness	Gymnastics / Yoga
Yr11 Mocks	11/8/2021	A			
Yr10 Tests	11/15/2021	B			
	11/22/2021	A			
	11/29/2021	B			
KS3 Testing	12/6/2021	A			
	12/13/2021	B	Holiday		
	12/20/2021		Holiday		
	12/27/2021		Holiday		
	1/3/2022	A	Flag football / Tag rugby	Badminton	Zumba
	1/10/2022	B			
	1/17/2022	A			
	1/24/2022	B			
Yr11 Mocks	31/03/2022	A			
Yr11 Mocks	2/7/2022	B			
	2/18/2022	A	Holiday		
	2/21/2022		Holiday		
	2/28/2022	B	Fitness	Handball	Badminton
	3/7/2022	A			
	3/14/2022	B			
KS3 Testing	3/21/2022	A			
	3/28/2022	B			
	4/4/2022	A	Holiday		
	4/11/2022		Holiday		
	4/18/2022		Holiday		
	4/25/2022	B	Athletics rotations in preparation for area athletics selection		
	5/2/2022	A			
	5/9/2022	B			
	5/16/2022	A			
KS3 Testing	5/23/2022	B	Holiday		
	5/30/2022		Holiday		
	6/6/2022	A			
Yr10 Tests	6/13/2022	B			
Yr10 Tests	6/20/2022	A			
	6/27/2022	B	Rounders		
	7/4/2022	A			
	7/11/2022	B			
	7/18/2022	A			

PE Curriculum Map

Year 9 CORE PE Curriculum Map							
Set MCQ (TEAMS and PARS)							
Date	Week	Competitive	Traditional 1	Traditional 2	Health related (HRE)	Theory focus	
		9C1/PE2	9C1/PE1	9C1/PE3	9C1/PE4		
		RHE	LCV	ARE	CBP (2) / ABI (2)		
		9C2/PE2	9C2/PE3		9C2/PE1		
		RHE	ABI (3) / SCA (1)		LCV		
9/6/2021	A	Pre Assessments - Endball				Unit 2 - check lists	
9/13/2021	B	Pre Assessments - Endball					
9/20/2021	A	Rounders	Rounders	Rounders	Rounders		
9/27/2021	B						
10/4/2021	A	Rounders	Rounders	Rounders	Rounders		
10/11/2021	B						
10/18/2021	A	Holiday					
10/25/2021		Holiday					
Yr11 Mocks	11/1/2021	Football	Netball	Football	Netball		Unit 2 - check lists
Yr11 Mocks	11/8/2021						
Yr10 Tests	11/15/2021						
	11/22/2021						
	11/29/2021						
KS3 Testing	12/6/2021	Holiday					
	12/13/2021	Holiday					
	12/20/2021	Holiday					
	12/27/2021	Holiday					
	1/3/2022	Flag football / tag rugby	Handball	Badminton	Fitness	Unit 2 - rules and regs	
	1/10/2022						
	1/17/2022						
	1/24/2022						
Yr11 Mocks	31/02/2022						
Yr11 Mocks	2/7/2022	Holiday					
	2/18/2022	Holiday					
	2/21/2022	Holiday					
	2/28/2022	Invasion (basketball)	Fitness	Flag football / tag rugby	Aerobics	Unit 2 - rules and regs	
	3/7/2022						
	3/14/2022						
KS3 Testing	3/21/2022						
	3/28/2022						
	4/4/2022	Holiday					
	4/11/2022	Holiday					
	4/18/2022	Holiday					
	4/25/2022	Athletics rotations in preparation for area athletics selection				Unit 2 - rules and regs	
	5/2/2022						
	5/9/2022						
	5/16/2022						
KS3 Testing	5/23/2022						
	5/30/2022	Holiday					
	6/6/2022	Striking and fielding options				Unit 2 - rules and regs	
Yr10 Tests	6/13/2022						
Yr10 Tests	6/20/2022						
	6/27/2022						
	7/4/2022						
	7/11/2022						
	7/18/2022						

Year 10 CORE PE Curriculum Map							
Date	Week	Competitive	Traditional 1	Traditional 2	Health related (HRE)	Theory focus	
		10c1/pe4	10c1/pe2	10c1/pe1	10c1/pe3		
		JCH (3)/ ARE (1)	RHE	LCV	CBP		
		10c2/pe2		10c2/pe3	10c2/pe1		
		RHE		SCA	LCV		
9/6/2021	A	Pre Assessments - Endball				Unit 2 - Large sheets Sport 1	
9/13/2021	B	Pre Assessments - Endball					
9/20/2021	A	Basketball	Handball	Flag football / tag rugby	Netball		
9/27/2021	B						
10/4/2021	A	Basketball	Handball	Flag football / tag rugby	Netball		
10/11/2021	B						
10/18/2021	A	Holiday					
10/25/2021		Holiday					
Yr11 Mocks	11/1/2021	Football	Flag football / tag rugby	Badminton	Zumba		Unit 2 - Large sheets Sport 2
Yr11 Mocks	11/8/2021						
Yr10 Tests	11/15/2021						
	11/22/2021						
	11/29/2021						
KS3 Testing	12/6/2021	Holiday					
	12/13/2021	Holiday					
	12/20/2021	Holiday					
	12/27/2021	Holiday					
	1/3/2022	Handball	Lacrosse	Fitness	Badminton	Unit 2 - rules and regs	
	1/10/2022						
	1/17/2022						
	1/24/2022						
Yr11 Mocks	31/02/2022						
Yr11 Mocks	2/7/2022	Holiday					
	2/18/2022	Holiday					
	2/21/2022	Holiday					
	2/28/2022	Flag football / tag rugby	Basketball	Handball	Fitness	Unit 2 - rules and regs	
	3/7/2022						
	3/14/2022						
KS3 Testing	3/21/2022						
	3/28/2022						
	4/4/2022	Holiday					
	4/11/2022	Holiday					
	4/18/2022	Holiday					
	4/25/2022	Athletics rotations in preparation for area athletics selection				Unit 3 - essay	
	5/2/2022						
	5/9/2022						
	5/16/2022						
KS3 Testing	5/23/2022						
	5/30/2022	Holiday					
	6/6/2022	Striking and fielding options / work experience				Unit 3 - essay	
Yr10 Tests	6/13/2022						
Yr10 Tests	6/20/2022						
	6/27/2022						
	7/4/2022						
	7/11/2022						
	7/18/2022						

PE Curriculum Map

Year 11 CORE PE Curriculum Map						
Date	Week	Competitive	Traditional	Health related (HRE)	Theory focus	
		RHE	LCV	JCH		
		SCA	RHE	LCV		
9/6/2021	A	Fitness testing for unit 3 assignment			Unit 3 essay	
9/13/2021	B					
9/20/2021	A					
9/27/2021	B					
10/4/2021	A					
10/11/2021	B					
10/18/2021	A					
10/25/2021	Holiday					
Yr11 Mocks	11/1/2021	Methods of training (continuous, circuit, interval)/post tests			Unit 3 review	
Yr11 Mocks	11/8/2021					
Yr10 Tests	11/15/2021	Invasion game 1 (Football / Flag / Handball)	Recreational 1 (Badminton / Endball / Dodgeball)	Fitness / Just dance	Unit 5 Energy systems	Energy ATP - ATP/PC Glycolosis Aerobic
	11/22/2021					
	11/29/2021					
KS3 Testing	12/6/2021					
	12/13/2021					
12/20/2021	Holiday					
12/27/2021	Holiday					
1/3/2022	A	Invasion game 2 (Basketball / Indoor football / Dodgeball)	Recreational 2 (Endball / Lacrosse / Handball)	Fitness / Boot camp	Unit 5 short and long term effects	
1/10/2022	B					
1/17/2022	A					
1/24/2022	B					
Yr11 Mocks	31/02/2022					
Yr11 Mocks	2/7/2022					
	2/14/2022	Holiday				
2/21/2022	Holiday					
2/28/2022	B	Personalised practical to support theory			Unit 5 short and long term effects / Map up of unit 2	
3/7/2022	A					
3/14/2022	B					
KS3 Testing	3/21/2022					
	3/28/2022					
	4/4/2022	Holiday				
4/11/2022	Holiday					
4/18/2022	Holiday					
4/25/2022	B	Striking and fielding options			Map up of unit 1 exam	
5/2/2022	A					
5/9/2022	B					
5/16/2022	A					
KS3 Testing	5/23/2022					
5/30/2022	Holiday					
6/6/2022	A	Study leave				
Yr10 Tests	6/13/2022					
Yr10 Tests	6/20/2022					
	6/27/2022					
	7/4/2022					
	7/11/2022					
	7/18/2022					

PE Board Notes – WAGOLL

Year 7 Basketball

Monday 6th September 2021

Kit – Recalls

S.C
R.H
J.C

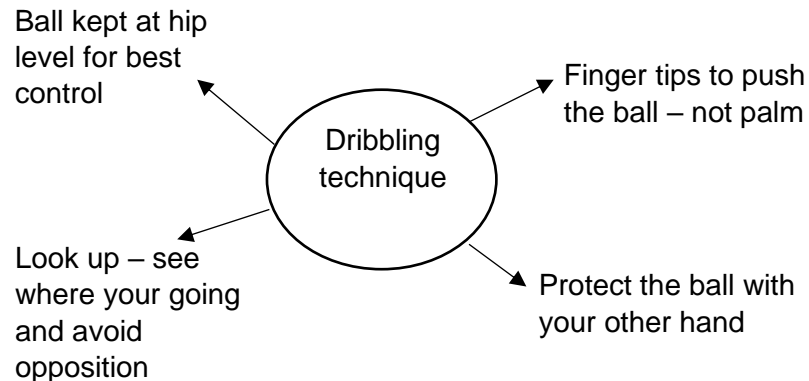
Lesson focus – Dribbling

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 –

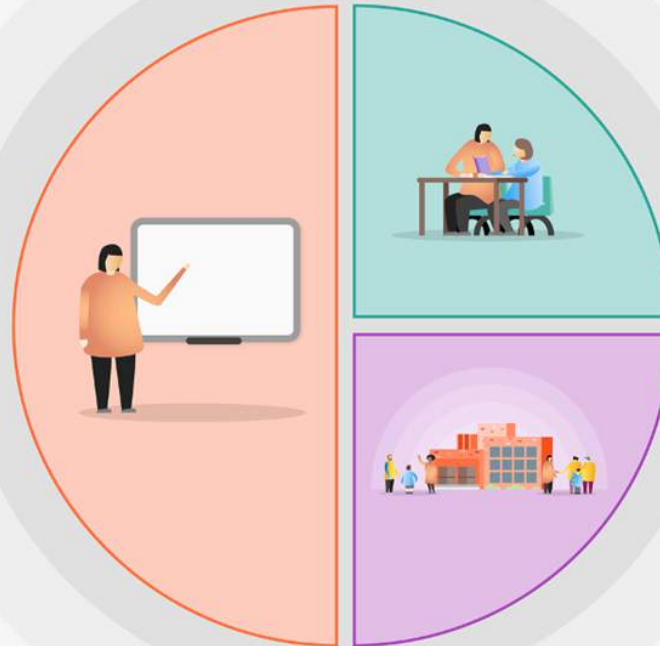
First 5 – student led warm up / recap previous learning **Prepare**
LO's (students to read potentially)
Task 1 (O) **Prepare**
Take 5
Task 2 (O) **Practise**
Mini plenary
Task 3 (O) **Practise**
Application of skills / competitive games **Perform**
Self/peer assessment – traffic lights
Plenary

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

PE Department Development Plan 2021-22

1 Teaching

- Establish Routines
- Increased Independence
 - Computing hub
 - Digital lesson resources for class and home learning
- Focused assessment
 - MCQ's
 - Termly assessments
 - KS4 thresholds
- Teaching revision strategies throughout curriculum.
- Home learning
 - Low stakes MCQ's
 - For the love of
- Personalised CPD based on work scrutiny actions



2 Targeted academic support

- Testing Early Sept 2021
- Reading intervention 30 Sept onwards
- KS4 test- intervention- retest cycle Sept 2021 onwards. **Threshold testing**

3 Wider strategies

- Period 6 for GCSE
- SMSC incorporated throughout
- Adapt KS3 curriculum for specific groups
- Academic trips or visitors

Context of Department

Subject outcomes I intend to beat in 2022: Visual Arts

Red= national	GCSE Entries	Grade 7-9 % (no. students)	Grade 5+ % (no. students)	Grade 4+ % (no. students)	Grade 3+ % (no. students)	APS	P8	Residual
2017	48 students (BTEC)	11	30	97 (47)	100% (48)	5.5		
2018	153 students (BTEC)	50.98% (78)	86.93% (133)	100% (153)	100% (153)	6.68	1.8	3.24
2019	169 students (BTEC)	67.46% (114)	88.76% (150)	100% (169)	100% (169)	7.15	2.29	3.4
2020	163 students (BTEC)	23.93% (39)	58.28% (95)	98.77% (161)	98.77% (161)	5.44	0.78	
2021	175 students (BTEC)	25.14% (44)	55.43% (97)	91.43% (160)	91.43% (160)	4.97		

School Priorities: From SDP: Quality of Education: Learning and Outcomes

Target position: The quality of teaching, learning and assessment allows all students to make good progress through Park’s Great Teaching and Learning model.

- **P Q1: Ambitious curriculum: Provide a KS3 curriculum** that is carefully planned, delivered and accurately assessed to build on prior learning and develop a depth of knowledge and broad range of **skills and which addresses weaknesses and rapidly closes gaps.**
- **Q2: Further develop and embed the Park Great Learners Model** to secure Great Learning for all through precise focus on Practise element of the model, including assessment for learning and feedback
- **Q3 i&ii: Use AFL and feedback to impact on student learning and progress** to identify sub-group and individual learning needs and close gaps in student progress. This includes use of fortnightly MCQs to identify misconceptions in years 7,8 and 9
- **Q4: Independent Learning: Build on blended learning approach through Lockdown to continue focus on home learning, remote access to testing and lessons and opportunities to broaden subject understanding.**
- **Q5i& ii: Year 11 outcomes improving for all groups compared with national gaps. Yr 11 outcomes improved by subject**
- **R1: Build students’ vocabulary, comprehension and cultural capital** through explicit teaching of reading, language and vocabulary

Specific Department priorities linked to the above and based on self-evaluation of previous outcomes: *include student groups, specific elements of the course.*

2019-20	2020-21	2021-2022	2022-23
<p>Focus outcome 1 – Attainment outcomes 1 All year 11 students to complete and pass NEW BTEC Level 2 course on target or above.</p> <p>Focus outcome 2 – Assessment and feedback. To continue to use precise subgroup selection to focus interventions and raise attainment within PE</p> <p>Focus outcome 3 – Great teaching. To continue to develop PE staff in the delivery of BTEC Sport throughout all years and application/assessment and intervention strategies for year 11.</p>	<p>Focus outcome 1 – attainment outcome for students taking BTEC sport Level 2 to achieve target or above - in line with FFT.</p> <p>Focus outcome 2 – Great teaching and learning to continue to develop with new staff (QTS status for CBP)</p> <p>Focus outcome 3 – Increased virtual presence to facilitate increased independent learning/home learning.</p> <p>Focus outcome 4 – Developing the departments presence as whole school events facilitators.</p>	<p>Focus outcome 1 – attainment outcome for students taking BTEC sport Level 2 to achieve target or above.</p> <p>Focus outcome 2 – developed personalized tracking of fitness and improvement throughout routeways</p> <p>Focus outcome 3 – great teaching to be consistently experienced throughout department</p>	<p>Focus outcome 1 – attainment outcome for students taking BTEC sport Level 2 to achieve target or above in line with FFT 20 predictions.</p> <p>Focus outcome 2 – Great Teaching to be consistently experienced throughout department with Great Learners imbedded (practice)</p> <p>Focus outcome 3 – Continued refinement of the student website for home learning and in support of MCQ/BTEC assignments.</p> <p>Focus outcome 4 – Increased profile of extra-curricular sport and Park teams.</p>

BARQ Quality of Education

Priority Area 1: Curriculum (incl development of Identity foundation in Year 7, links to Ofsted research summaries explored) Include use of trackers to map knowledge and skills secured 7-11

Intended Outcome	Actions	Monitoring and Evaluation			Impact measure and evidence	Responsibility	Cost	Achieved?
		Autumn 2021	Spring 2022	Summer 2022				
BTEC Sport specification delivered FULLY with high outcomes	1/. Continued update of SOW for new criteria 2/. Internal moderations of work 3/. Challenge days/intervention days to type up written content into assignments.	Updated implementation and planning for delivery through midterm plans across years 9-11 Units required for qualification confirmed by Edexcel. CPD for PE staff Red lines	Ensure units are completed to target or above through moderations Learning walks Book scrutiny Trackers Pupil voice	Positive student outcome Student voice	KA data to show 100% pass level 2+ Final outcomes Moderation of work	LCV oversee of curriculum content and delivery Class teacher delivery, monitor and guidance	Printing costs	NEW BTEC Sport specification delivered with COVID expectations/adaptations in line with exam board requirements with high outcomes
Personalized curriculum years 7-11 through routeways and early student selections to ensure joy, glee, delight and progress	1/. Redesign from student feedback 2/. Adaptation of routeways to accommodate clashes in TT. 3/. New development of wet weather activities and learning to challenge all.	Redesigned from student feedback Red lines	Evolving in line with support for BTEC Learning walks Student feedback	Engaged students Good kit Reduced low level disruption	Reduction in C4/C5 by 10% Improved kit Student voice survey	Department	Update of equipment – multiple sets needed for year groups.	Personalized curriculum years 7-11 offering breadth of curriculum to students
New Year 7 curriculum focusing on identity (Human history, Local history and British history theme).	New curriculum developed and taught by the team to focus year 7 experience of invasion games principles. Following an individualized curriculum through the year relating to Olympic sports. Readings to accompany half terms to explore history elements. Fitness testing to allow for students to review their sporting profile.	Team to review return to play guidance to adjust planning where needed. Endball delivery planned for all groups to develop understand of core invasion games – transferable skill base making connections and thinking hard. Readings to relate to human history in sport. Gage the deliver level compared to junior experience through pupil voice – adjust as needed	Personalized curriculum which links to British history and allows for students personalized physical education, reviewing their sporting profile and fitness levels (identity)	Continue to implement changes and review. Student voice of year to inform planning for their following year.	Test results at KA1 to be positive. Students progressing through practical concepts. Increase in ARE and AGD Improved attendance to clubs and profile of school teams for federation	Department	Timings for new curriculum – possibly equipment due to clashes with lessons	New Year 7 curriculum received positively and seen through engaged students in lessons as well as student voice.

Online Curriculum	To develop a new online curriculum to ensure that students are fully supported in case of COVID lockdown/isolation etc. But to also enhance virtual access and promote independence/home learning. For homework and testing's including revision material for 7-9 MCQs	LCV to create a new student page with help from ACR. All half term 1 and 2 content for all years must be on the portal for students to access and updated regularly. CBP to oversee practical updates. Ensure that BTEC groups have access to assignments, WAGOLLS and criteria online via student page and TEAMS.	Ensuring that there is breadth of offer online. Practical, theory and project work for all years. Check accessibility for phone/iPad.	Begin development of 2022-2023 online resources.	Students are offered the opportunity to complete practical sessions when out of school to develop healthy lifestyle beyond Park. Theory components to the subject are maintained even when absent from school site.	LCV and CBP	Time to set up and maintain.	Online Curriculum

Priority Area 2: Quality of Teaching (focus on coaching and Great Learning for all- specifically securing 'Practise' element)								
Intended Outcome	Actions	Monitoring and Evaluation			Impact measure and evidence	Responsibility	Cost	Achieved?
		Autumn 2021	Spring 2022	Summer 2022				
Teaching to be strong to great with lesson observations/red lines. Showing evidence for Great Teaching and Great learners with Practice as a focus.	Redlines in PE Board notes and expectation Some additional training for some team members Unpicking of the great learner's model to ensure explicit reference in PE	Red line feedback Lesson observations Profile observations Mentoring/coaching LCV learning leaders Coaching programme	Peer observations within the team Department time CPD	Positive student outcomes in BTEC Sport and KA for core.	Blue sky teaching an overview Great teaching profiles Redline heat maps Learning walks	LCV to oversee and coordinate Department to implement high standards	N/A	Teaching profile from ECA
Increase engagement with independent learning/home learning of theoretical work	Improved challenge of the students thinking to work more independently during theory lessons with home learning to complete prior to theory lesson. To be mapped out in midterm plans. Holding student who are not completing countable.	LCV red lines monitoring of department with show levels of student engagement and independence during theory lessons. LCV to share results for changes in term 2. First department focus in theory to be on questioning. (cold calling). Ensure homework is set every theory lesson (once a fortnight for 7-10 and twice a week for year 11)	Students on track for assignment completion due to increase home learning tasks (lesson preparation) Review Red lines with the team – select a collective target to be approached by all staff in department based on red lines information gathering. Paired red line walks to develop understanding.	Course to be completed on time for BTEC sport. Continued collective target to be approached by all staff in department based on red lines information gathering. Ensure that this has had impact by keeping the monitoring simple but measurable	Student engagement in theory and practical lessons continues to remain high. Increased views of PE page. Student assignment submissions on time/meet deadline. Time gained through home learning.	Department	Teachers having the confidence to step back and allow students to work independently before interjecting. Entrusting students to come prepared to the sessions with topics/research set to allow for improved pace in sessions.	Assignments completed on time. MCT scores increase.

Priority Area 3: Literacy: Vocabulary, reading and extended writing								
Intended Outcome	Actions	Monitoring and Evaluation			Impact measure and evidence	Responsibility	Cost	Achieved?
		Autumn 2021	Spring 2022	Summer 2022				
Increased precision with oral rehearsal	Use of visual stimulus (electronic or modeled) WAGOLL through theory and practical High level vocabulary within the board notes Key word boxes used effectively in books. Students to respond in full sentences with precise terms.	Key words (terms) underlined on board and listed in books Repeating responses/developing into full sentences Extend responses by students	Students using questions to form extended response Considerable implementation of 'successful performer' phrases and terms	Students confidently responding to questions with extended responses. (use of BTEC – identify, explain, and justify)	Responses through practical feedback increase in precision and complexity earning walks/lessons obs/red line heat map Student voice BTEC responses achieving higher levels	LCV to oversee and coordinate Department to implement high standards	N/A	Increased precision with oral rehearsal
Explicit reference to Take 5 with regular reviews of key learning to secure and improve memory in theory and through the game in practical	Continued use of our mini plenaries (traffic light system) but call Take 5	Use of (traffic light) Take 5 review to monitor/reflect on learning Mini plenary terms changed to take 5.	Students able to articulate when take 5 is effective in practical lessons. Pupil voice showing where feedback used and how.	All lessons using take 5 to review key learning and interlink sessions	Learning walks Pupil voice Increase of students at ARE by from 75% - 85%	LCV to oversee and coordinate Department to implement high standards	Cover at times for observations	Explicit reference to Take 5 with regular reviews of key learning to secure and improve memory
Extended independent research KS4	Guided access to research and tasks to extract content for precise tasks in BTEC	Application of research to practical and theory	Use of practical to inform theory discussions	Research documents given to students through PE student page to extend understanding of concepts and plan for stretch for all	Pupil voice Improved assignment grades	LCV to oversee KSE to coordinate	N/A	Extended independent research
KS3 Reading articles / for the love of PE	Create 3 reading articles for year 7/8/9. Upload to PE student page and set to students to read and complete questions on Microsoft forms.	Ensure readings are compiled for each year group and questions ready. Transfer documents from Word to Microsoft forms/comprehensive 'for the love of' pages for alternative weeks.	All students in KS3 to complete at least 2 reading challenges by this stage.	All student in KS3 by the end of the year to have completed 6 reading challenges.	Ability to improve student's ability to read increased and prepare students for BTEC exam questions in KS4. All students to increase their <u>cultural capital</u> as topics are relating to history of sport	LCV to oversee. KSE to create readings.	Time to create but supports school development plan and <u>BARQ</u>	First test successful.

Priority Area 4: Independent Learning and revision (specifically MCQs, 'for the love of' at KS3, remote access to all learning for revision or absence)								
Intended Outcome	Actions	Monitoring and Evaluation			Impact measure and evidence	Responsibility	Cost	Achieved?
		Autumn 2021	Spring 2022	Summer 2022				
Improved attendance to the period 6 through refined selection process for priority students.	P6 attendance to support strong outcome in BTEC Sport. Accountability f staff and students attendance. Connections with intervention group and parents.	Focused group 1 – 26 students targeted 7-9 and option students from last year for online tests.	Focused group 2 – 96 students targeted 5-9. Team to select students from each who require greater support.	Focus group – students still not complete and requiring online exam still.	Strong BTEC Sport outcomes for cohort	LCV to oversee and coordinate Department to implement high standards	Time	100% achieve BTEC Sport Level 2 at target or above. 26 = 7-9 96 = 5-9 148 = 4-9
Improved attendance to extra-curricular (practical)	Department to field teams in large area competitions Enrichment clubs for fun to run	Walktober Football academy (girls and boys) Rugby launch Fitness uptake OAA evening challenges and D of E Links	Re launch of non-swimmers' program with KSE Attendance continue to competitions	Attendance to competitions Night walk Rowing project Wildness camp	Breadth of experience for students across the school Park post and FB updates of success.	LCV to oversee and coordinate Department to implement high standards	N/A	
To support learning with out of classroom work/home learning.	Utilize flip learning to better prepare students at ks3 including online learning platform and to train KS4 students to attend theory with research prepared prior to the session.	Use focus e learning to support in PE ks3 lessons – Microsoft forms to evidence Set assignment deadlines through TEAMS and in assembly / display	Continue use of TEAMS to set and receive assignments Continue to issue revision through online PE student page	Promote out of classroom learning with trips and directly link their attendance to improved outcomes due to the nature of how learning has been embedded	Flipped learning will support spaced learning by bringing the spaces closer together	LCV to map out assignment deadlines for team. Mid term plans to identify HW topics etc.	Time to coordinate resources and continued population of site.	
MCQ – specialised and specific testing focusing on BTEC theory elements which are delivered through practical in years 7-9. Tracking of the student attainment in these.	To develop a range of MCQ linked to all PE theory content that include tier 2 and 3 words	Tests to show student understanding of pass criteria topics.	Topics to progress to merit criteria and recap to retest retention of topics at pass.	Evaluation of key concepts of recovering throughout the following year to reinforce and reteach.	Better understanding of examination terminology and improved course work from yr9-11.	Department split topics to complete questions and revision topic slides.	Further planning for test questions and comprehensive tests.	
Revision expectations from years 9-11	Implementation of recall and duel coding for unit 1 BTEC sport	PE department formulate revision guide for year 10 students Unit 1 – distribute Revision material shared through Insight and online PE student page with students/parents 7-11	Start of online testing with year 10 MCT revision pack online added to for 2 nd MCT.	Course completion.	Strong BTEC Sport outcomes 100% at target grade or above.	LCV to oversee and coordinate Department to implement high standards	N/A	Strong BTEC Sport outcomes 100% at target grade or above. Increased KA grades through the year

Wet Weather Plan – during full time school

In the situation of severe wet weather and lessons unable to run outside as normal the following activities will be led for the following year groups.

Year 7 – Circuit based sessions – lead by the teacher. Students to remain in location with partner and activities change – instructed by teacher.

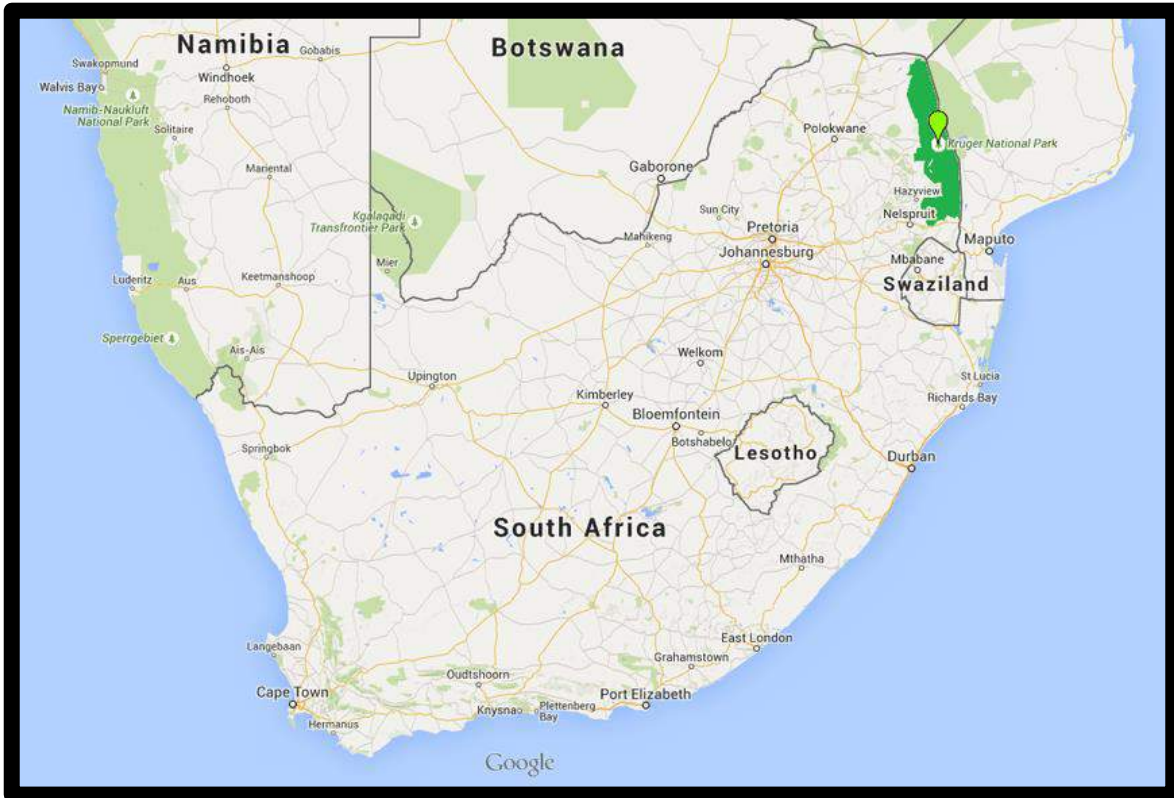
Year 8 – Circuit based sessions – lead by the teacher. Students to remain in location with partner and activities change – instructed by teacher.

Year 9 – Basketball/Endball tournaments

Year 10 – Basketball/Endball tournaments

Year 11 – Recreational Sport

Kruger National Park



Physical Education

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