



Physical Education

# Physical Education Handbook

2025 - 2026



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

## Aims and Vision Department Overview (Intent, Implementation, Impact)

### **What Physical Education aims to provide for our students -**

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

### **Curriculum intent –**

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

Within Key Stage 4 examination PE we endeavour to develop depth of knowledge in areas of sport and fitness. Aiding success through the implementation of revision strategies for unit focus. Linking practical and theory to apply knowledge. Ensuring feedback is given both verbally and written throughout tasks. Progress is tracked and visible to all throughout lessons. Summative feedback assigned with an expectation of independent application. 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. It is our view that this empowers our students to continue practical involvement outside of education.

## Curriculum Implementation -

### PE Curriculum Maps

#### Year 7 Curriculum Map

Date	Week	Significant Events	7c1/pe1 (AMA)	7c1/pe2 (HTU)	7c1/pe3 (KTR)	7c1/pe4 (LGR)
			KPO	ABW	APC	LCH/JCM
			7c2/pe1 (MDE)	7c2/pe2 (ABW)	7c2/pe3 (CMA)	7c2/pe4 (FMA/JSH)
			KPO	ABW	LWI	ARE
03/09/2025	A		Endball KSH	Endball STP	Endball HC	Endball STP
08/09/2025	B					
15/09/2025	A					
23/09/2025	B		Tag Rugby STP	Badminton KSH	Football STP	Handball HC
29/09/2025	A					
06/10/2025	B					
13/10/2025	A					
20/10/2025	B					
27/10/2025	Half Term					
03/11/2025	A		Football STP	Handball HC	Tag Rugby STP	Badminton KSH
10/11/2025	B					
17/11/2025	A					
24/11/2025	B					
01/12/2025	A					
08/12/2025	B					
15/12/2025	A					
22/12/2025	Christmas Holiday					
39/12/2025						
05/01/2026	B		Handball HC	Tag Rugby STP	Badminton KSH	Football STP
12/01/2026	A					
29/01/2026	B					
26/01/2026	A					
02/02/2026	B					
09/02/2026	A					
16/02/2026	Half Term					
23/02/2026	B		Badminton KSH	Football STP	Handball HC	Tag Rugby STP
02/03/2026	A					
09/03/2026	B					
16/03/2026	A					
23/03/2026	B					
30/03/2026	Easter Holiday					
06/04/2026						
13/04/2026	A		Athletics FLD/STP	Athletics FLD/STP	Athletics FLD/STP	Athletics FLD/STP
20/04/2026	B					
27/04/2026	A					
04/05/2026	B					
11/05/2026	A					
18/05/2026	B					
25/05/2025	Half Term					
01/06/2025	A		Rounders STP	Rounders STP	Rounders STP	Rounders STP
08/06/2025	B					
15/06/2025	A					
22/06/2025	B					
29/06/2025	A					
06/07/2025	B					
13/07/2025	A		House Games			
20/07/2025	B					

## Year 8 Curriculum Map

Date	Week	Significant Events	Competitive 1	Competitive 2	Traditional 1	Traditional 2
			8c1/pe3	8c1/pe2	8c1/pe1	8c1/pe4
			KPO	ABW	LCH	CMR/JBW
			8c2/pe3	8c2/pe4	8c2/pe2	8c2/pe1
			KPO/SCA	ABW	ARE	KPR/JCM
03/09/2025	A		<b>Tag Rugby</b> STP	<b>Football</b> STP	<b>Handball</b> HC	<b>Badminton</b> SH
08/09/2025	B					
15/09/2025	A					
23/09/2025	B					
29/09/2025	A					
06/10/2025	B					
13/10/2025	A					
20/10/2025	B					
27/10/2025	<b>Half Term</b>					
03/11/2025	A		<b>Basketball</b> SH	<b>Tag Rugby</b> STP	<b>Fitness / Bootcamp</b> OS	<b>Netball</b> HC
10/11/2025	B					
17/11/2025	A					
24/11/2025	B					
01/12/2025	A					
08/12/2025	B					
15/12/2025	A					
22/12/2025	<b>Christmas Holiday</b>					
39/12/2025	<b>Holiday</b>					
05/01/2026	B		<b>Handball</b> HC	<b>Basketball</b> SH	<b>Football</b> STP	<b>Football</b> STP
12/01/2026	A					
29/01/2026	B					
26/01/2026	A					
02/02/2026	B					
09/02/2026	A					
16/02/2026	<b>Half Term</b>					
23/02/2026	B		<b>Football</b> STP	<b>Handball</b> HC	<b>Badminton</b> SH	<b>Fitness / Bootcamp</b> OS
02/03/2026	A					
09/03/2026	B					
16/03/2026	A					
23/03/2026	B					
30/03/2026	<b>Easter Holiday</b>					
06/04/2026	<b>Holiday</b>					
13/04/2026	A		<b>Athletics</b> FLD/STP	<b>Athletics</b> FLD/STP	<b>Athletics</b> FLD/STP	<b>Athletics</b> FLD/STP
20/04/2026	B					
27/04/2026	A					
04/05/2026	B					
11/05/2026	A					
18/05/2026	B					
25/05/2025	<b>Half Term</b>					
01/06/2025	A		<b>Rounders</b> STP	<b>Rounders</b> STP	<b>Rounders</b> STP	<b>Rounders</b> STP
08/06/2025	B					
15/06/2025	A					
22/06/2025	B					
29/06/2025	A					
06/07/2025	B					
13/07/2025	A					
20/07/2025	B					
			<b>House Games</b>			

## Year 9 Curriculum Map

Date	Week	Significant Events	Competitive 1	Competitive 2	Traditional 1	Traditional 2
			9c1/pe1	9c1/pe3	9c1/pe2	9c1/pe4
			ABW	KPO	CMR	SCA/JBW
			9c2/pe4	9c2/pe3	9c2/pe1	9c2/pe2
			SCA	ABW	KPO	LCH
03/09/2025	A		<b>Tag Rugby</b> STP	<b>Football</b> STP	<b>Handball</b> HC	<b>Badminton</b> SH
08/09/2025	B					
15/09/2025	A					
23/09/2025	B					
29/09/2025	A					
06/10/2025	B					
13/10/2025	A					
20/10/2025	B					
27/10/2025	<b>Half Term</b>					
03/11/2025	A		<b>Basketball</b> SH	<b>Tag Rugby</b> STP	<b>Fitness / Bootcamp</b> OS	<b>Netball</b> HC
10/11/2025	B					
17/11/2025	A					
24/11/2025	B					
01/12/2025	A					
08/12/2025	B					
15/12/2025	A					
22/12/2025	<b>Christmas Holiday</b>					
39/12/2025	<b>Holiday</b>					
05/01/2026	B		<b>Handball</b> HC	<b>Basketball</b> SH	<b>Football</b> STP	<b>Football</b> STP
12/01/2026	A					
29/01/2026	B					
26/01/2026	A					
02/02/2026	B					
09/02/2026	A					
16/02/2026	<b>Half Term</b>					
23/02/2026	B		<b>Football</b> STP	<b>Handball</b> HC	<b>Badminton</b> SH	<b>Fitness / Bootcamp</b> OS
02/03/2026	A					
09/03/2026	B					
16/03/2026	A					
23/03/2026	B					
30/03/2026	<b>Easter Holiday</b>					
06/04/2026	<b>Holiday</b>					
13/04/2026	A		<b>Athletics</b> FLD/STP	<b>Athletics</b> FLD/STP	<b>Athletics</b> FLD/STP	<b>Athletics</b> FLD/STP
20/04/2026	B					
27/04/2026	A					
04/05/2026	B					
11/05/2026	A					
18/05/2026	B					
25/05/2025	<b>Half Term</b>					
01/06/2025	A		<b>Rounders</b> STP	<b>Rounders</b> STP	<b>Rounders</b> STP	<b>Rounders</b> STP
08/06/2025	B					
15/06/2025	A					
22/06/2025	B					
29/06/2025	A					
06/07/2025	B					
13/07/2025	A		<b>House Games</b>			
20/07/2025	B					

## Year 10 Curriculum Map – Core PE

Date	Week	Significant Events	10c1/pe1	10c1/pe2	10c1/pe2	10c1/pe4
			LCV	KPO	ABW	APC
			10c2/pe3	10c2/pe1	10c2/pe2	10c2/pe4
ARE	KPO	ABW	SCA			
03/09/2025	A		<b>Dodgeball</b> KTH	<b>Football</b> STP	<b>Fitness / Bootcamp</b> OS	<b>Badminton</b> SH
08/09/2025	B					
15/09/2025	A					
23/09/2025	B					
29/09/2025	A					
06/10/2025	B					
13/10/2025	A					
20/10/2025	B					
27/10/2025	<b>Half Term</b>					
03/11/2025	A		<b>Basketball</b> SH	<b>Dodgeball</b> KTH	<b>Football</b> STP	<b>Fitness / Bootcamp</b> OS
10/11/2025	B					
17/11/2025	A					
24/11/2025	B					
01/12/2025	A					
08/12/2025	B					
15/12/2025	A		<b>Christmas Holiday</b>			
22/12/2025						
39/12/2025						
05/01/2026	B		<b>Handball</b> HC	<b>Basketball</b> SH	<b>Dodgeball</b> KTH	<b>Football</b> STP
12/01/2026	A					
29/01/2026	B					
26/01/2026	A					
02/02/2026	B					
09/02/2026	A					
16/02/2026	<b>Half Term</b>					
23/02/2026	B		<b>Football</b> STP	<b>Handball</b> HC	<b>Badminton</b> SH	<b>Dodgeball</b> KTH
02/03/2026	A					
09/03/2026	B					
16/03/2026	A					
23/03/2026	B					
30/03/2026						
06/04/2026	<b>Easter Holiday</b>					
13/04/2026	A		<b>Rounders</b> STP	<b>Rounders</b> STP	<b>Rounders</b> STP	<b>Rounders</b> STP
20/04/2026	B					
27/04/2026	A					
04/05/2026	B					
11/05/2026	A					
18/05/2026	B					
25/05/2025	<b>Half Term</b>					
01/06/2025	A		<b>Athletics</b> OS	<b>Athletics</b> OS	<b>Athletics</b> OS	<b>Athletics</b> OS
08/06/2025	B					
15/06/2025	A					
22/06/2025	B					
29/06/2025	A		<b>Work Experience</b>			
06/07/2025	B					
13/07/2025	A		<b>Rounders</b> STP	<b>Rounders</b> STP	<b>Rounders</b> STP	<b>Rounders</b> STP
20/07/2025	B					

## Year 10 Curriculum Map – Examination PE - BTEC PE

Date	Week	BTEC Sport Component 1 and Component 2 Theory	BTEC Sport Practical		
03/09/2025	A	<b>Launch of Component 2</b> – Taking part and improving other participants sporting performance  <b>A1 / A2</b> – Components of physical and skill related fitness. <b>Task 1</b> – Understand how different components of fitness are used in different sports. <b>B1/B2 /B3</b> – Techniques, strategies and fitness. Officials and rules. <b>Task 3</b> – Rules, regulations and role of the official presentation.	<b>B1/B2 /B3</b> – Techniques, strategies and fitness. Officials and rules. <b>Task 2</b> – Practical performance		
08/09/2025	B				
15/09/2025	A				
23/09/2025	B				
29/09/2025	A				
06/10/2025	B				
13/10/2025	A				
20/10/2025	B				
27/10/2025	<b>Half Term</b>				
03/11/2025	A	<b>C1 / C2</b> – Planning drills and conditioned practises to develop participants sporting performance.  <b>Task 4</b> – Plan a session to develop a participant's sporting techniques. <b>Task 5</b> – Demonstrate through delivery ways to improve sporting technique.	<b>Task 2</b> – Practical performance – recording. <b>Task 5</b> – Coaching recording		
10/11/2025	B				
17/11/2025	A				
24/11/2025	B				
01/12/2025	A				
08/12/2025	B				
15/12/2025	A				
22/12/2025	<b>Moderation</b>				
39/12/2025	<b>Christmas Holiday</b>				
05/01/2026	B	<b>Launch of Component 1</b> – Types of provision of sport a physical activity for different types of participants. <b>A1</b> – Types of provision. <b>A2</b> – Needs of participants. Task 1 – Exploring suitable activities to meet participants needs <b>A3</b> – Barriers to participation <b>A4</b> – Methods to overcome potential barriers <b>Task 1b</b> – Barriers to participations and methods to overcome.	<b>C1 / C2</b> – planning / adapting a warmup. <b>Task 3</b> – Delivering a warmup.		
12/01/2026	A				
29/01/2026	B				
26/01/2026	A				
02/02/2026	B				
09/02/2026	A				
16/02/2026	<b>Half Term</b>				
23/02/2026	B			<b>B1 / B2 / B3</b> – Equipment, clothing and technology required for participants in a selected sports – benefits and limitations <b>Task 2</b> – Required equipment, clothing and technology for the case study participant in the chosen activity – presentation.	<b>Task 3</b> – Warm up recording
02/03/2026	A				
09/03/2026	B				
16/03/2026	A				
23/03/2026	B				
30/03/2026	<b>Easter Holiday</b>				
06/04/2026	<b>Easter Holiday</b>				
13/04/2026	A	<b>C1 / C2</b> – Planning / adapting a warmup <b>Task 3</b> – preparing participants to take part in sport and physical activity – warm up plan – type up.	<b>Task 3</b> – Warm up recording		
20/04/2026	B				
27/04/2026	A				
04/05/2026	B				
11/05/2026	A				
18/05/2026	B				
25/05/2025	<b>Moderation</b>				
25/05/2025	<b>Launch of Component 1 – External Synoptic</b>				
25/05/2025	<b>Half Term</b>				
01/06/2025	A	<b>A1</b> – Importance of fitness for successful participation in sport <b>A2</b> – Fitness training principles <b>A3</b> – Exercise intensities <b>B1</b> – Introduction to fitness testing – benefits, procedures.	Fitness testing experiences		
08/06/2025	B				
15/06/2025	A				
22/06/2025	B				
29/06/2025	A				
06/07/2025	B				
06/07/2025	<b>Work Experience</b>				
13/07/2025	A	<b>B2 / B3</b> – Fitness testing methods B4 – Interpretation of fitness test results.	Fitness testing experiences		
20/07/2025	B				

## Year 10 Curriculum Map – Examination PE - GCSE PE

Date	Week	Significant Events	GCSE PE	
			Theory	Practical
03/09/2025	A	<b>Paper 1</b> -Functions of the skeleton -Bones -Muscles -Synovial -Joints -Types of movement -Synovial joint application -Structure of the skeleton -Muscle contractions	<b>Pre Assessment of Practical Levels</b>  Basketball Badminton Rounders Handball Football Netball	
08/09/2025	B			
15/09/2025	A			
23/09/2025	B			
29/09/2025	A			
06/10/2025	B			
13/10/2025	A			
20/10/2025	B			
27/10/2025	<b>Half Term</b>			
03/11/2025	A	<b>Paper 1</b> -Levers -Planes of movement Health and fitness -Training intensities -Components of fitness -Fitness Testing -Principles of Training -Seasonal Aspects	<b>Fitness Testing –</b> - Components of fitness - Methods - Data - Validation	
10/11/2025	B			
17/11/2025	A			
24/11/2025	B			
01/12/2025	A			
08/12/2025	B			
15/12/2025	A			
22/12/2025	<b>Christmas Holiday</b>			
39/12/2025	<b>Christmas Holiday</b>			
05/01/2026	B	<b>Paper 2</b> -Skill and ability -Classification of skill -Guidance -Feedback -Information processing -Goal setting	<b>Skill classification – practical application</b> Basketball Badminton Handball Football Netball	
12/01/2026	A			
29/01/2026	B			
26/01/2026	A			
02/02/2026	B			
09/02/2026	A			
16/02/2026	<b>Half Term</b>			
23/02/2026	B	<b>Paper 2</b> -Social groups -Barriers -Commercialisation -Types of sponsorship -Technology -PED's	<b>Information processing – practical application</b> Basketball Badminton Handball Football Netball	
02/03/2026	A			
09/03/2026	B			
16/03/2026	A			
23/03/2026	B			
30/03/2026	<b>Easter Holiday</b>			
06/04/2026	<b>Easter Holiday</b>			
13/04/2026	A	<b>Paper 2</b> -Spectator behaviour -Motivation -Arousal -Mental preparation -Aggression -Personality	<b>Offsite practical opportunities</b> Climbing etc	
20/04/2026	B			
27/04/2026	A			
04/05/2026	B			
11/05/2026	A			
18/05/2026	B			
25/05/2025	<b>Half Term</b>			
01/06/2025	A	<b>Paper 2</b> -Wellbeing -Diet and hydration -Somatotypes	<b>Offsite practical opportunities</b> Climbing etc	
08/06/2025	B			
15/06/2025	A			
22/06/2025	B			
29/06/2025	A	<b>Work Experience</b>		
06/07/2025	B			
13/07/2025	A	<b>Paper 2</b> -Energy -Sedentary lifestyle -Obesity	<b>Offsite practical opportunities</b> Climbing etc	
20/07/2025	B			

## Year 11 Curriculum Map – BTEC Sport – Cohort

Date	Week	Significant Events	BTEC Sport Component 3 Theory	BTEC Sport Practical
03/09/2025	A	<b>A1</b> - The importance of fitness for success participation in sport (physical and skill related) <b>Rehearsal of exam questions, strategies and techniques</b> <b>A2</b> - Fitness training principles (FITT and ISPORVRR) <b>A3</b> - Exercise intensities and how it cab be determined <b>Rehearsal of exam questions, strategies and techniques</b> <b>B1</b> Importance of fitness testing and administration <b>B2</b> Fitness test methods for components of physical fitness <b>B4</b> Interpretation of fitness test data <b>Rehearsal of exam questions, strategies and techniques</b>		Application of theory focus through a variety of physical sport and activity opportunities.
08/09/2025	B			
15/09/2025	A			
23/09/2025	B			
29/09/2025	A			
06/10/2025	B			
13/10/2025	A			
20/10/2025	B			
27/10/2025	<b>Half Term</b>			
03/11/2025	A	<b>C1</b> - Requirements for each of the fitness training methods <b>C2 / C3</b> - Fitness training methods for physical and skill related components of fitness <b>Rehearsal of exam questions, strategies and techniques</b> <b>C4</b> - Additional requirements for each of the fitness training methods <b>C5</b> - Provisions for taking part in fitness training methods <b>Rehearsal of exam questions, strategies and techniques</b> <b>C6</b> - The effects of long-term fitness training on the body systems <b>Rehearsal of exam questions, strategies and techniques</b>		Application of theory focus through a variety of physical sport and activity opportunities.
10/11/2025	B			
17/11/2025	A			
24/11/2025	B			
01/12/2025	A			
08/12/2025	B			
15/12/2025	A			
22/12/2025	<b>Christmas Holiday</b>			
39/12/2025	<b>Christmas Holiday</b>			
05/01/2026	B	<b>D1</b> - Personal information to aid fitness training programme design <b>D2</b> - Fitness programme design <b>D3</b> - Motivational techniques for fitness programming <b>Rehearsal of exam questions, strategies and techniques</b> <b>Rehearsal of exam questions, strategies and techniques</b> (Short Response questions 1-3 marks)		Application of theory focus through a variety of physical sport and activity opportunities.
12/01/2026	A			
29/01/2026	B			
26/01/2026	A			
02/02/2026	B			
09/02/2026	A			
16/02/2026	<b>Half Term</b>			
23/02/2026	B	<b>Rehearsal of exam questions, strategies and techniques</b> (Mid/Longer response questions 4-6 marks) <ul style="list-style-type: none"> <li>Topic dump rehearsal</li> <li>Components of physical and skill related fitness</li> <li>Principles of training (FITT / ISPORAVRR)</li> <li>Method = how, test = assess, principles = rules</li> </ul>		Application of theory focus through a variety of physical sport and activity opportunities.
02/03/2026	A			
09/03/2026	B			
16/03/2026	A			
23/03/2026	B			
30/03/2026	<b>Easter Holiday</b>			
06/04/2026	<b>Easter Holiday</b>			
13/04/2026	A	<b>Rehearsal of exam questions, strategies and techniques</b> (Short Response questions 1-3 marks) <b>Rehearsal of exam questions, strategies and techniques</b> (Mid/Longer response questions 4-6 marks) <div style="text-align: center; margin-top: 10px;"><b><u>EXAM May 2026</u></b></div>		Application of theory focus through a variety of physical sport and activity opportunities.
20/04/2026	B			
27/04/2026	A			
04/05/2026	B			
11/05/2026	A			
18/05/2026	B			
25/05/2025	<b>Half Term</b>			
01/06/2025	A	<b>Finished PE</b>		
08/06/2025	B			
15/06/2025	A			
22/06/2025	B			
29/06/2025	A			
06/07/2025	B			
13/07/2025	A			
20/07/2025	B			

## Year 11 Curriculum Map – GCSE PE

Date	Week	Significant Events	GCSE PE Theory	GCSE PE Practical
03/09/2025	A	<b>Paper 1</b> - Pathway of air - Mechanics of breathing - Spirometer Trace - Blood Vessels - Gaseous Exchange - Structure of the heart - Pathway of blood - Cardiac output and stroke volume		<b>Pre Assessment of Practical Levels</b>  Basketball Badminton Rounders Football
08/09/2025	B			
15/09/2025	A			
23/09/2025	B			
29/09/2025	A			
06/10/2025	B			
13/10/2025	A			
20/10/2025	B			
27/10/2025	<b>Half Term</b>			
03/11/2025	A	<b>Paper 1</b> - Effects of exercise - Recovery - EPOX / Oxygen Debt - Warm up and Cool Down  <b>MOCK EXAM 1 - Paper 1 and Paper 2</b>		<b>Offsite practical opportunities</b> Climbing etc
10/11/2025	B			
17/11/2025	A			
24/11/2025	B			
01/12/2025	A			
08/12/2025	B			
15/12/2025	A			
22/12/2025	<b>Christmas Holiday</b>			
39/12/2025	<b>Christmas Holiday</b>			
05/01/2026	B	Paper 1 revision (3 weeks) Paper 2 Revision (3 weeks)  <b>MOCK EXAM 2 - Paper 1 and Paper 2</b>		Final practical footage filmed
12/01/2026	A			
29/01/2026	B			
26/01/2026	A			
02/02/2026	B			
09/02/2026	A			
16/02/2026	<b>Half Term</b>			
23/02/2026	B	Key Topic Revision Responsive to Mock Outcomes  <b>MOCK EXAM 2 - Paper 1 and Paper 2</b>		Practical Moderation
02/03/2026	A			
09/03/2026	B			
16/03/2026	A			
23/03/2026	B			
30/03/2026	<b>Easter Holiday</b>			
06/04/2026	<b>Easter Holiday</b>			
13/04/2026	A	Key Topic Revision Responsive to Mock Outcomes  <b>GCSE PE EXAM - Paper 1 and 2</b>		Application of revision through practical – identified topics.
20/04/2026	B			
27/04/2026	A			
04/05/2026	B			
11/05/2026	A			
18/05/2026	B			
25/05/2025	<b>Half Term</b>			
01/06/2025	A	<b>Finished PE</b>		
08/06/2025	B			
15/06/2025	A			
22/06/2025	B			
29/06/2025	A			
06/07/2025	B			
13/07/2025	A			
20/07/2025	B			

## Curriculum Implementation -

### Additional opportunities -

- Sports ambassador programme allows students to develop their ability to coach and support students within our school, local junior schools and area competitions. The introduction of the Sports Leaders Award to enable students to obtain an additional qualification.
- Invitations to a wide variety of after school clubs and events throughout the year for recreational enjoyment and representational possibilities.
- Representative opportunities in all area sport at inter school, intra school, federation level with the support to take this further.
- Selection opportunities to represent the district and county in various sports.
- Involvement in the Park Outdoors or the Duke of Edinburgh 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.
- Unlocking potential project.

### Sports Ambassadors

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



### Swimming programme

Year 7 and 8 have an amazing opportunity to swim throughout the year. Groups of students of all abilities who get the chance to attend a programme where they will enhance their existing skills or learn the basics of a new skill. Basics of stroke technique will be covered along with elements of water safety at a variety of local pools.

## Curriculum Impact –

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

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

2025 = 37% Pass – distinction\* (11 Merits, 41 passes)

2024 = 21% Pass – distinction\* (2 distinctions, 5 merits, 25 passes) – **Significant change in specification.**

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

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

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

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

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

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

2017 = 98% Pass – distinction\*

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

## PE Expectations (Teacher)

### Preparing to Teach

The following outlines the process that all PE teachers follow in preparation for teaching.

1. Read through the scheme of work (uploaded to the PE shared area) and identify skills, knowledge, rules to be developed.
2. Identify own gaps in subject knowledge and address through research or collaboration with a subject expert.
3. Practice skills and rehearse topics to develop own confidence and level of execution.
4. Reflect on prior learning of the group. What is already secure / needs prioritizing? What are the students' gaps in knowledge and / or skill set? Reflect on the process you took as a teacher when approaching your own development. – what might they struggle with?
5. Identify how many lessons there are for this scheme of work this half term. Consider the significant whole school events, assessment, feedback etc.
6. Sequence the skills and knowledge you will facilitate logically on a MTP and map into your staff handbook. Using the SOW as support – not a 'tick list' – what will you adapt, add or adapt?
7. Source or create resources to support students both inside and outside of lesson time.

Although there is no fixed proforma for the MTPs as this is personal to individual teachers. There are example model plans in the PE shared area and discussions within the team at the start of each half term will take place to spot any potential pitfalls in planning and address, and share approaches and resources.

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

### Medium term plan – Physical Education

<b>HT1</b>	<b>Class code</b>	Year 7 C1/pe3	<b>Subject/Sport/Activity</b>	Endball/Gymnastics	<b>Lessons per fortnight</b>	4 Split Y/N	<b>Teacher</b>	<b>KPO/LCV</b>
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<b>Key Competency:</b> <b>Practical sports performance:</b> to be able to demonstrate a basic level of skills, techniques and decision making, with good precision, control and fluency in both drills, modified games, and full competitive games. <b>** see sport specific SOW for detailed lesson focus/objectives **</b>	<b>Focus Vocabulary –</b>  <b>Oracy strategies –</b> Paired Rally, Time Pair Share, Choral Repetition
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Week	Key skills/content	Assessment	Targeted students	Homework
04/09/23 A Yr7 Reading Tests	Practical – Endball – review of warming up. Connecting skills for invasion games and assessment of group. Setting standards/routines/expectations. ( <b>Prepare - think</b> )	Teacher - Pres assessment		Encourage or the Love of PE and attendance to after school clubs
	Practical – Endball – pupil model warm up routine. Refinement of 3 key passes – chest, bounce, shoulder – techniques and strategies – through the game ( <b>Practise - Rehearse</b> )	Traffic light pre/post Teacher assessment		
11/09/23 B	Practical – Footwork – rule and strategies – landing / pivoting – through the game. ( <b>Prepare - Think</b> )	Traffic light pre/post Teacher assessment		Complete MCQ
	Practical – Refinement of footwork – rule and strategies – running pass – through the game. ( <b>Practise - Remember/Perform- Apply</b> )			
18/09/23 A Yr7 CATS Dept Checks	Practical – Attacking options/creating space/holding space. Possible need to review types of <u>pass</u> . Apply to a game. ( <b>Prepare – think / question practise - remember</b> )	Traffic light pre/post Teacher assessment		Encourage or the Love of PE and attendance to after school clubs
	Practical – Introduction to defensive technique – T-Shape - stance, movement, hand, eye position. Practice. Small sided 1v1-3v3 Apply to a game ( <b>prepare – think / question practise - remember</b> )	Traffic light pre/post Teacher assessment		
25/09/23 B Dept Checks	Practical – Developing Tactics and strategies. Review skills, techniques, strategies. Game play ( <b>prepare – connect / practise – rehearse / perform – apply</b> )	Traffic light pre/post Teacher assessment		Complete MCQ
	Practical - Developing Tactics and strategies. Review skills, techniques, strategies. Game play ( <b>prepare – connect / practise – rehearse / perform – apply</b> )			

## Before Lesson:

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

## During Lesson:

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

## End of the lesson:

- Students are encouraged to support teachers with equipment and taking it in a calm and orderly manner.
- Students must return to the changing rooms calmly and do not run back from their learning area, escorted by their teacher – not just sent.
- One staff member must be always in the changing rooms, circulating the changing room.
- One or more staff members should be on the outside of the changing room waiting with students who are changed first.
- Students wait in front of the 'Car Park' sign outside the changing room and do so in a calm and orderly manner.

- No students should leave from the inside corridor.
- **Students may only stay in kit if it is full black Park PE Uniform, and they have an additional practical lesson (PE/PA) that day or it is the last lesson of the day. Students with alternative items MUST get fully changed into school uniform.**
- Teachers are the last ones in the changing rooms and must lock all doors before moving onto next lesson.

## Theory lesson

- Seating plan in place and recorded on class charts.
- Title, objectives, key words displayed by staff. Title and date recorded by students - levelled and progressive objectives x3 / inspiring rather than demotivating.
- **ALL** lessons must have a clear do no – ensure students are thinking hard quickly.
- Use of ruler/pencil for drawing, pen for writing
- Key words explored / explained.
- Resources – attractive, quality, legible, FFP
- Regular links and reference to examination requirements.
- Homework tasks and misconceptions addressed with the group.
- Books kept by the students.

## Books and Marking

- Bespoke book design including spaces for: title, learning objectives, key words with definitions at times, feedback (teacher/peer/self), subject terminology, subject Big Pictures of course content and competencies within the book.
- Green penning evident after feedback - doesn't need to take a full lesson but should be a regular element of responding to feedback.
- Formal marking of assignments will take place on students' online assignments.
- Learning dialogue clear – specifics re how to improve skill and knowledge.
- Comments - skill and knowledge focused not behaviour focused.
- Teachers are expected to maintain a central marksheet logging students' scores for MCT, fortnightly from TEAMS, and results for classwork performances at WT/ARE/AGD for KS3 and at Pass/Merit/Distinction at KS4.
- Marking of book should take place every couple of weeks to maintain standards and monitor depth of understanding.

## 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.
- Great teaching and Learning process explicit.
- Students redraft/refine to reinforce standards expected/learning.
- Language of the exam questions explored and used.
- Learning pitched to extend; no ceilings created.
- A4L to address misconceptions and to inform planning for progress – white boards should be used each lesson.
- Q&A to hold to account and challenge with a plenary each lesson.
- Use of resources to support learning and revision.

## Teacher expectations incorporating 'Love to Teach' criteria.

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

Students to have launch lesson each year to welcome back and set expectations.

## Classroom to Practical Considerations

	School Specifics	What this looks like in PE
<b>Reading</b>	<ul style="list-style-type: none"> <li>Students are expected to read aloud.</li> <li>Teacher actively models reading.</li> <li>Reading materials are of a high quality.</li> <li>Summarise/ synthesis- reading model added</li> </ul>	<ul style="list-style-type: none"> <li>Teacher and students de-construct and read learning objectives aloud.</li> <li>Students in theory lessons expected to skim, scan, select, summarise, synthesise information they have independently researched.</li> </ul>
<b>First 5</b>	<ul style="list-style-type: none"> <li>Teacher Greets at the door monitoring entry to lesson – narrates positive.</li> <li>Do it Now task</li> <li>Objectives, Map &amp; Keywords shared</li> </ul>	<ul style="list-style-type: none"> <li>Staff split between locations, in changing rooms and registration venues, on door – where possible.</li> <li>'Do it now' – change promptly. Once students have arrived at their location after registration a practical 'do it now' task will be set when safe to do so. Students trained to lead warmups independently.</li> <li>Follow department model of written/verbal objectives etc. Use of department WAGOLL for board layout.</li> </ul>
<b>Classroom</b>	<ul style="list-style-type: none"> <li>Classroom tidy</li> <li>Smart displays support learning</li> <li>Seating plan in place</li> </ul>	<ul style="list-style-type: none"> <li>Health and safety check of facilities and equipment</li> <li>Use of PE SOW and PowerPoints that support delivery.</li> <li>Seating plans available in the lesson in lesson folder</li> </ul>
<b>Teaching</b>	<ul style="list-style-type: none"> <li>Teaching is based on clear objectives.</li> <li>Questioning is used regularly to check to understanding and assess:                             <ul style="list-style-type: none"> <li>✓ Cold call with wait time</li> <li>✓ No opt out.</li> <li>✓ Right is right.</li> <li>✓ White boards are used to check for understanding.</li> </ul> </li> <li>Modelling is used to promote progress i.e: metacognitive and/ or WAGOLL.</li> <li>Students orally rehearse responses to questions.</li> <li>Students are expected to 'get stuck'/ think hard.</li> <li>Take 5</li> </ul>	<ul style="list-style-type: none"> <li>Progressive objectives <b>written when inside</b>, verbal outside reviewed throughout the lesson with a self-assessment plenary.</li> <li>Pathways displayed in PE corridor and successful sports performer conversation/questioning.</li> <li>Directed questioning and independent think time.</li> <li>Choral rehearsal, paired talk and precise tier two vocabulary is evident.</li> <li>Full sentences and precise terms insisted upon.</li> <li>Ensure students respond to questioning or give feedback etc in full sentences.</li> <li>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.</li> <li>Problem solving through tactics and decision making.</li> <li>Link starter activities to previous lesson focus / prior learning</li> </ul>
<b>Feedback</b>	<ul style="list-style-type: none"> <li>Frequent assessment of learning impacts progress</li> <li>Regular written feedback given as per dept policy.</li> <li>Feedback is effective i.e.: impacts on progress.</li> <li>Review of assessments - class based and individual</li> </ul>	<ul style="list-style-type: none"> <li>Mini plenaries/cones throughout the lesson to allow for assessment and astute adjustment.</li> <li>Peer, self and teacher feedback</li> <li>Practical group will receive written feedback in reports. Theory groups through book marking, assignment and summary assessment sheets.</li> </ul>
<b>Final 5</b>	<ul style="list-style-type: none"> <li>Learning is reviewed/ summarised/ questioned.</li> <li>Students behind chairs in silence</li> <li>Teacher dismisses at door</li> </ul>	<ul style="list-style-type: none"> <li>Mini plenaries throughout the lesson. Use of traffic light technique.</li> <li>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.</li> </ul>
<b>Making positive choices</b>	<ul style="list-style-type: none"> <li>System used as necessary.</li> <li>Low level disruption is addressed swiftly.</li> <li>Calm and consistent manner every lesson</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>Verbal consequence system applied. Students relocated to senior colleague with suitable group</li> </ul>

## Roles within PE

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

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

Department member	Other school responsibilities	Development Roles	Maintenance responsibility
Laura Cavanagh (LCV)  Head of PE	Assistant Headteacher with Teaching and Learning,  Finding What You Love Coordination  Vocational Education Coordinator,  Star Teacher.	<ul style="list-style-type: none"> <li>• Department vision and priorities</li> <li>• Overall responsibility for outcomes</li> <li>• Overview of curriculum, assessment, teaching and learning, monitoring impact and effectiveness</li> <li>• Quality assurance and monitoring</li> <li>• Leading department meetings</li> <li>• Key Stage 4 curriculum overview</li> <li>• Monitoring of KS4 trackers</li> <li>• KS4 Data summary sheet</li> <li>• Monitoring of KS4 SOW</li> <li>• BTEC moderation oversight</li> <li>• Sports day coordination</li> <li>• KS4 – BTEC /GCSE PE half term big pictures</li> <li>• PE student website</li> <li>• GCSE PE Period 6 / Study Hall Lead</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of PE stores</li> <li>• Updating of examination PE resources</li> <li>• Updating SOW</li> <li>• Maintaining trackers</li> <li>• Planning lessons which engage and stretch students</li> <li>• Marking books</li> <li>• Ordering of Mock exam papers</li> <li>• Ordering of examination PE books</li> <li>• Additions for the newsletter / governors' report</li> <li>• Displays</li> <li>• Sports day</li> <li>• Issuing merits and demerits (HW, Kit etc)</li> <li>• Ordering of equipment</li> </ul>
Kieran Pollard (KPO)  Second in PE	Tutor  ECT Mentor  Trainee teacher mentor	<ul style="list-style-type: none"> <li>• Leading department meetings</li> <li>• Key Stage 3 curriculum overview</li> <li>• QA and monitoring of KS3 trackers</li> <li>• KS3 Data summary sheet</li> <li>• Monitoring of KS3 SOW</li> <li>• KS3 Homework</li> <li>• KS3 Key Assessment tests</li> <li>• PE federation meetings</li> <li>• Leigh Park School cluster meetings</li> <li>• BTEC moderation coordination</li> <li>• Sports day coordination</li> <li>• Sports Ambassadors coordination</li> <li>• Extracurricular club coordination</li> <li>• Careers representative/champion</li> <li>• National themed events e.g. Sports relief coordination</li> <li>• Student voice</li> <li>• BTEC Sport Period 6 / Study Hall lead</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of PE stores</li> <li>• Updating of examination PE resources</li> <li>• Updating SOW</li> <li>• Maintaining trackers</li> <li>• Planning lessons which engage and stretch students</li> <li>• Marking books</li> <li>• Additions for the newsletter / governors' report</li> <li>• Displays</li> <li>• Sports day</li> <li>• Issuing merits and demerits (HW, Kit etc)</li> </ul>
Amy B ECT PE Teacher	Tutor	<ul style="list-style-type: none"> <li>• KS3 Homework with KPO</li> <li>• Extracurricular club coordination</li> <li>• Coordination of Governors reports</li> <li>• Development of trampolining within KS3/4</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of PE stores</li> <li>• Updating of examination PE resources</li> <li>• Updating SOW</li> <li>• Maintaining trackers</li> <li>• Planning lessons which engage and stretch students</li> <li>• Marking books</li> <li>• Additions for the newsletter / governors' report</li> <li>• Displays</li> <li>• Sports day</li> <li>• Issuing merits and demerits (HW, Kit etc)</li> <li>• Ordering of equipment LCV/Amy</li> </ul>
Amy Pearce (APC)	Assistant Headteacher with Key Stage 3 Behaviour.	<ul style="list-style-type: none"> <li>• Practical GCSE PE scoring / grading</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of PE stores</li> <li>• Updating SOW</li> <li>• Planning lessons which engage and stretch students</li> <li>• Maintaining trackers</li> <li>• Additions for the newsletter / governors' report</li> <li>• Displays</li> <li>• Sports day</li> <li>• Issuing merits and demerits (HW, Kit etc)</li> </ul>
Stuart Cavanagh (SCA)	Assistant Headteacher with Key Stage 4 Behaviour. Maths Teacher.	<ul style="list-style-type: none"> <li>• Practical GCSE PE scoring / grading</li> </ul>	<ul style="list-style-type: none"> <li>• Maintenance of PE stores</li> <li>• Updating SOW</li> <li>• Maintaining trackers</li> <li>• Planning lessons which engage and stretch students</li> <li>• Additions for the newsletter / governors' report</li> <li>• Sports day</li> </ul>

Andy Rose (ARE)	Assistant Headteacher with attendance and exams. Maths Teacher.	<ul style="list-style-type: none"> <li>BTEC Sport practical recordings with KPO</li> </ul>	<ul style="list-style-type: none"> <li>Issuing merits and demerits (HW, Kit etc)</li> <li>Maintenance of PE stores</li> <li>Updating SOW</li> <li>Maintaining trackers</li> <li>Planning lessons which engage and stretch students</li> <li>Additions for the newsletter / governors' report</li> <li>Sports day</li> <li>Issuing merits and demerits (HW, Kit etc)</li> </ul>
Katie P ECT PE/PA Teacher	Performing Arts Teacher Star Teacher Tutor	<ul style="list-style-type: none"> <li>PE student website updates</li> <li>SEND representative/champion</li> <li>Development of trampolining within KS3/4</li> </ul>	<ul style="list-style-type: none"> <li>Maintenance of PE stores</li> <li>Maintaining trackers</li> <li>Planning lessons which engage and stretch students</li> <li>Additions for the newsletter / governors' report</li> <li>Displays</li> <li>Sports day</li> <li>Issuing merits and demerits (HW, Kit etc)</li> </ul>
Laura Chuter	Head of Performing Arts	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Maintenance of PE stores</li> <li>Maintaining trackers</li> <li>Planning lessons which engage and stretch students</li> <li>Additions for the newsletter / governors' report</li> <li>Displays</li> <li>Sports day</li> <li>Issuing merits and demerits (HW, Kit etc)</li> </ul>
Chelsea Marr	Performing Arts Teacher	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Maintenance of PE stores</li> <li>Maintaining trackers</li> <li>Planning lessons which engage and stretch students</li> <li>Additions for the newsletter / governors' report</li> <li>Displays</li> <li>Sports day</li> <li>Issuing merits and demerits (HW, Kit etc)</li> </ul>
Jessica Cramman	Performing Arts Teacher  Health and Social Care Teacher	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Maintenance of PE stores</li> <li>Maintaining trackers</li> <li>Planning lessons which engage and stretch students</li> <li>Additions for the newsletter / governors' report</li> <li>Displays</li> <li>Sports day</li> <li>Issuing merits and demerits (HW, Kit etc)</li> </ul>
Leeanne Wingham	Performing Arts Teacher	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Maintenance of PE stores</li> <li>Maintaining trackers</li> <li>Planning lessons which engage and stretch students</li> <li>Additions for the newsletter / governors' report</li> <li>Displays</li> <li>Sports day</li> <li>Issuing merits and demerits (HW, Kit etc)</li> </ul>
Jodie Browne	Performing Arts Teacher	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Maintenance of PE stores</li> <li>Maintaining trackers</li> <li>Planning lessons which engage and stretch students</li> <li>Additions for the newsletter / governors' report</li> <li>Displays</li> <li>Sports day</li> <li>Issuing merits and demerits (HW, Kit etc)</li> </ul>

### Useful links -

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

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

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

How do they behave?

Which experts/events/individuals are they influenced by?

How do they think?

How do they write?

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



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

### A perfect Park PE pupil

How do they speak?

How do they tackle problems?

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

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

## Physical Education Kit

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

### Indoors

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

### Outdoors

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

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

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

### Jewellery / Long hair / Footwear.

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

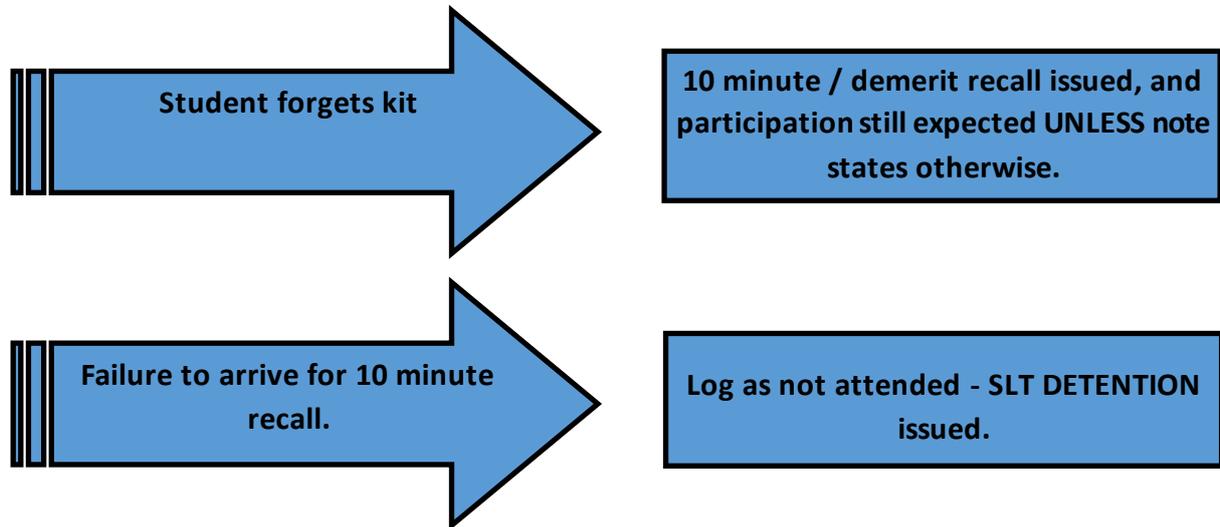
**Jewellery:** should be removed for all PE activities. If this rule conflicts with cultural or religious practice a compromise may be possible. In such cases, if it is not possible to cover jewellery in a manner which makes it safe, or the child is unwilling to remove it, the individual concerned will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

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

### Students failing to bring required kit

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

## Sanctions for failure to bring PE Kit



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

## Students excused from PE

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

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

# The Principles of PE

## Mastery Curriculum

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

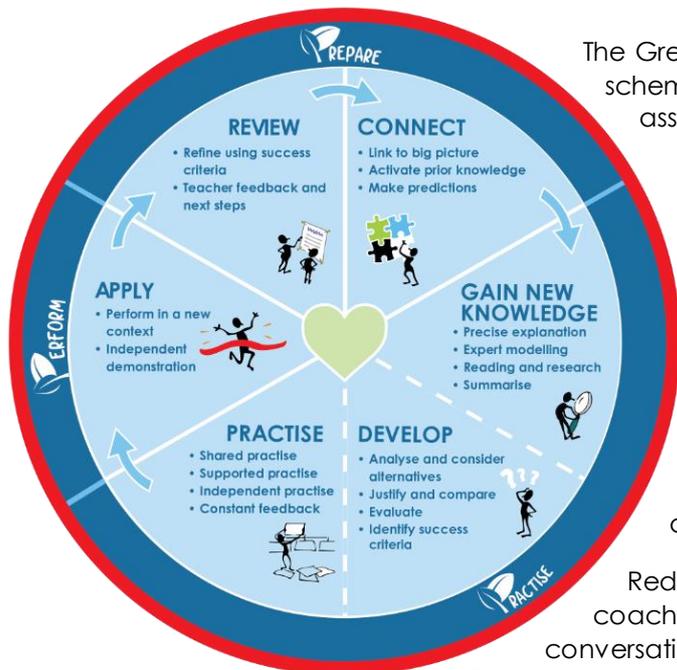
KA nomenclature	KS2 raw scores	GCSE trajectory	BTEC Tech Award
Working towards	→95	1-4	Pass
Age related expectation	96-106	5-6	Merit
At greater depth	107→	7-9	Distinction

7. Each time new content is taught it should **build on students' prior knowledge** so that progress is brisk, and time is not wasted covering knowledge students already have. Each unit should therefore begin with a pre-assessment activity.
8. Within each learning sequence the teacher is expected to accurately diagnose what students can do and what the misconceptions/blocks are by a) in flight marking b) close questioning, holding learners to account and inviting them to explain/model their thinking processes c) mini-plenaries (Take 5) to allow students to ask questions to aid their own exploration of ideas d) self/peer assessment – including a show of hands [or similar] to indicate if learning is secured [note that the teacher going through the answers or not expecting all students to respond is unacceptable and encourages passivity d) plenaries to share understanding and probe for alternative perspectives or deeper learning. As a result, the teacher is expected to **astutely adjust** to learners needs quickly and precisely. Note that full sentence answers and the correct use of higher order technical vocabulary is always expected, in all classes.
9. **Tests:** testing/assessment must happen approximately 2 weeks before the end of the unit. All test data **MUST** be uploaded onto the department trackers for analysis and the selection of students for period 6 /TA or other intervention.
10. Prior to every test **revision strategies** should be taught + exam strategies, including crib sheets provided and walking/talking practise where appropriate. Revision material is also available to students on the PE platform and emailed prior to each MCQ.

# Great Teaching and Learning

Learning is defined as altering long-term memory.

- Planning and teaching reflect the Park model of Great Teaching and Learning
- 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 within theory lessons



The Great Teaching and Learners cycle underpins the design of schemes of work, our planning, classroom pedagogy and our assessment cycle.

Quality Assurance walks are undertaken fortnightly by the HOD and Second in PE. These are clearly marked on these staff members' timetables, and the department are aware of when these are taking place. These are informal walks to drop into lessons and complete reviews of redlines but do contribute to the holistic overview of teaching. Most importantly these are used as opportunities for student voice, book looks and to see the curriculum being taught in action across the department to support curriculum and staff developments.

Red line profiles are updated termly via BlueSky to inform coaching conversations on a Week B and are part of termly 1-1 conversations between teachers and the HOD / Second in Department to support teachers in developing their practice and maintain 'great' standards of teaching and learning. Summarised feedback is given after each learning walk

<b>Mastery Model; for each short learning sequence [see sow template]</b>	
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/ 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.

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

## Homework in PE

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

### KS3

In KS3, students are set homework weekly. This homework is carefully designed to:

- Check student understanding of core knowledge,
- Develop students' ability to work independently,
- Develop their cultural literacy,
- Prepare and revise for testing,
- Provide opportunities to practice in different contexts

Students' complete homework in their homework booklets so that they can be held accountable for a high standard of completion by their tutor as well as their PE teacher. Homework is either peer or self-assessed or marked by the teacher as part of 'in-flight' marking. It is always acknowledged.

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

For the GCSE classes student's complete homework in their exercise books so that this can be used in lessons and to promote the use of home learning as a tool to support the learning taking place in the classroom.

Impact of homework is reviewed half termly to ensure it is of a high quality, is useful to the student and their learning, that it is valued and is being set consistently.

## Student Shared Area

The student shared area is updated half termly to ensure all curriculum content for KS3 and KS4 is easily accessible in a student-friendly format by students who have long-term absences.

The area includes, but is not limited to:

- Step-by-step instructions to complete learning activities,
- Full copies of the assignments completed in class
- Appropriate resources to support the completion of learning activities,
- Assessment tasks and exemplar responses,
- Pre-recorded work out videos for key fitness from home

A revision area has been carefully created to support KS4 students in their preparations for GCSE and independent revision. This includes, but is not limited to:

- Practice exam papers,
- Guides for approaching specific exam questions,
- Exemplar responses,
- Links to external revision sites,
- Quizzes linked to the set GCSE Literature texts.

Home learning booklets exist for schemes to support students on reduced timetables, individual programmes or those with persistent absenteeism.

## Study Hall and Period 6 Expectations

Study hall is led by PE teachers for Years 10 and 11 in the form of half hour masterclasses followed by the opportunity for 1-1 and small group support, or by specific masterclasses led by class teachers for targeted students. The intention is that students focus on the mastery of specific skills. These take place in Yellowstone.

The students targeted for priority intervention are always targeted through study hall, but the sessions are not limited to these students. Teachers update the register for students requiring support and contact home to ensure parental involvement remains high.

## **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 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 often accommodated previous Park Community students who are currently studying degrees in 'Physical Education in Secondary Years' at Chichester University, with a plan to then complete PGCE qualifications in PE. We have also worked with an additional student studying 'BTEC Level 3 in Sport and Fitness' at Southdowns through work experiences enabling them to enrich their university applications with in school experience.

### **Student Voice -**

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

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

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

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

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

## Reporting in PE

Judgements about OATL and HW should apply the following definitions:

### Homework

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

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

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

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

**2**-usually completed on time with occasional attempts.

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

**-1**-some completed homework.

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

**-4**-never attempts.

**PE** = homework/enrichment activities are rarely completed

### Overall Attitude to Learning

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

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

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

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

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

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

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

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

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

**PE** = often disruptive to progress or learning

## Vocabulary

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

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

Frayer Models

<p><b>Etymology / Morphology</b></p> <p>Origin: ERUDITE (Latin) → ERUDITUS (Latin) → ERUDITE (English)</p> <p>Knowledgeable Literate Scholarly Educated</p> <p><b>Synonyms and Antonyms</b></p>	<p><b>Dual Coding</b></p>  <p><b>Erudite</b></p> <p><b>Definition:</b> An adjective to describe somebody who is well-learned and strives to increase their knowledge</p> <p><b>Example:</b> The judge was erudite in law as he had studied for many years and continued to do so.</p> <p><b>My Definition and Examples</b></p>
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Park Community School - much more than just a school

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

### How do we know they know?

## RESPECT

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

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

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

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

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

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

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

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

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

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

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

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

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

## Oracy

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

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

How	Strategy	Why (Impact)
<p><b>Paired Rally</b></p> <ol style="list-style-type: none"> <li>1. Students pair up and face each other.</li> <li>2. Teacher to identify who is to start (e.g., the student with the longest hair).</li> <li>3. Students take turns stating an idea for the set time (back and forth).</li> <li>4. Students thank each other for listening.</li> <li>5. Teacher then selects students to share some ideas discussed.</li> </ol> <p><b>Time Pair Share</b></p> <ol style="list-style-type: none"> <li>1. Students pair up and face each other.</li> <li>2. Identify who is to start (e.g., the tallest student).</li> <li>3. The teacher will identify how long partner 1 will talk (e.g., 1 minute).</li> <li>4. After this time, they will thank their partner for listening and partner 2 will then talk for the same period.</li> <li>5. The teacher then selects students to share some ideas discussed.</li> </ol>	<p><b>Paired Talk</b></p>  <p>Paired Rally Time Pair Share</p>	<p><b>Teachers –</b></p> <ul style="list-style-type: none"> <li>• Allows the teacher to move around the class and listen to ideas/support where needed.</li> <li>• Allows for a quick teacher assessment of the class.</li> <li>• Reduces threat/panic for students so avoids 'rabbit in the headlights' moment when being asked to share.</li> </ul> <p><b>Students –</b></p> <ul style="list-style-type: none"> <li>• Allows students to practise ideas</li> <li>• Allows students to refine concepts</li> <li>• Improves their confidence in their response before sharing with the class.</li> <li>• Students can practise speaking like an expert with low threat.</li> </ul>
<p><b>Choral Repetition</b></p> <ol style="list-style-type: none"> <li>1. The teacher to announce the word to the class, clearly and slowly. <i>“Respect”</i>.</li> <li>2. Request the class to repeat the word loudly together. <i>“Respect”</i></li> <li>3. Get 1 half to repeat it, then the other half. <i>“Respect”, “Respect”</i></li> <li>4. Select a couple of students to repeat the word (<i>“Ella say Respect, good thank you, Ben say Respect good thank you”</i>)</li> </ol>	<p><b>Choral Repetition</b></p> 	<p><b>Teachers –</b></p> <ul style="list-style-type: none"> <li>• Allows for quick teacher assessment of the class.</li> <li>• Allows for accurate adjustment of the lesson.</li> </ul> <p><b>Students –</b></p> <ul style="list-style-type: none"> <li>• Improves students' pronunciation of the word.</li> <li>• Improve students' memory of the word through metacognition.</li> </ul>



QR Code to current CPD or

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

## Key Stage 3 Assessment – Physical Education

	Basic Understanding		Detailed Understanding		Mastery	
	Knowledge / Remembering	Comprehension / Understanding	Application / Applying	Analysis / Analysing	Evaluation	Synthesis / Creating
	1	2	3	4	5	6
<b>Practical Performance</b>  (skills and Techniques)	<ul style="list-style-type: none"> <li>Can identify the fundamental skills and techniques needed in specific situations</li> <li>Limited fundamental skills are completed with some accuracy of technique in isolation.</li> </ul>	<ul style="list-style-type: none"> <li>Can describe the fundamental skills and techniques needed in specific situations</li> <li>Some fundamental skills are completed with accuracy of technique, in isolation and within a modified situation.</li> </ul>	<ul style="list-style-type: none"> <li>Can explain the fundamental skills and techniques needed in specific situations</li> <li>A range of fundamental skills are completed with accuracy of technique, in isolation and within a modified and competitive games.</li> </ul>	<ul style="list-style-type: none"> <li>Can review the fundamental skills and techniques needed in specific situations</li> <li>A range of high-level skills for the activity are completed with precise accuracy of technique, within isolation, modified and competitive games.</li> </ul>	<ul style="list-style-type: none"> <li>Can compare the fundamental skills and techniques needed in specific situations.</li> <li>A range of high-level skills for the activity are completed with precise accuracy of technique, within isolation, modified and competitive games.</li> <li>When faced with opposition there are limited errors and intended results are often produced.</li> <li>Practical contribution is usually effective, significant and sustained for the majority of the activity.</li> </ul>	<ul style="list-style-type: none"> <li>Can justify the need of the fundamental skills and techniques in specific situations.</li> <li>All fundamental and high levels skills are consistently completed with precise accuracy of technique within isolation, modified and competitive games.</li> <li>When faced with opposition there are very few errors</li> <li>Practical contribution is highly effective, significant and sustained throughout.</li> </ul>
<b>Tactics and Strategies</b>	<ul style="list-style-type: none"> <li>A limited ability to make tactical and strategic decisions which are seldom relevant to the position being played.</li> <li>Demonstrates on very limited ability to select and apply the appropriate skills, rarely outwitting opponents and usually being outwitted themselves.</li> </ul>	<ul style="list-style-type: none"> <li>Some ability to make tactical and strategic decisions but there are significant weaknesses and inconsistencies in their relevance to the position being played.</li> <li>Demonstrates the ability to select and apply the appropriate skills but only occasionally outwit opponents.</li> </ul>	<ul style="list-style-type: none"> <li>Decision making within games is often effective.</li> <li>The ability to make successful and effective tactical and strategic decisions but there maybe some obvious weaknesses and they are occasionally not relevant to the position being played.</li> <li>Demonstrates some ability to select and apply appropriate skills sometimes outwitting opponents, though there may be some obvious areas of weakness.</li> </ul>	<ul style="list-style-type: none"> <li>Decision making with games is effective.</li> <li>The ability to make successful and effective tactical and strategic decisions but there may be some obvious weaknesses, and they are occasionally not relevant to the position being played.</li> </ul>	<ul style="list-style-type: none"> <li>Decision making with games is very effective.</li> <li>The ability to make successful and effective tactical and strategic decisions usually relevant to the position being played with only minor lapses.</li> <li>Demonstrates some ability to select and apply appropriate skills often outwitting opponents.</li> </ul>	<ul style="list-style-type: none"> <li>Decision making in games is very effective in predetermined and spontaneous situations.</li> <li>Shows a high level of ability to make successful and effective tactical and strategic decisions, almost always fully relevant to the position being played.</li> <li>Demonstrates a high level of ability to select and apply the most appropriate skills and is usually successful in outwitting opponents.</li> </ul>

<p><b>Leadership</b></p> <p>(Officiating, Coaching and Leading)</p>	<ul style="list-style-type: none"> <li>• Can recall the key rules and regulations of the sport.</li> <li>• Can describe the basic coaching points required.</li> <li>• Can identify the components to a warmup.</li> </ul>	<ul style="list-style-type: none"> <li>• Can explain the key rules and regulations of the sport.</li> <li>• Can explain with precision the coaching points required as a coach.</li> <li>• Can describe the benefits of warming up.</li> </ul>	<ul style="list-style-type: none"> <li>• Can apply knowledge of the key rules and regulation of the sport as an official.</li> <li>• Can modify a given strategy to improve performance in others as a coach.</li> <li>• Can lead others some support through a warmup.</li> <li>• When officiating decisions are usually correct.</li> </ul>	<ul style="list-style-type: none"> <li>• Can analyse the outcome if key rules and regulations of the sport are changed/broken as an official.</li> <li>• Can give precise feedback to others that improved performance, as a coach.</li> <li>• Can connect the components of the warmup to the activity's requirements.</li> <li>• Can lead others within a small group with confidence.</li> <li>• When officiating decisions are often accurate and timely.</li> </ul>	<ul style="list-style-type: none"> <li>• Can critic the key rules and regulations of the sport as an official.</li> <li>• Can justify strengths and areas to improve for others, with clarity and precision as a coach.</li> <li>• Can review the benefits of a warmup on practical performance.</li> <li>• Can lead others within the group with confidence and enthusiasm</li> <li>• When officiating communications are clear and direct.</li> </ul>	<ul style="list-style-type: none"> <li>• Can create with originality and flare key rules and regulations for an activity.</li> <li>• Can create a task/activity for a group and deliver this with precise as a coach.</li> <li>• Can create a sports specific warm up.</li> <li>• Can motivate and encourage others when leading.</li> <li>• When officiating communicates with precise and accuracy to inform all.</li> </ul>
<p><b>Prompt questions</b></p>	<ul style="list-style-type: none"> <li>❖ What do you remember about?</li> <li>❖ How would you define?</li> <li>❖ How would you identify?</li> <li>❖ How would recognize?</li> <li>❖ What would you chose?</li> </ul>	<ul style="list-style-type: none"> <li>❖ What is the most important?</li> <li>❖ What would you suggest?</li> <li>❖ How would you grade?</li> <li>❖ What is your opinion of...?</li> <li>❖ How could you verify ...?</li> <li>❖ What information would you use to prioritize ...?</li> <li>❖ Rate the ...</li> <li>❖ Rank the importance of ...</li> <li>❖ Determine the value of ...</li> </ul>	<ul style="list-style-type: none"> <li>❖ How is ... connected to...?</li> <li>❖ Discuss the pros and cons of...</li> <li>❖ How can you sort the parts?</li> <li>❖ What is the analysis of ... ?</li> </ul>	<ul style="list-style-type: none"> <li>❖ What other way would you chose to ...?</li> <li>❖ What would the result be if ..?</li> <li>❖ How would you demonstrate... ?</li> <li>❖ How would you present ..?</li> <li>❖ How would you change..?</li> <li>❖ How would you modify...?</li> <li>❖ How could you develop...?</li> </ul>	<ul style="list-style-type: none"> <li>❖ How would you clarify the meaning ...?</li> <li>❖ How would you differentiate between...?</li> <li>❖ How would generalise...?</li> <li>❖ How would you express...?</li> <li>❖ What can you infer from...?</li> <li>❖ What did you observe...?</li> <li>❖ How can you describe..?</li> </ul>	<ul style="list-style-type: none"> <li>❖ How would you generate a plan to .. ?</li> <li>❖ What could you invent?</li> <li>❖ What facts can you gather?</li> <li>❖ Predict the outcome if ...</li> <li>❖ What would happen if ...?</li> <li>❖ How would you portray ...?</li> <li>❖ Devise a way to ...</li> </ul>
	<p>1</p> <p><b>Knowledge/ Remembering</b></p>	<p>2</p> <p><b>Comprehension / Understanding</b></p>	<p>3</p> <p><b>Application / Applying</b></p>	<p>4</p> <p><b>Analysis / Analysing</b></p>	<p>5</p> <p><b>Evaluation</b></p>	<p>6</p> <p><b>Synthesis / Creating</b></p>
	<p><b>Basic Understanding</b></p>		<p><b>Detailed Understanding</b></p>		<p><b>Mastery</b></p>	

## Practical Wall of Knowledge – SOW Skill Focus Breakdown

	Year 7	Year 8	Year 9	Year 10	Year 11
<b>Badminton</b>	<b>Core Skills (All must be taught)</b> <ul style="list-style-type: none"> <li>- Serving (short &amp; long)</li> <li>- Return of serve</li> <li>- Forehand shots (overhead clear, drop shot, underarm clear, smash, drive)</li> <li>- Teamwork &amp; communication with partner</li> </ul>		<b>Advanced skills (Competitive strands &amp; advanced students to be taught)</b> <ul style="list-style-type: none"> <li>- Serving (flick)</li> <li>- Net shots</li> <li>- Backhand shots (overhead clear, drop shot, underarm clear, smash, drive)</li> <li>- Footwork and court positioning</li> </ul>	<b>Decision making &amp; tactical awareness (All must be taught)</b> <ul style="list-style-type: none"> <li>- Selecting appropriate shots</li> <li>- Understanding principals of attack &amp; defensive</li> <li>- Applying tactics</li> <li>- Disguising your shot</li> <li>- Awareness of rules &amp; regulations</li> </ul>	
<b>Handball</b>	<b>Core Skills (All must be taught)</b> <ul style="list-style-type: none"> <li>- Catching: (two handed)/shot stopping (goalkeeper only) (Upper, half upper, Lower, Mid-air, From bounce, From the ground, 'putting down', Jumping, lunging)</li> <li>- Positions for catching the ball (frontal, sideways, backwards)</li> <li>- Dribbling with dominant hand</li> <li>- Passing (standing, running)</li> <li>- Shooting (shot in place, leaning back shot)</li> <li>- Offensive and defensive movement (feinting with the body, feinting a shot, feinting a pass)</li> </ul>		<b>Advanced skills (Competitive strands &amp; advanced students to be taught)</b> <ul style="list-style-type: none"> <li>- 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)</li> <li>- Dribbling with either/both hand(s)</li> <li>- Passing (forward jumping, vertical jump)</li> <li>- Shooting (vertical jump shot, striding/jump shot, shot whilst falling)</li> <li>- Offensive and defensive movement (stealing the ball, screening an opponent without the ball, screening an opponent with the ball)</li> </ul>	<b>Decision making &amp; tactical awareness (All must be taught)</b> <ul style="list-style-type: none"> <li>- When, where, which &amp; how to pass, dribble or shoot.</li> <li>- Awareness of team strategies</li> <li>- Attacking positioning on the field</li> <li>- Defensive positioning on the field</li> <li>- Defensive plays – man to man marking/zonal marking</li> <li>- Awareness of strengths/weaknesses and actions of others</li> <li>- Awareness of rules &amp; regulations</li> <li>- Positioning &amp; organisation at defensive set pieces/communication.</li> </ul>	
<b>Cross country</b>	<b>Core Skills (all must be taught)</b> <b>Advanced skills (competitive &amp; advanced students to be taught)</b> 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)			<b>Decision making &amp; tactical awareness (All must be taught)</b> <ul style="list-style-type: none"> <li>- Students are expected to know the rules and scoring system used in cross-country running.</li> <li>- The start of the race (pens)</li> <li>- Tactics</li> </ul>	
<b>Netball</b>	<b>Core Skills (All must be taught)</b> <ul style="list-style-type: none"> <li>- Footwork (stopping/landing, pivoting)</li> <li>- Dodging</li> <li>- Ball handling (catching whilst stationary)</li> <li>- Passing over short distances (chest,</li> </ul>		<b>Advanced skills (Competitive strands &amp; advanced students to be taught)</b> <ul style="list-style-type: none"> <li>- Ball handing (catching on the run, catching in the air)</li> <li>- Passing over mid distance (chest, overhead, bounce, shoulder pass)</li> </ul>	<b>Decision making &amp; tactical awareness (All must be taught)</b> <ul style="list-style-type: none"> <li>- When, where &amp; which pass/shot/dodge</li> <li>- Awareness of team strategies (attacking and defending)</li> <li>- Attacking positions on court</li> <li>- Defensive positioning on the court</li> <li>- Defensive plays – man to man marking</li> </ul>	

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

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

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

## **Assessment and Feedback** (See Staff Handbook pg 74)

### **Key stage 3 -**

Multiple choice testing will take place 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**

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

### **Key stage 4 -**

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

A tracker is used throughout every lesson for immediate feedback on progress to course / unit completion and to what grade. Students can reflect on current working grade compared to projection and are able to then implement feedback and next step criteria effectively. Further feedback takes place after students have completed units of work at the end of each term/deadline which they are then issued this feedback form and 15 days to implement improvements.

Regular feedback is given in books and on summative assessment forms at the end of units/assignments. It is also seen every lesson through verbal diagnostic conversations with suggested improvements. Books show specific feedback which stretch the level of understanding which is also specific to the attainment criteria for that task. Exemplar assignments are used throughout the course to promote independence and implementation of I do, you do, and we do. This is measured through progress on the class tracker and shown in improved work within portfolios.

### **Year 10-11 examination PE**

#### **Practical Assessments**

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

#### **Testing and Coursework**

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

### 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

<b>PE Department</b>	<b>Type of feedback?</b> <i>Verbal / written / peer / self / grade</i>	<b>How &amp; where?</b> <i>Books / folders / sheets / booklets / assessments / exams</i>	<b>When?</b> <i>Lesson / weekly / fortnightly / monthly / half-termly / termly</i>	<b>How will students respond to feedback?</b>
<b>ONGOING - Practical</b>	Practical lessons - verbal feedback	<ul style="list-style-type: none"> <li>Staggered (group) feedback during practical tasks, acute adjustment.</li> <li>Individual feedback when circulating around room</li> <li>Mini plenaries</li> <li>Targeted (individual) feedback during practical tasks</li> </ul>	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"> <li>Traffic light assessment using progressive learning objectives</li> <li>Self-select level of challenge and justify</li> <li>WAGOLLS in place for BTEC criteria</li> </ul>	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"> <li>Student observation - for example athletics and gymnastics</li> <li>Criteria used to assess</li> </ul>	Most lessons (where appropriate)	Students understand and address steps of others to make progress after self-assessment and comparison to objectives
<b>Ongoing - Theory</b>	Written feedback - Teacher	<ul style="list-style-type: none"> <li>Class WAGOLLS constructed using criteria</li> <li>Verbal feedback and teacher feedback stamps in lessons</li> <li>Formal feedback linked to success criteria</li> <li>Formal assignments recorded on summative assessment forms where applicable</li> <li>Trackers to identify student progress across all units</li> </ul>	Feedback in books to be recorded approximately once every 2-3 weeks depending on unit  Formal assignment feedback at the end of a unit approximately once a half term for year 10 -11.	Green pen tasks to adjust work based on school projections
<b>PERIODIC</b>	Written feedback - practical	<ul style="list-style-type: none"> <li>Trackers used to identify student progress across sports</li> <li>Multiple choice tests</li> <li>Reports in line with whole school calendar</li> </ul>	As per assessment calendar	KS4 to respond and reflect in exercise book WWW/EBI
	Formal assignment feedback	<ul style="list-style-type: none"> <li>Uploaded assignments with the use of BTEC grading criteria</li> </ul>	Approximately half termly	Students understand and address their own steps to make progress after teacher assessment and comparison to objectives.

# PE WAGOLL

much more than just a school

## WAGOLL – PE – Student book



**Date, Title written out and underlined.**

**Lesson focus and objectives identified with gradings**

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

**Error 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.

Mixed 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

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much more than just a school

## WAGOLL – PE Student Book



**School Projection**

**HOW HARD ARE YOU THINKING?**

**PCS Problem Solving Cycle**

**Spelling Superstar!**

**Key Assessment 4**

**Key Assessment 5**

**NAUGHTY FORTY**

**The Writing Process Peacock**

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.

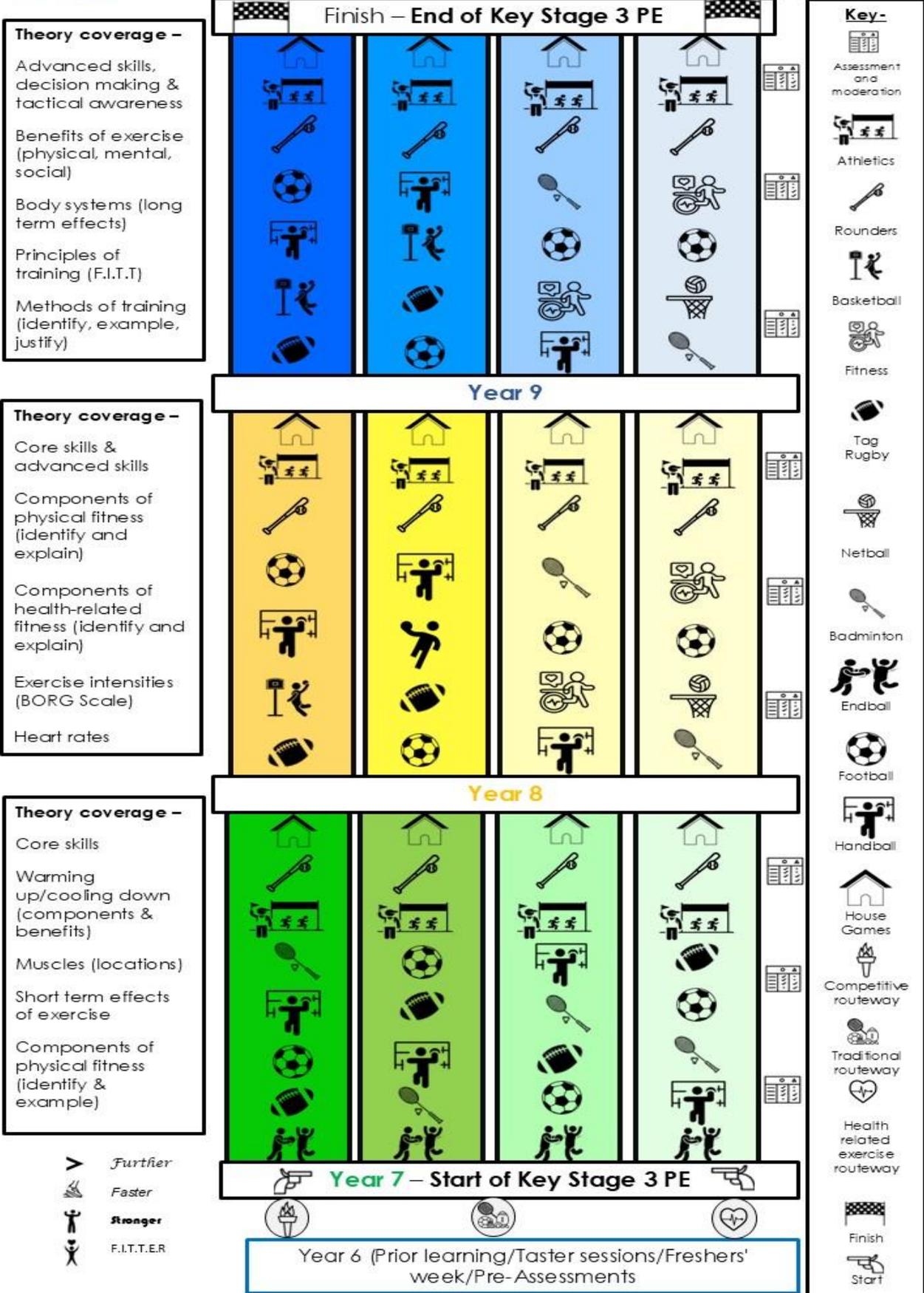
School projections MUST be clearly identified on the inside page with EVERY key assessment projection update recorded AND commented upon by the student. If a Pass/Merit ... using assessment criteria how to progress. If Distinction ... what must be consistent to retain this projection.

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# Learning Journey KS3 Practical PE



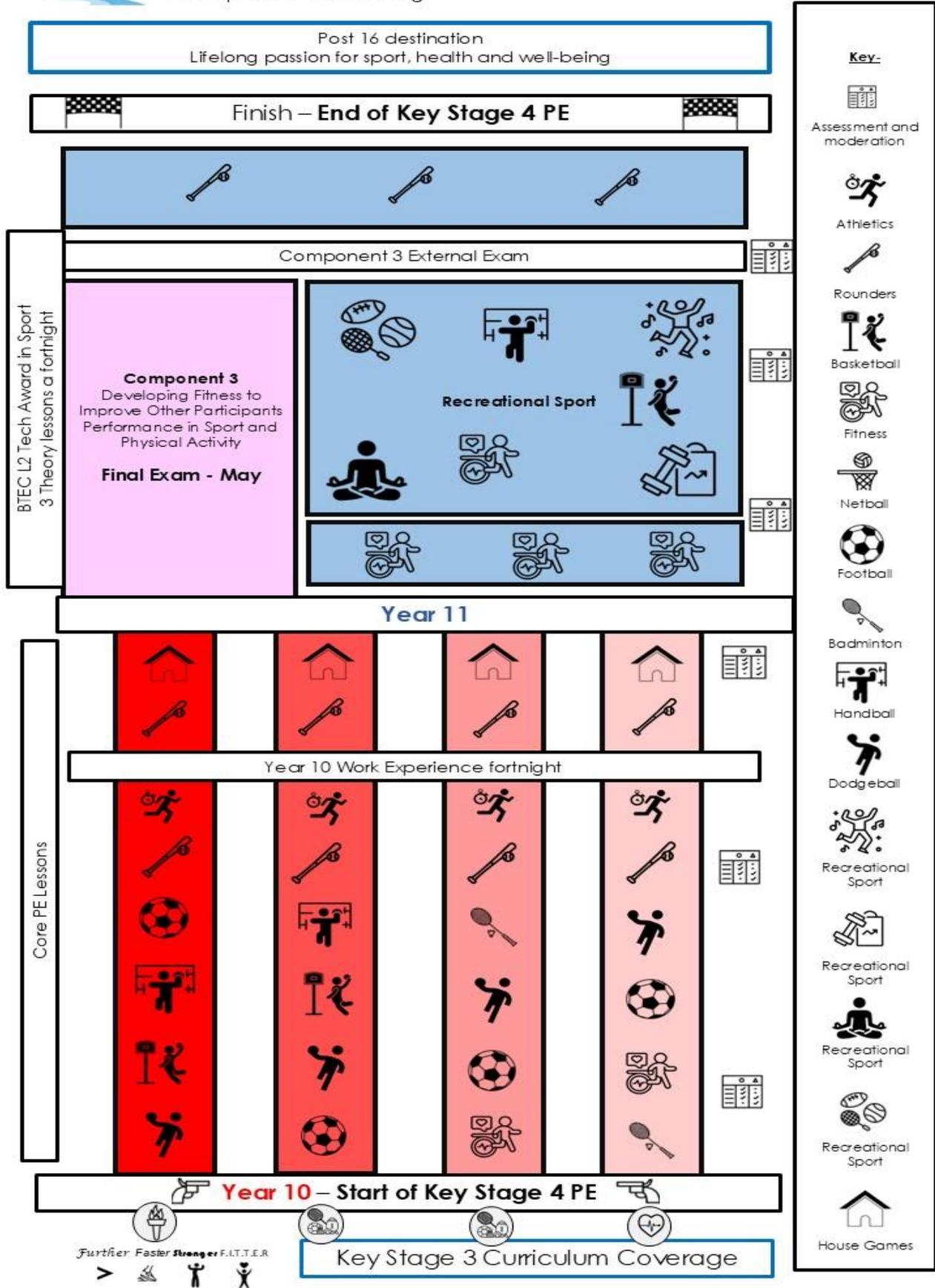
**Physical Education** - The intent of this curriculum is to inspire students to be active and engaged in a range of sports/activities, contributing to an active healthy lifestyle. This is achieved by offering routeways enabling students to have personalised learning.



# Learning Journey KS4 Practical PE



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



# PE Board Notes – WAGOLL

## Year 7 Basketball

Monday 4<sup>th</sup> September 2025

Kit – Recalls

S.C  
R.H  
J.C

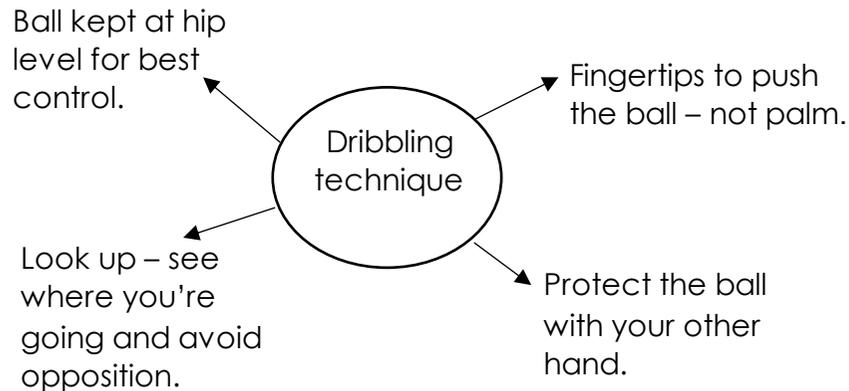
Lesson focus – Dribbling

Learning objectives –

Step 1-2 – I can **remember and explain** the rules and regulations of dribbling.

Step 3-4 – I can **demonstrate and apply** my knowledge of rules accurately in practice with consistency.

Step 5-6 – I can **create strategies and evaluate** performance using the success criteria to improve outcome



### 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

### **Reflect** –

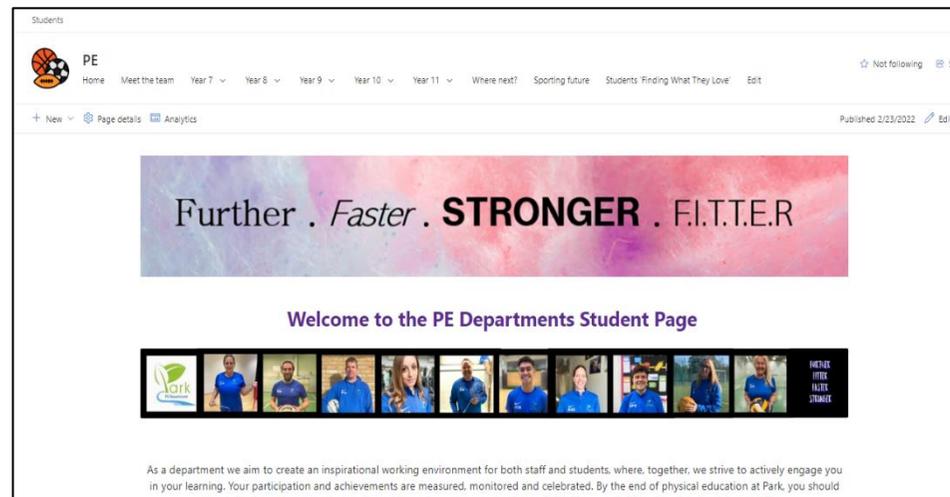
I have achieved ...  
This is because ...  
To progress I need to ...

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

# Online Provision Example

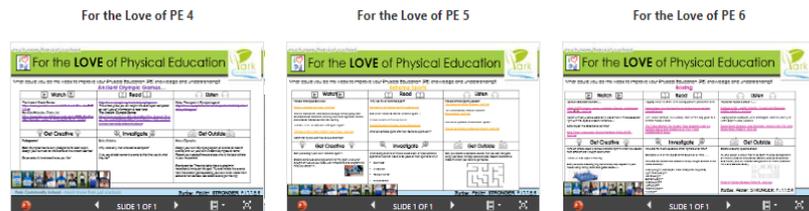
The departments student page offers each year group support for both theory and practical elements of PE.

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

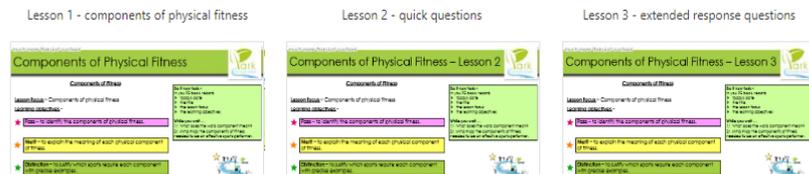


Each year group has support material. Here you can see the deadlines for the MCQ tests for year 7, key words within that test and a revision document to support their preparation for the quiz.

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



## Theory lessons



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

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

Remember - if you problems accessing the link on TEAMS and need a paper based version or have questions on any of the topics featured this half term please see or email your PE teacher ASAP.

MCQ 7 - Principles of Training	MCQ 7 - Revision	MCQ 7 - Key words
<p><b>Set</b> - 3rd January</p> <p><b>Due</b> - 9th January</p>		<ul style="list-style-type: none"> <li>• Frequency</li> <li>• Intensity</li> <li>• Specificity</li> <li>• Reversibility</li> <li>• Adaptation</li> <li>• BORG</li> </ul>
MCQ 8 - Review of previous knowledge	MCQ 8 - Revision	MCQ 8 - Key words
<p><b>Set</b> - 17th January</p> <p><b>Due</b> - 23rd January</p>		<ul style="list-style-type: none"> <li>• Heart rate</li> <li>• Agility</li> <li>• Aerobic endurance</li> <li>• Muscular endurance</li> <li>• Components of fitness</li> </ul>

## Where Next and Careers

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

For example -

### Where next?

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

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

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



**HAVANT & SOUTH DOWNS COLLEGE**

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



hdc.ac.uk

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

www.hsdac.ac.uk

Course	Level	Entry Requirements
ICM Sports Coaching Academy (South Downs)	2/3	For current MGC students: GCSE Grade 4 Maths and English, plus Level 2/3 Merit and above.
Football Performance & Coaching (Havant & Waterlooville FC Academies) (South Downs)	BTEC Level 3 Extended Diploma	5 GCSEs Grade 4 and above, including Maths and English and preferably Science/BTEC Level 2. Plus, Experience of performing at a high standard, football 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 (Aldershot)	A Level	5 GCSEs Grade 4 and above, and a grade 5 in GCSE Science recommended. Plus, Regularly playing a competitive sport.
Sport (Aldershot)	Cambridge Tech Diploma Level 2	A GCSE Grade 3, Plus, and interest in sport.
Sport (Aldershot)	Cambridge Tech Diploma Level 3	5 GCSEs Grade 4 and above, including Maths and English. Alternatively, upon achieving a merit at level 2.
Sport (Aldershot)	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)



### Sporting future

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

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

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

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

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



#### PE Teacher

Average salary: £30-45k

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



#### Sports Marketing

Average Salary: £34,286

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



#### Sports Management

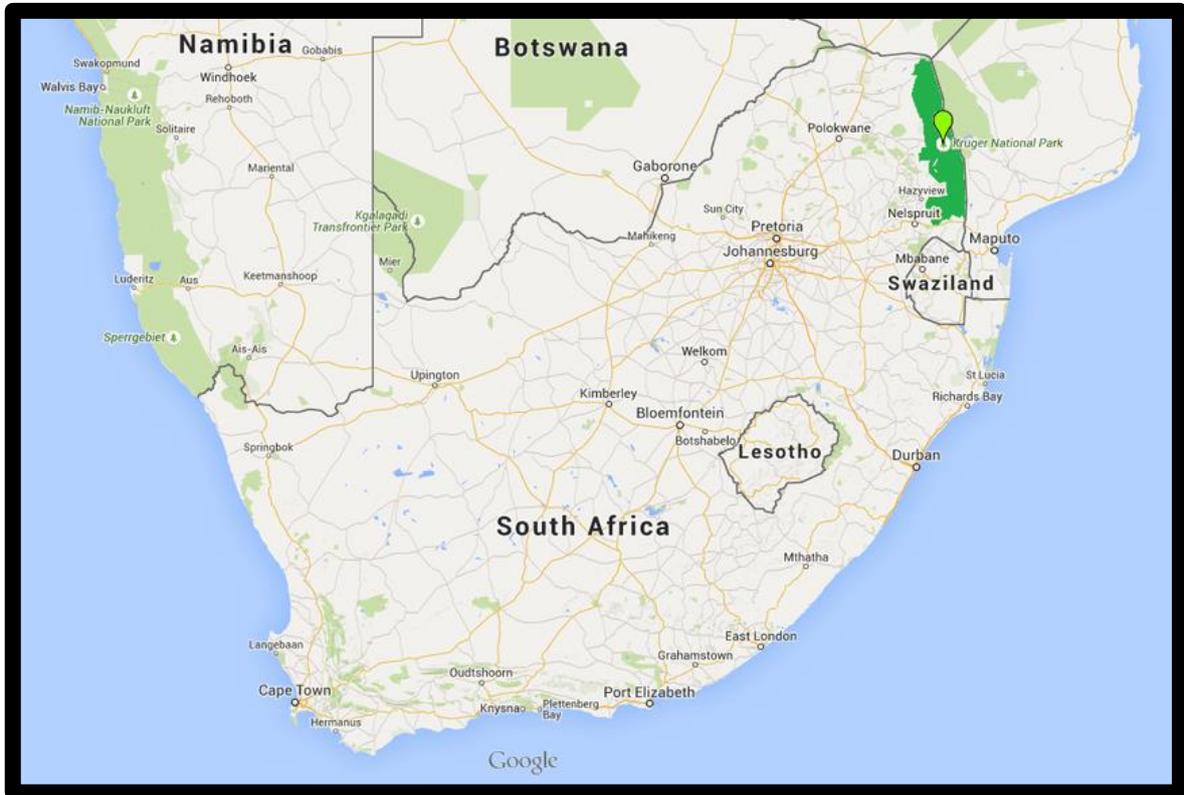
Average Salary: £45,092

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

## Notes

## Notes

# Kruger National Park



Physical Education

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