

Subject Curriculum Intent, Implementation and Impact Proforma

Subject	Physical Education
<h3>Curriculum Intent</h3>	
<p>The PE Departments' aims and vision for the subject are to produce a varied and interesting curriculum that instils in our students a lifelong love, passion and enthusiasm for sport. We intend to build a curriculum that not only provides students with the ability to participate in a range of different sports and physical activities, but to crucially develop and improve their physical literacy so they can access sport and physical activity beyond their time in education.</p>	
<p>Within the PE Department we have an array of aspirations for our students. We intend to share with students that PE goes beyond the basics of fundamentals such as running and throwing. We aim to build passion and enthusiasm in our students and support them to continue their learning beyond GCSE and into A-level and even undergraduate level.</p> <p>In addition, we aspire to ensure that all of our students understand the necessity of physical activity and the pivotal role it plays in contemporary society relating to the promotion of good health and well-being.</p>	
<p>Another aspiration we have for our students is to instil, develop and foster vital soft skills needed to be successful in industry and life on the whole. PE supports the personal development of students by reinforcing our school values of STRIVE. Through both the curricular and extracurricular programme, students are taught how to win and lose with decorum, develop confidence as part of a team, develop leadership skills and other vital skills such as dedication, tolerance, excellence and reliance.</p>	
<p>We intend to make sure the subject curriculum is broad and balanced by ensuring that students study a range of different sports, both individual and team-based. The PE department delivers topics on a seasonal rotation to make sure that students are offered an innovative and dynamic curriculum that coincides with the Local Authority sporting programme of events. This feeds into our extracurricular offer and further fosters a passion and enthusiasm for sport.</p>	
<p>At KS3 the National Curriculum informs a lot of our planning, we include more diversity at KS4 by offering two sports-related qualifications at Level 2. At KS4, students can choose two distinct pathways. Students are afforded the opportunity to study either an academic qualification in AQA GCSE PE, or a vocational qualification through the OCR Sports Studies qualification.</p>	
<p>The PE Department plays an important role in teaching our school STRIVE values and helping students' overall personal development. The PE department offers provision such as an all-year round extracurricular sporting programme which includes a range of team and individual sports. In addition, the PE Department provides students with an opportunity to develop sports leadership qualifications, attend elite-level sporting events and at KS4, visit university research laboratories and undertake practical sessions linked to the qualification.</p>	
<p>A holistic approach is applied when sequencing lessons. Students begin their studies in year 7 developing and building their physical skills in a range of sports such as football, netball, table tennis and Trampolining. Student's skill application is built over time in line</p>	

with the spiral curriculum as similar sports are revisited throughout the duration of KS3 PE which complement KS4 GCSE PE and Sports Studies exam courses.

Curriculum Implementation

At KS3 lessons are broken down into sports categories such as invasion games, these sports categories are then broken down into individual sports such as netball and football which are taught for two one hour lessons each week. Each lesson has an individual skill focus, success criteria and outcome which are students are made aware of and work towards. Along with this students theological knowledge is developed through homework tasks set on a fortnightly bases.

Physical education lessons at KS4 for both GCSE PE and Sports Studies are broken down into units which are further broken down into topics which are taught during a two hour lesson each week. Each topic has a PowerPoint attached to it along with teaching resources to develop student's subject knowledge. Alongside this students have an additional one hour lesson each week which is practical based. During this lesson students spending time developing their practical skills in preparation for their assessments at the end of year 11.

The ability to recall prior knowledge learnt and apply this tactical during games is vitally important to PE. In PE we use a variety of methods to ascertain this.

At KS3 students use recall, low-stakes quizzing and question and answer to show the prior knowledge that they have learnt. In addition, students are asked to assess their own and others' performance and look for areas of strength and areas of development. Students are assessed during each unit with tactical gameplay, where they attempt to select and implement the skills that they have previously acquired. At KS4 we use a number of the same principles, but after each topic students are assessed through an end of topic assessment. In addition the department follows the school's assessment cycle and uses knowledge and application checks

After an assessment, data is used to inform future planning and identify areas for development. Student assessment data is recorded centrally for all students and the department will review performance and plan which topics on the course require further teaching or need to be revisited again. In addition to this, there are regular learning walks, observations and book scrutinies to ensure high standards and knowledge and understanding.

Within the PE Department, we utilise an abundance of different means to provide feedback. At KS3 due to the nature of the subject, the majority of our feedback will be verbal and oral. Students are provided with the opportunity to self-assess and review their own performance and suggest how they can improve. During peer assessment, students are asked to review the performance of another student and indicate how they could improve.

At KS4 in addition to the feedback methods employed at KS3 students are given feedback through assessment scores and marking in their books or on their course. The teacher will mark in red pen and provide feedback by using WWW/EBI, which students will then respond to using marking grids and green pen. Reflection logs are used for students to identify the feedback that they have received. This can be either from the teacher, themselves or peer feedback.

Students are assessed following the school's assessment calendar. Students are assessed through formative, summative and end-of-topic assessments. At KS3 knowledge and application checks are used, and at KS4 end of topic assessments are used. Data on students is recorded and stored centrally to be discussed within the department to provide insight into areas of strength and areas of underperformance. In line with the school's procedures, data is recorded across the entire school once per term.

The PE department promotes sports specific vocabulary through use of the literacy wall displayed in the department. A word of the week is highlighted each week to develop students' oracy as well as their overall subject knowledge of key topics within physical education.

Numeracy is developed in physical education through homework tasks with a quantitative focus based in measurements, data tables and graphs.

Curriculum Impact

The PE Department hope to make students more conscious of why engaging with sport and physical activity is a necessity. We hope that students will develop the awareness and understanding that there is an evident link between physical activity and health and well-being.

We aim to show students that sport can be used as a vehicle to foster and promote vital skills such as respect, tolerance, support of others, empathy and resilience. As students acquire these skills, it is hoped that our students will develop into responsible moral agents who will thrive in contemporary society.

We expect that students can develop and improve their physical literacy and fundamentals. Students will have a clear understanding of the importance of PE and undertake physical activity for as long as they possibly can. Furthermore, students will in turn have such a passion for sport and physical activity they will share this with future generations.

At KS4, we expect students to develop scientific and inquiring minds. Students should be able to review data and draw meaningful conclusions. In addition, students should be able to critically evaluate both their own and others' performance and think logically and strategically about how to improve.

Students are supported to develop key skills that are relevant for higher study or employment. Students develop a number of skills including, communication and debating, problem-solving and the ability to think independently. At KS4 as we offer both academic and vocational qualifications, students are prepared to move into employment and work. Students will be able to demonstrate practical skills that are necessary to the sports and vocational context such as; working with young people, leading and planning sports sessions and events and the role of sports in promoting values.

In the PE Department, we meet student aspirations using a number of different approaches. We use a range of different resources during lessons. All lessons are planned to the highest standard, however, cater for students requiring additional support, or students who need to be stretched further. We use verbal feedback, pictures and ICT/video to deliver lessons to learners. Through the use of the assessment cycle, students are regularly assessed and provided with clear and detailed feedback to support development. This includes both verbal and written feedback on marking sheets. Through the use of electronic learning platforms, we can share additional resources and information with students to further their learning beyond the walls of the

classroom. The PE Department will also take students on trips and visits and use former students and guest speakers to act as role models and a source of inspiration to current students. Finally, we offer a sporting enrichment programme that is open and inclusive to all students.