

Subject Curriculum Statement of Intent

Subject	Subject Leader	Completed By	Date
Physical Education	Martin Hawkes	Martin Hawkes	17/10/19

Observable behaviours		
Care for Self	Care for Others	Care for our Environment
<ul style="list-style-type: none"> I take responsibility for my own emotions and behaviours. I take responsibility for my own learning. I am proud of my achievements. I am resilient when things get difficult. 	<ul style="list-style-type: none"> I reflect upon my impact on others. I celebrate in others achievements. I practice being honest, compassionate and empathetic. I talk to people, not about them. 	<ul style="list-style-type: none"> I respect my own and others property. I care about our environment. I show a contribution to our community.

Intent	
<p>How is our school's intent represented throughout the curriculum for this subject?</p>	<ul style="list-style-type: none"> <u>Care for Self</u> – Pupils are encouraged to actively engage in a wide range of learning experiences that promote a knowledge, skills and understanding of all areas of the PE curriculum. With the overall goal being that pupils experience a wider variety of sports so that when they leave Elmwood in year 11 they have 1) discovered a sport they want to play throughout their life 2) understood the important of maintaining a healthy lifestyle 3) become physically literate individuals. Pupils are challenged with their learning across the entire curriculum and staff promote resilience when things get difficult. We encourage pupils to reflect upon their learning and be proud of their achievements through mini plenaries and discussions in lessons. Pupils have opportunities to showcase their work to the group within lessons which includes feedback sessions or providing demonstrations to others. Pupils are stretched and challenged not just through their performance of skills but through coaching and giving feedback to others. Pupils are given opportunities to take responsibility for their own learning and be independent as well as cooperating with others through various types of teaching models i.e. TGFU and cooperative learning. <u>Care for Others</u> – Elmwood pupils are able to become aware of the impact of themselves and their own learning and how it affects others around them. Pupils are asked to work in pairs or small groups more often than other subjects in the school curriculum. Pupils start to learn that they will need to cooperate with teammates and have sportsmanship if they want to reach the common goal within the task. Within lessons we encourage pupils to give positive and constructive feedback to others in order to improve their classmate's performance. This improves social and communication skills as well as celebrating in others achievements. Pupils are encouraged to talk to people in a positive way and have sportsmanship by shaking hands at the end of lessons. Pupils are very tolerant of others needs within lessons and actively encourage and support others to achieve their best.

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	<ul style="list-style-type: none"> • <u>Care for our Environment</u> – Pupils are encouraged to show a contribution to the community through coaching sports sessions at local primary schools and leading/assisting within PE lessons on the curriculum. Pupils show great leadership and act as responsible role models during these times which gives them a sense of purpose and achievement. Pupils understand that respecting schools and others equipment during lesson is a vital component of the learning process. Pupils learn to be responsible citizens and look after PE and gym equipment within the school.
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Implementation	
How is the subject timetabled? How do we know this happens?	On the whole practical PE lessons are timetabled in the afternoon periods on the timetable. This is so that pupils have longer duration of lessons (45 minute) which enables pupils time to change into PE kit or transitions to outside areas. BTEC Sport is timetabled for 3 consecutive lessons which enables pupils to develop a deeper understanding of the theoretical and practical aspects of the course. Timetables are consulted 2 weeks prior to any release of a new timetable to QA.
How is the subject mapped out? How are we ensuring coverage?	Curriculum journeys are mapped out for each year group and displayed in their classrooms. This shows that the curriculum is diverse and covers a wide variety of activities through their journey at Elmwood. Pupils develop their physical literacy through participating in all concepts of the national curriculum including; Invasion games, net/wall games, hybrid and alternative games, athletics, swimming, dance and gymnastics. In year 11 pupils choose the sports that they will have over the year. In addition, they choose a pathway of performance, official or coach within the lesson. We ensure that pupils develop a wide range of skills which then are transferable across different sports in the curriculum.
Can we see progression across the school within pupils' books?	Progression in PE is assessed through teacher observation in core PE. Within year 7 and 8 pupils are taught a high skill based curriculum and then in year 9 pupils transition to being taught tactical application of these skills. Within KS4 pupils progress through performance pathways whereby they can choose to be assessed as a coach, performer or official. Within BTEC Sport, progression is shown through marking and feedback on assessed pieces of work. The teacher will mark work and give comments, with the student making amendments and giving comments back to the teacher. This progression is shown in the pupil folders. This shows progression of learning with the subject.
How is assessment used to impact learning? How do we know it is accurate?	At the end of each ½ term all Elmwood students are required to complete an assessment that includes the topics that were outlined in the scheme of work. Assessment takes place through pupils taking part in belt challenges and the teacher then observing their performance or coaching ability within the challenge. In addition to this, as the start of each term, the teacher will structure of feedback session based upon the assessment, this is shared verbally for 5minutes per pupil and also enables the pupil to identify something that they are proud of from the previous ½ term. The teacher will provide targets for the pupils to achieve.

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	<p>For BTEC sport, formative and summative assessment occurs within the specific core units of the specification. Pupils are asked to act upon formative assessment through the unit and make amendments to improve their work. The internal verifier marks the work to verify if the work is accurate and feedback has been given, this is then externally moderated by the Standard Verifier (BTEC Pearson). Unit 1 is externally assessment through the vehicle of an examination.</p>
<p>How confident are staff with the subject? How do we know?</p>	<p>The Curriculum lead liaises weekly with all department staff to provide an opportunity to discuss all matters around effective teaching and delivery of PE within the school. Support is given to staff through CPD in specific sports where needed within the year. We are fortunate to have initial teacher trainees with PE. We support them through providing feedback through observation and opportunities to access relevant CPD. Non specialists within PE are given sports within the curriculum that they would have confidence in teaching, that are not assesses and are minimal risk. The non-specialists are also given opportunities to access subject specific CPD after school to upskill them to deliver specific sports.</p>

Impact (Desired)	
<p>Do all groups have equal access to the curriculum? How do we know?</p>	<p>In key stage 3 pupils have access to 2 PE lessons a week with key stage 4 pupils having access to 1 lesson a week unless they choose the BTEC sport pathway which then would mean 4 lessons in total. Each year group across the school will have a different learning journey. However, each group within the year completes the same sports through the year. When pupils enter key stage 4, the sports do become more complex and varied compared to key stage 3 learning. Progress and achievement reviews also give teachers a termly opportunity to provide feedback and ensure all pupils are accessing the curriculum equally.</p>
<p>How does varying staff confidence impact on the curriculum?</p>	<p>As we have a wealth of knowledge and expertise within the team we are able to share good practice and innovative lesson plans which give depth to our delivery and improves impact for the students. Within the team we have two qualified PE teachers who both have varied expertise and knowledge. As such we are able to provide activities such as swimming, dance and tchoukball which enables pupils to discover a wide range of sports for them to enjoy and learn from. Non specialists within PE are given sports within the curriculum that they would have confidence in teaching, that are not assesses and are minimal risk. O&A staff also support with teaching swimming to year 7s within the spring term.</p>
<p>How are 2e students provided with the opportunity to show mastery and depth of understanding of the curriculum?</p>	<p>Staff are aware of the 2e pupils from across the core subjects but there is no criterion reference document for identifying 2e pupils within PE at Elmwood School. Staff are aware of the School Ambassadors / School Council members though and there is an expectation that they will uphold the school's values across the day as well as demonstrate appropriate leadership skills.</p>

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How does learning outside of the classroom impact the curriculum?	As with a PE curriculum, pupils have many opportunities to learn outside the classroom, either of the football field, tennis courts, basketball courts or athletics track. Pupils in BTEC sport have the opportunity to learn outside the school at other primary schools or local sports centres/gyms.
How does presentation of pupil work impact the curriculum?	Pupils are encouraged to show pride and care over their presentation in order to care for their own learning. Presentation of work often occurs through celebrating good practice and pupil feedback within lessons. We celebrate pupils work and it is important that others have the opportunity to give feedback when this occurs. In BTEC sport the work is presented to others to improve their learning and have a benchmark of what to work towards within the specific unit.

Things to celebrate	Next Steps
<ul style="list-style-type: none"> • In KS3 85% of pupils are making at or above expected progress from their baseline assessments into the school, with 30% of them working above expected progress. (Autumn Term 2019) • Elmwood pupils benefit from a varied curriculum which caters for a range of needs and ability levels through the sports they can participate in. • The BTEC sport pathway provides an opportunity for pupils in key stage 4 who are looking to pursue a career in sport. • Pupils have a wide range of opportunities to participate in inter-house and inter-school fixtures throughout the year which develop those social and communication skills. • The opportunities to which pupils have access in terms of coaching and leading others, provides them with the necessary social and language skills needed when they leave Elmwood. 	<ul style="list-style-type: none"> • To continue to offer a wide range of sports within the curriculum and draw upon the expertise of others. • To review and evaluate the curriculum offered to students with cognition and learning barriers enabling full access and providing challenge. • Provide more opportunities for the 2e students to develop their depth of understanding from the lessons. And generate a criterion for selection. • Continue to develop the SOW's to ensure they are fit for purpose and cater for our diverse range of needs. • Ensure that there is an increased number of pupil's year on year choosing the BTEC sport pathway in key stage 4. • The key stage 4 pathway model needs reviewing as progress within KS4 isn't good. Is this due to curriculum reduction at KS4? • Pupil progress in KS4, with a reduced curriculum how do we make sure they still make at least expected progress. • Support non specialists with their CPD within areas of the PE curriculum.