

Question	Notes
<b>INTENT</b>	
<p>Describe the curriculum design and state why have you done it that way?</p>	<p>The 5-year curriculum plan has been designed in a way in which pupils are given a wide range of activities to participate in, so that when they leave Elmwood School they leave as physically literate individuals who want to continue to participate in sport throughout their lifetime.</p> <p>Each year group has their own curriculum learning journey which states the sports they will move through each year.</p> <p>Years 7 and 8 follow a skill based curriculum. This has been designed so that pupils will develop a foundation of fundamental movements through a range of sports. Pupils in year 7 come to Elmwood with limited knowledge, skills and understanding of sports and as such these years are pivotal in introducing or developing those fundamentals. In addition to this, the year 7 cohort experience swimming in the Spring Term, to support those pupils who have missed this opportunity during their Primary years due to poor behaviour. This is aimed at broadening their experiences within physical education.</p> <p>Year 9's follow a games based curriculum which is focused around Teaching Games For Understanding (TGfU). Pupils work on developing their skills and tactics within practices and games.</p> <p>Year 10's follow a games based and complex skills curriculum. Pupils are introduced to new sports such as volleyball and Frisbee which are designed to challenge to perform more complex skills and build upon fundamentals of the KS3 curriculum.</p> <p>The year 11's follow a games based curriculum which is designed with the pupils preferences in mind. The goal of this year is to enjoy PE lessons and leave Elmwood with the motivation to continue in sport throughout the lifetime.</p>
<p>How have you secured a "broad and balanced" curriculum?</p>	<p>A broad and balanced curriculum has been secured through the following:</p>

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	<ul style="list-style-type: none"> <li>● With the NCPE at the forefront of the planning we have ensured that all areas of the NCPE are covered within the 5-year curriculum. Pupils experience; invasion games, striking and fielding games, net wall games, gymnastics, dance, athletics, and swimming.</li> <li>● CPD focuses on developing teaching staff knowledge and understanding to be able to lead upon new curriculum content.</li> </ul>
<p>What are the important things they need to know before they leave Elmwood?</p>	<p>Through embarking on the Elmwood PE journey pupils learn:</p> <ul style="list-style-type: none"> <li>● The importance of living a healthy lifestyle.</li> <li>● The importance of being physically literate.</li> <li>● Learn that PE is not just performing but also coaching and officiating.</li> <li>● Learn the benefits to PE are social, physical and mental.</li> <li>● Pupils start to pursue sport outside of Elmwood.</li> </ul>
<p>How is the curriculum sequenced (long, medium, weekly, daily) and why do we do it that way?</p>	<p>The curriculum plans show that PE is sequenced as a 5-year plan, yearly plans, specific SOW for each subject content and half termly sports. The 5-year plan is sequenced in a way which shows progression through fundamental skills within sports in year 7 to more complex skills within sports in KS4. The curriculum is mapped so that pupils experience a wide range of sports. This is so pupils have the opportunity to develop their skills, knowledge and understanding in different sports so that when they leave Elmwood they have a love for sport and that they find a sports they enjoy playing in. With the overarching goal that they pursue a healthy lifestyle outside of school.</p>
<p>Is there an example of where the curriculum builds on knowledge and skills?</p>	<p>The curriculum plans and PE SOW shows where the curriculum builds upon pupils' knowledge skills and understanding. For example, each year group participates in basketball in the Autumn Term. In year 7 pupils focus on fundamental skills of catching and passing whereby</p>

	<p>in year 9 pupils progress to passing on the move in a three-person weave within a games TGFU approach.</p>
<p>How successful is the curriculum, and how do you know this?</p>	<p>The curriculum is successful in terms of pupils developing their knowledge skills and understanding throughout a wide variety of sports. Overall pupil voice expresses that they like PE. Pupils leave with good outcomes in BTEC sport. All pupils leave with at least a level 1 pass with the majority leaving with a level 2 pass. Pupils leave Elmwood with leadership skills such as communication which are vital skills they can take into future careers. Pupils also leave with knowledge of how to officiate different sports and have links to other clubs outside of school.</p>
<p>How innovative is the curriculum?</p>	<p>The PE department keeps up to date with the latest sports or advances within the subject. For example; alternate sports such as Ultimate Frisbee and Tchoukball are included within the 5-year curriculum plan. In addition to this, dance is on the curriculum for the second year in a row for year 7's. 3 years ago football was removed from the curriculum, this was due to the PE curriculum wanting to teach a breadth of sports and since football was a popular enrichment activity pupil would learn skills within that activity. In addition to this, rugby was taken off the curriculum this year. Pupils found it very difficult to engage within the sport as it didn't suit the nature and needs of our pupils at Elmwood. We have reintroduced volleyball this year as we felt that the pupils had the skills and knowledge to be able to perform more complex skills at KS4. This shows a reflective approach to the curriculum and being child centred.</p>
<p><b>IMPLEMENTATION</b></p>	
<p>How do you keep abreast of new developments?</p>	<p>The PE department attend yearly CPD on the advances within the NCPE. In addition to this we attend Teach Meets throughout the year.</p> <p>The PE department are keen members of the educational community of twitter and are keen to share advances within school.</p>

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	<p>We have ITT from Barr Beacon School SCITT and a Wolverhampton University SEND Specialist placement. This often develops our thinking within the PE dept. as it enables the team to keep on top with new developments with the NCPE and beyond.</p>
<p>Are there any published schemes of work you use, if so why?</p>	<p>The PE SOW shows each sport studied within the year and throughout the 5 years at Elmwood.</p> <p>The SOW shows in detail what is studied within each year so that pupils receive the full coverage of skills, knowledge and understanding during their time at Elmwood.</p> <p>The SOW shows progression in terms of skills or tactical awareness year on year.</p> <p>Teachers have their own detailed lesson plans which follows the content within the SOW.</p> <p>It is important to note that the SOW is fluid and as such not all of the skills and tactics need to be covered each half term, term or year.</p> <p>The focus is on developing a physically literate individual not a skilful performer. As such pupils experience a range of sports and develop their skills, tactics, communication, health and coaching skills.</p> <p>Ultimately learning to become lifelong participants in sport.</p> <p>Our aim to bring the main elements of physical literacy within the SOW. The above are used currently in assessing pupils. Through collaboration with Barr Beacon SCITT and Mr Bullock's knowledge we have developed a SOW fit for purpose to meet the needs of the pupils within Elmwood School.</p>
<p>What schemes are you currently working towards, and what resources are you using?</p>	<p>See PE SOW and curriculum plans on school website.</p> <p>The future of our SOW would hope to show an inclusion of additional sports within the curriculum. The PE Dept to research new sports that can be included within the curriculum. Sports such as table tennis and badminton as the SOW at the moment doesn't cater for many net/wall games due to space and height of the sports hall.</p> <p>As mentioned previously, the goal of the SOW would be to implement elements of physical literacy within each half term. As a</p>

	<p>focus in each half term we would hope that pupils can excel in other areas rather than just within importing physical competences.</p>
<p>How effective is teaching?</p>	<p>Teaching within the PE department is good to outstanding. In KS3 85% of pupils are making at or above expected progress, with 30% of that cohort making above expected progress. In KS4 11% of pupils are making at or above expected progress, with 0% of that cohort making above expected progress. However, within BTEC Sport 100% of year 11 (2019) achieved at least a Level 1 Pass with this year 11 cohort on target to achieve a Level 2 Merit showing improvement in outcomes. I have changed this to data as that way the inspector can't get bogged down in what is classified as good or outstanding (as we have no external moderation / validation), but the key statement is through consistently effective teaching pupils are achieving good outcomes.</p>
<p>How do you ensure that pupils understand and remember information?</p>	<p>Within BTEC sport the teaching is split into 3 lessons (within one day, enabling creativity of delivery and opportunities to access different areas of the school). Lesson 1 is a retrieval practice lesson whereby pupils are challenged to recall information from the previous lesson/month/2 months. This aims to ensure that pupils continue to develop their learning by remembering and recalling the key information from lessons. Lesson 2 is delivery of new content and then lesson 3 is applying the knowledge within a practical context. For example, within the unit 2 practical sport performance. Lesson 1 is feedback, lesson 2 is practical and lesson 3 is completion of the sports diary.</p> <p>Within core PE lessons, teacher plan to develop pupils understanding through starters based on previous learning and effective use of questioning, that is aligned to their belt level.</p> <p>Pupils also experience and have opportunities to lead/ coach others, this helps to develop and instil, learning of key information.</p>

**IMPACT**

Does the curriculum lead to good results?

Pupils leave with good outcomes in BTEC sport. All pupils leave with at least a Level 1 pass with the majority leaving with a Level 2 pass. Some pupils achieve a Level 2 merit.

Previous Elmwood school results recorded below:

2017	2018	2019	2020 predictions
Level 2 Pass	Level 2 Pass	Level 2 Merit	Level 2 Merit (1 student cohort)
Level 1 Pass	Level 2 Pass	Level 2 Pass	
Level 1 Pass	Level 2 Pass	Level 1 Pass	
Level 1 Pass	Level 2 Pass	(3 student cohort)	
Level 1 Pass (6 student cohort with 1 student not achieving a full level 1 pass)	Level 2 Pass		
	Level 1 Pass (6 student cohort)		

Does learning over time show appropriate challenge, how do you know?

Learning is progressive and shows a high level of challenge throughout the year and 5-year plan. Pupils develop from learning skills in practice to performing skills under pressure to using tactics to outwit an opponent to leading others within lessons.

See curriculum plans and PE SOW.