

Overview

Physical Education plays a vital role in the physical, mental, social and emotional development of young people. Our high quality physical education program, delivered within all Lionheart schools, aims to inspire lifelong participation in physical activity and develop an interest and knowledge in health and wellbeing. Schemes of work are carefully planned, to ensure lessons are accessible, enjoyable, interesting and challenging for all students, regardless of their ability levels. Our teaching is underpinned by metacognitive behaviours, encouraging and facilitating all students to take ownership of their own learning, becoming more confident and independent. This is done through modelling, metacognitive talk, appropriate challenge, effective use of vocabulary and feedback, questioning, independent practice and retrieval. The ethos within Physical Education is to promote learning experiences that prioritise high activity levels and develop a passion for physical activity alongside a deep understanding of health and fitness. We are research orientated and have a strong focus on the importance and benefits of physical activity and the long term health implications of inactivity and sedentary lifestyles in an effort to combat the national problem of physical inactivity and overweight children and young people, which has been exacerbated by the Covid '19 pandemic (DCMS, 2017).

Curriculum PE

Our broad and balanced curriculums give students the opportunity to take part in a wide range of activities across KS3 and KS4, including traditional activities such as football and tennis and more modern activities including handball and trampolining. Our lessons focus on the development of the six fundamental motor skills (running, jumping, kicking, hitting, throwing and catching) into sport specific skills, alongside tactics, strategies and a secure understanding of the rules. In addition, students will be developing their physical and mental resilience, to show persistence on difficult tasks, reciprocity when working in groups or teams, resourcefulness when problem solving and reflectiveness when evaluating their performance. This ensures our learners are equipped to cope and excel in a variety of contexts and settings, within and outside of physical activity. We strive to create a safe, nurturing environment in lessons, where students feel comfortable in making and learning from mistakes. In addition, Trust schools offer extensive extra-curricular programmes to increase the holistic development of students and enable students to compete at a higher level.

Key stage 3 curriculum

Within KS3 PE lessons, students continue to develop the fundamental motor skills and learn the basic skills within a wide range of activities, developing their technique and consistency. This is initially in a controlled low stakes environment with little pressure, to increase focus and confidence. As students make progress, they are able to apply their skills in competitive activities, progressing to a more realistic game environment. High expectations and positive

habits are instilled in students, ensuring they are always equipped for lessons, demonstrating a positive attitude and high effort levels. This enables students to make excellent progress and develop a passion for the subject. Students in KS3 follow a common curriculum across the LET, learning about how physical activity contributes to a person's health, fitness and wellbeing and developing their leadership skills. The primary aim of this is to inspire, equip and empower students for a lifetime of physical activity. The increased knowledge will also prepare students for Level 2 PE courses in KS4 and encourage more to select these options. Key language for learning is embedded in schemes of work and knowledge organisers to enable vocabulary and knowledge rich learning.



Key Stage 4 curriculum

During KS4, we consolidate the knowledge, skills and tactics developed during KS3 and students learn more advanced skills, whilst developing physical fitness. Within lessons there is a greater focus on leadership skills, independence and students taking ownership over their learning. This may include options packages for students to select their preferred activities. Students also follow a common trust wide curriculum to gain a deeper understanding of the importance of physical activity and how taking part supports health and wellbeing. This common curriculum also links well with GCSE PE and CNAT Sport, further supporting students taking these courses. As age 14 is the point when young people establish their lifestyle and physical activity habits, students are encouraged to continue to take part in physical activity outside of lesson time, which can be continued beyond KS4 (Powell, 2016).

Curriculum PE assessment

In year 7, all students carry out a baseline test to determine their PE target grade. Students are assessed in 3 areas for the baseline test including fitness, games play and engagement in physical activity outside of lesson time.

Throughout curriculum PE at Key Stage 3 and 4 students are assessed during each activity block, which is reported to parents through termly data snapshots. Students are given both an effort grade and an attainment level. The attainment level is based on the '*Beginning, Working Towards and Secure*' model and reflects the student's attainment levels within the activities covered. Students are assessed against criteria relating to 6 key performance indicators:

- KPI1: Skills and tactics within team activities
- KPI2: Skills and tactics within individual activities
- KPI3: Fitness
- KPI4: Leadership skills
- KPI5: Knowledge and understanding of health, fitness and wellbeing
- KPI6: Engagement in physical activity outside PE lessons.

Assessment model for KS3 data snapshots:

KPI1 - KPI5 are used to calculate current grades and most likely grades for students.

Attainment		Year 7	Year 8	Year 9	Year 10	Year 11
Beginner	B	7B	8B	9B	10B	11B
Beginner +	B+	7B+	8B+	9B+	10B+	11B+
Working towards	W	7WT	8WT	9WT	10WT	11WT
Working towards +	W+	7WT+	8WT+	9WT+	10WT+	11WT+
Secure	S	7S	8S	9S	10S	11S
Secure +	S+	7S+	8S+	9S+	10S+	11S+

Level 2 Qualifications

Students will have the opportunity to study a Level 2 course in PE to study alongside curriculum PE. All our schools offer either GCSE PE or CNAT Sport, with some schools offering both qualifications. Within our level 2 courses, students will be regularly assessed through low stakes quizzes, homework, exam questions and key assessment pieces as well as ongoing teacher assessments of classwork. All assessment data is used to inform data snapshots. These courses provide an excellent foundation for level 3 PE qualifications and a career within sport or physical activity for those wanting to pursue that route.

An overview of GCSE PE and CNAT sport topics:

<u>GCSE PE</u> Applied anatomy and Physiology Physical Training Socio-Cultural influences Sports Psychology Health, Fitness and Well-being Practical Assessment	<u>Cambridge National in Sport Studies</u> Contemporary Issues in Sport Media influences in Sport Developing Sports Skills Sports Leadership
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Use of 1:1 Chromebooks

Gathering data to inform adaptive teaching and a resource to enhance the curriculum

The use of 1:1 Chromebooks by pupils unlocks opportunities to enhance their learning and retention of the curriculum through engagement with carefully planned activities.

Chromebooks are a tool to be used alongside other teacher and learning approaches and complement handwritten, paper-based and practical activities. They will be used where they add value and not used where other approaches are more beneficial to learning.

Data to inform adaptive teaching

Within KS3 and KS4, students can use chrome books to access their half termly assessment quizzes. Within KS4 CNAT Sport and GCSE PE lessons, the Big Teach app is used for low stakes retrieval quizzes.

Enhancing the curriculum

The Chromebooks will be used to enhance curriculum learning in the following categories:

3. Research

GCSE PE pupils will use chrome books to research for their EAP controlled assessment and CNAT sport students will use them to research for their coursework. Students will have to navigate through resources and select appropriate and relevant content after making decisions about relevance and reliability.

6. Data collection and analysis

GCSE PE students will use chrome books on a weekly basis to record competitive play in their OCR log book. We will explore the use of chrome books to record fitness testing data in curriculum PE lessons.

Curriculum PE students will record data on their record sheet, including fitness testing scores and half termly quiz scores.

8. Writing

CNAT Sport and GCSE PE students will use their chrome books when producing their written coursework/ AEP tasks.

Extracurricular opportunities

Throughout all Lionheart Trust schools, students are offered a wide variety of extra-curricular opportunities in a range of activities to students in all year groups. This provision includes recreational clubs which are accessible to all students, inter-house competitions where students can compete with others from their school and inter-school competitions for those wanting to compete at a higher level.

Intended Outcome

- Confident students who are able to engage in and enjoy a lifetime of physical activity and all the associated health benefits of this.
- Students with the skills, fitness, tactical understanding and leadership skills to succeed in and enjoy physical activity.
- Empowered students who have a secure knowledge and understanding of the importance and benefits of physical activity.
- Resilient students who are able to face challenges within and outside physical activity and prepare for the world of work.
- Reciprocal students with effective leadership and communication skills who inspire others to take part in physical activity.
- Reflective students who are analytical and able to evaluate their own and others performances and written work.
- Resourceful students who are independently able to adapt and problem solve.
- Metacognitive learners who know how to learn and demonstrate self-motivation and self-regulation.