

Physical Education at Casterton College

Purpose of Study

A high-quality physical education curriculum inspires all pupils to succeed and excel in in the three pillars of Physical Education; Motor Competence, Knowledge of rules, strategies and skills and healthy participation. It should provide opportunities for pupils to become physically confident and knowledgeable in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

- develop competence to excel in a broad range of physical activities.
- are physically active for sustained periods of time.
- engage in competitive sports and activities.
- lead healthy, active lives.

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Hours of Study (1 lesson = 1 hour)

Year (total in year group)	Hours per two-week cycle	Hours per year (40 weeks)	Number of students
7 (210)	4	73.33	60/90
8 (210)	4	73.33	60/90
9 (210)	3	55	60/90
10 (180)	2	23.33	60/90
11 (120)	2	23.33	60/90

Timetabling and Setting Notes

PE mixed in Yr 7
Is grouped by gender and mixed in Yr 8,9,10,11
KS3 students have 2 lessons of Core PE a week throughout the year.
Yr 9 have 3 lessons per fortnight
In KS4 students can choose a pathway of activities One lesson per week
There are normally one or two classes of BTEC tech Award in Sport or GCSE PE in year 10 and 11 depending on the demand.

Year 9 Options Notes

Sport Studies is offered in one option block, out of four.

Programmes of Study

Terms	Year 7	Year 8	Year 9
1	Games Gymnastics Dance	Games Gymnastics Dance	Games Dance Health and Fitness
2	Health and Fitness	Health and Fitness	
3	These schemes of work are based on transition from KS2/3 (small group work introducing more complex skills and concepts)	These schemes of work are based on intermediate level levels introducing more advanced skills and concepts, tactical and compositional.	The schemes of work are based around the full version of the activity and the tactical and composition demands.
4			
5	Athletics	Athletics	Athletics
6	OAA/GAMES	OAA/GAMES	Games

Terms	Year 10	Year 11
1	In year 10 we offer 3 different pathways for students to choose from a variety of different sporting activities , and Well-being activities.	In year 11 we offer 3 different pathways for students to choose from: from a variety of different sporting activities, and Well-being activities.
2	The schemes of work are based around performing in the full version of the activity and healthy lifestyles.	The schemes of work are based around performing in the full version of the activity and healthy lifestyles.
3		
4		
5	Athletics	
6	Options rounders, tennis, softball,cricket	

Powerful Core Knowledge

How we identify powerful core subject knowledge

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident, and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports, and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity. However, we accept that most of the students will be novices

How we sequence topics to create a logical, coherent, narrative.

At Key Stage 2, students should have been taught fundamental skills, and tactics such as the principles of attack and defence and basic knowledge of movement, however we have found that a substantial number of our students are not well versed in these and therefore we spend year 7 establishing and embedding this through a range of activities broken down into small group activities. In year 8 students build on what they have learnt to establish more advanced techniques, strategies, and compositional ideas to overcome more challenging situations. In year 9 we focus on the wider group

challenges that reflect more advanced strategies and in-depth knowledge during activities. Sequencing is evident in each activity in their schemes of work.

Retention

How we secure mastery (long term retention) of powerful core knowledge

We follow the school approach of learn, practice, test (LPT).

As the topic is taught, we build in targeted questioning by the teacher.

At the end of the topic students take a Check point assessment to establish progress

Topics are organised so that prior knowledge is revisited and reinforced

Key knowledge concepts are continuously revisited in different activities for example attacking and defensive principles. Knowledge of laws and strategies ect.

Vocabulary and Spelling

How we secure mastery of specialist academic vocabulary (T3 words)

Use of correct terminology in verbal explanation. We do not teach academic writing in KS3 PE. This is taught explicitly in the context of each topic . Students that do not understand or use the terms correctly are required to learn them again and construct sentences that use them correctly. Teachers emphasise the importance of specialist vocabulary to writing and communicating a Sports Coach or physiologist.

How we secure mastery of vocabulary comprehension (T3 words in context)

KS4
Time is spent learning how key vocab fits into written answers through practice exams and assignments.

How we secure mastery of spelling (T3 words)

KS4
Vocab tables use morphology to break words down and help students to recognise patterns in their spelling. Etymology helps them to understand common roots. The spelling of specialist vocabulary is tested at the end of core knowledge tests.

Academic Writing

How we define writing like an PE specialist

KS4

Sports Coaches, leaders and Journalists write reports which follow a prescribed format. We teach this format and students are expected to apply it when in their assignments. In BTEC Sport and GCSE PE students have to describe, explain and analysis what they have seen and done, they are technical reports and adopt an empirical, scientific tone with an emphasis on process and accuracy. Students are taught to be objective, precise and use correct terminology.

How we teach academic writing in PE

KS4

We place an emphasis on the most common command words used in BTEC Sport and GCSE PE, such as how, what, why, when, identify, evaluate and discuss and teach students what they mean in the context of the subject.

In the academic essay, they receive marks for format, terminology and accuracy as well as knowledge and understanding.

Students are required to draft their essay/report at home with the assistance of a guidance booklet before writing it out in class, under timed conditions. This is to emphasise the importance of careful preparation and attention to detail. Following feedback, students may then be required to rewrite a paragraph to an improved standard.

Independent Learning (Prep)

Regularity

Year	Frequency	Hours per week or term	Main form or types
7 8 9	<p>There are plentiful and varied opportunities for students the attend extra-curricular activities after school from Monday to Thursday. Each activity lasts 1 hr 20 minutes. We also run school teams.</p> <p>During terms 1-4 we offer the following after school activities for both boys and girls:</p> <ul style="list-style-type: none"> Football Netball Basketball Badminton Rugby Dance Use of the school gym Sports leaders <p>During Terms 5-6</p> <ul style="list-style-type: none"> Athletics Cricket Tennis Rounders 		
10	Typically, 1 piece a week, though this may vary.	6 hours per 6-week term.	Wider reading. Revision for tests and exams. Course work
11	Typically, 1 piece a week, though this may vary.	6 hours per 6-week term.	Wider reading. Revision for tests and exams. Course work

Assessment

How we assess progress at KS3

Progress is assessed by the following.

Check point assessments

Head- Knowledge

Heart Health and fitness

Hands Skills

In year 7 and 8, students are also assessed as being below, in line or above age expected progress, as defined by their baseline.

In year 9 students are also given a SAGE grade (Scholastic Excellence, Advanced, Good, Emerging).

This information is reported to parents three times a year in progress reports and further explained at parents' evenings.

How we assess progress at KS4

Progress is assessed by the following.

Exams

Class based assignments.

Prep

Low stakes tests

GCSE/BTEC grading is used to calculate current working grades (CWG) and projected performance grades (PPG).

Teaching and Learning

How we teach to the top

Explanations are targeted at the top 20% of the class while resources are provided to ensure that others receive the scaffolding, they need to reach that level. Targeted questioning is used to check the understanding of current middle and lower ability students and whole class feedback includes reminders of basic knowledge, concepts, and vocabulary. This means we usually take a 'no hands' approach to questioning to avoid currently more able students giving a false impression of the general level of understanding of the class. However, we are careful to adapt activities to the needs of the students and will group students accordingly to provide the appropriate challenge.

The mastery approach means no student is left behind and our expectation is that all 'students can', including those with SEND and disadvantage students. Adaptations to resources and bespoke further assistance is provided for SEND students where necessary.

We also celebrate intellectual curiosity, never talk down our own knowledge nor make a virtue of our ignorance. We never use terms like 'gifted and talented', instead attributing progress to effort and deliberate practice and we never stigmatise achievement by using words like nerd, boffin, or swot.

How we ensure topics are introduced with direct instruction

For each topic we start big and go small. In other words, the teacher establishes the big picture before moving on to detail. PE staff teach using examples demonstrations and outstanding student modelling. Powerful core knowledge is essential alongside necessary skills acquisition is needed to establish an overall framework for each activity, in other words the *most fundamental* knowledge, concepts and vocabulary and skills. This is not introduced obliquely, it is taught at the start of the topic and reinforced regularly after.

As a topic progresses, opportunities are provided for practice and application of skills(hands) , experimentation in overcome practical challenges(head), discussion of health lifestyles(heart)

How we develop cultural capital

Britain is a nation which codified a lot of modern sport which is now played worldwide. Sport success is important to the nation even amongst a lot of people who do not usually show interest in it, therefore it is part of our culture. We are also aware being fit and participating in regular exercise is good for your physical, mental, and social wellbeing and is part of living a long and fulfilling life.

The Dept, offers a wide range of activities during the curriculum as well as school trips, extracurricular activities, and competitive matches against other schools. This is done to extend learning opportunities and allow students to improve their general fitness and have fun.

The school runs teams in the following sports:

Football

Rugby

Basketball

Netball

Badminton

Athletics

Rounders

Softball

Tennis

Cricket

School teams are opportunities for the most able students to compete against the most able students from other schools in a Varsity style local competition.

The school also runs a trip to Leicester Tigers every year

The Dept also runs the Duke of Edinburgh award for year 9,10 and 11 students and involves multiple weekend practice and assessed expeditions.

SEND

At Casterton College, our intention for Special Educational Needs and/or Disabilities (SEND) is to ensure that all children receive a high-quality and ambitious education regardless of need or disability. Every teacher at Casterton College is a teacher of SEND. We believe that all students should be equally valued in college and strive to provide an environment where all students can flourish and feel safe.

Through our high quality planning, teaching and provision we:

- Ensure that all children have access to a broad and balanced curriculum which is differentiated to enable children to understand the relevance and purpose of learning.
- Provide an accessible learning environment which is tailored to the individual needs of all pupils.
- Use a needs-driven SEND model, which supports individuals based on their presentation of need rather than relying on labels or diagnoses.

In PE a child with SEND may:

- Option of different changing room
- Adapted equipment
- Sometimes a choice of activities
- Clear instructions
- Checking understanding

Additional Notes

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Staffing

Head of Department	D. Ramshaw
Deputy Head (where appropriate)	
Teaching Staff (specialism where appropriate)	H.Turnbull M.Watts J.Machin J.Bowers
Senior Link	N. Rawes

