WTD Curriculum III

Ambition

- Subject sentence – What is the quest of your discipline? - The PE department instilled a love for lifelong participation of physical activity in all students which is imperative for the physical, mental and social well-being of all individuals.
- How does your subject address social disadvantage by equipping students with powerful knowledge?

In PE at DTA there is no assumption of prior knowledge or access to physical activity and sport. All students are taught the same rigorous curriculum. Although students are taught in groups, we have the same high expectations of all students and we do not narrow the curriculum by group. There is an equity of offer as, in core PE, all students are taught from the same scheme so that everyone has access to the same powerful knowledge. However, in order for true equity, some activities are appropriately adapted or modelled as required for individual or groups of students. Furthermore, identification of underrepresented groups in Intervention and Prevention plans is crucial and teachers will identify the gap instruction focus and then personalise highly tailored teaching methods such as targeted questioning, scaffolding or breakout groups for those students. In examination PE, subject experts have identified the most imperative powerful knowledge in their curriculum design and its delivery.

- What skills and cultural capital do students acquire in your subject?

Students will acquire cognitive, psychomotor and social skills in PE through a wide range of sports and physical activities. All students develop their cultural capital by increasing their understanding of sport specific terminology, rules of sports and training methods along with an overarching understanding of how sport and physical activity are linked to developing one's health and well-being. Students who choose examination route PE (BTEC Tech Sport or AQA GCSE PE) are taught to the domain, not the specification in order to enable them to master topics surrounding physiology, training, psychology and sociocultural issues in sport. Examined route students will be subjected to case studies and class discussions that encourage students to formulate and share opinions on topics such as gender inequality in sport and physical activity and barriers to participation in sport and physical activity. Above all, students will (through sampling a wide variety of physical activities and sports throughout KS3 and KS4) arrive at a point where they have developed the procedural and declarative knowledge to enable them to have the confidence and competence to have the desire to participate in physical activity and sport for life.

- How do you make Careers education explicit in your curriculum?

Using the careers spotlights we explore through discussion and practical experience, the vast range of careers in the sporting domain beyond the generic understanding of being a coach, teacher or elite performer. This is, when appropriate, linked to key concepts learnt in the core curriculum as well as in options PE.

- How does your curriculum support Civic Responsibility for the local community?

As a department, we continually seek to form partnerships within the community to promote participation in sport and physical activity and, form pathways for our students into sports clubs outside the Academy. The department is currently supporting Civic Responsibility by working with West Bowling Community Centre to provide a venue for a variety of sessions to take place at DTA.

- How does your curriculum approach issues surrounding race?

The curriculum aims to challenge any potential misguided pre-conceptions students have surrounding race and stereotypes in sport, physical activity and anatomy. In core PE, students will participate in an extensive range of sporting activities free from channelling and are encouraged to undertake additional leadership roles. In examined route PE, students study socio-cultural factors in sport through a mixture of core and hinterland knowledge with careful consideration of athletes selected for examples and analysis. The PE department actively embraces academy wide initiatives including spotlighting inspirational black athletes, activists and physicians in celebration of black history month. However, this is something that is referred to as often as possible to avoid such initiatives becoming tokenistic in nature.

- What additional experiences (including expeditions) do your students access in your subject?

The PE Department offers extra-curricular clubs on Monday, Tuesday, Thursday and Friday mornings and a variety of after school activities to all students to develop their skill set, understanding of the game/activity and socialise with peers. As part of this, students are given multiple opportunities to represent the academy at competitions including the Dixons Cup. Students also develop their knowledge and understanding of concepts that exist beyond the curriculum in co-curricular games and health and well-being.

- Where does your curriculum link with the PDS curriculum?

The PE and Co-Curricular curriculum actively brings to life our PDS focus on leading a healthy, active lifestyle. One of the three components of the PE curriculum, Fit for Life enables students to know and live the physical, mental and social benefits of PA and Sport. Furthermore, students are exposed to a broad range of activities, which are revisited to enable great depth in the 5-year curriculum. This is to encourage lifelong participation in physical activity. In studying PE at examined route students will explore the positive impacts on exercise on our physical, mental and social health alongside the negative impacts of smoking and a poor diet.

Furthermore, PE develops students' resilience, team work, leadership, followship, ability to manage stress in a positive manner and confidence which links explicitly to PDS.

- How do you support personal development through House and Stretch?

In C3 all students compete and support in the Sports Showcase, contesting to earn the highly-coveted house cup. Throughout all cycles there are multiple opportunities for students to compete in additional house competitions in sports such as dodgeball, bench ball and basketball. Students are provided with opportunities for leadership through the house sport rep role which involves them being involved in the planning and delivery of sporting events such as Dixons Cup fixtures.

Rationale

- How is your curriculum designed?

In order to achieve a true understanding of PE, the curriculum has been designed on the following rationale:

Fit for life: As part of understanding the impact of PE, PA and Sport on an individual's physical and mental health, the PE curriculum is built around students knowing and living the physical demands of the activities they are taking part in. Students will learn, develop and apply components of fitness and psychological strategies across a wide variety of sports and activities.

Know the rules: Students will learn the rules and regulations needed to be able to take part in a variety of different sports and physical activities. This will involve students participating in more tactically complex variations of different games as they get older. The rules embedded are core knowledge that act as the fundamental 'laws of the game' that allow students to access the sport or activity in competitive situations. By the end of KS4 students will be able to organise, lead and take part in a range of sports and physical activities with varying degrees of competitiveness.

Know the Sport: Students will be able to confidently demonstrate the principles of play and apply relevant skills and tactics in a variety of competitive situations across the different game types (invasion games, striking and fielding games, net and wall games). This will enable them to have heightened game understanding and perform with accuracy. Furthermore, students will progress along the continuum of novice to expert in skill development in individual pursuit activities (athletics, gymnastics, OAA and dance)

Theoretical PE: The PE department offers two pathways at KS4 for those students who want to explore PE and Sport Further. Both GCSE PE and BTEC Sport have been meticulously planned and intelligently sequenced to ensure that students are always building on and deepening their learning.

Examination route PE starts in year 9. If students opt to choose PE as one of their two examined routes alongside their co-curricular subjects they build on their understanding of the physical demands of sport/PA and how performance can be improved through training in both a classroom setting. Students are taught to the domain, not the specification and commence BTEC Tech Sport or AQA GCSE PE in Year 10. Even if students opt to change options from PE in Year 9, the knowledge learned will benefit them later in life through having an enhanced knowledge of fitness and how this can be enhanced through training.

- What content do you cover and how is this delivered over time?

In core PE sports students are taught the principles of play in invasion games, net and wall games and striking and fielding games. Students are also taught how to use fitness training safely and effectively and will study individual pursuit sports such as gymnastics, athletics and OAA. Usually content is delivered in 6 week units with the principles of the game interleaved throughout different sports. Students will also focus on skill development in games. However, this will only be once they have gained sufficient knowledge and understanding of how a particular skill fits into the game they are learning in order to promote greater intrinsic motivation. In examination PE students will delve into the scientific, psychological and sociological aspects of Sport and be able to present and apply their findings in the classroom and on the playing field/sports hall.

- Which content don't you cover (that others might)? Why?

In teaching games through a games based approach model (such as TGfU) students are placed in developmentally appropriate modified games. The organising centre of invasion, net and wall and striking and fielding lessons is the principles of play (e.g. keeping possession in handball). It is important that the modified game is simple enough to allow students to achieve success (e.g. 3 vs 1 possession game would be suitable in teaching 'keeping possession' to novices in an invasion game such as handball). Others may place specific skills as the organising centre of games based lessons and focus on a skill itself first (e.g. passing in handball). However, as a department we agree with the majority of academic literature on the subject of teaching games that suggests that placing skill as the organising centre of games based lessons can be demotivating to students as it only compounds already existing gaps in game playing competence. Placing students in simplified tactical problems allows them to solve such problems creatively through playing and allows students to find enjoyment in playing sport while keeping in-lesson activity levels high.

TGFU allows us to maximise lesson time, promote the benefits of physical activity and tailor our delivery to enable students to solve problem, lead and work collaboratively with each other towards a common goal. The design of our core and examination curriculum considers the context of our academy and the facilities and resource we have available.

- How many lessons do students have per week, for each year group?

Y7/8/9: 2 lessons per week (Y7 also have 90 minutes of games)

Y10: 2 lessons per week

Y11: 1 lessons per week (1 hour and 12 minutes)

Y9 examined: 2 lessons per week

Y10 examined: 3 lessons per week (1 double lesson and 1 single)

Y11 examined: 4 lessons per week (2 double lessons)

- Which exam board to you use? Why?

The split examination pathway enables all students who enjoy PE the opportunity to continue their studies further. Students who are practically strong will study GCSE PE. The content from AQA has sufficient depth and coverage of knowledge from different sporting domains. The content is accessible to students and has been selected based on the experiences of the department, enabling students to make progress. The BTEC Tech award is not practically assessed and allows students with a keen interest in sport and science to deepen their knowledge through direct instruction, research and inquiry. The BTEC Tech award, however, does assess students' leadership through planning, delivery and review of a session in physical fitness, sport or outdoor activity. The topics studied in BTEC Tech are similar to those on AQA GCSE PE. However, involve a more vocational focus with the addition of leadership as discussed.

Concepts

- How is your subject curriculum designed and delivered in a way that allows pupils to transfer key knowledge to long-term memory?
- How do you intelligently sequence your curriculum so that new knowledge and skills build on what has been taught before?
- What end points is the curriculum building towards?
- How do you use spaced practice / retrieval practice?

The curriculum is planned and intelligently sequenced so that new knowledge and skills build on what has been taught before so that students move along the continuum from novice to expert learners. Our games based lessons are delivered through TGfU with students being placed in increasingly complex tactical problems with skills/techniques developed as an when required. Individual pursuit and examination PE is taught through direct instruction followed by the use of worked examples with a gradual reduction in scaffold. Teachers work within the concrete before moving towards more abstract concepts. All content is spaced and interleaved as opposed to block practice to help students consolidate their learning in practical and examination PE by interrupting forgetting. Additionally, retrieval practice and practice testing are regularly used in lessons and homework to help students commit knowledge to their long term memory. Learning of key theoretical concepts is applied to practical lessons in the core and in examination PE which allows students to build more complex schema by applying their understanding to a greater number of specific sporting contexts.

The curriculum is designed so that students have the opportunity to retrieve prior learning every single lesson and through homework in examined route PE. Multiple consolidation strategies are evident throughout our schemes of work and reflect the most up to date literature in their design and delivery. We have low stakes Do Now quizzes in all lessons, regular practice testing in examination classes and model and feedback frequently to students how to their 100% sheets and work booklets to create flash cards and to successfully brain dump. Our curriculum is intelligently sequenced so that content is spaced so that we interrupt the forgetting process in order to help students commit knowledge to their long term memory and build upon prior learning. Teacher's micro script questioning prior to all lessons in order to gather live data. Our long-term plans and schemes of work/knowledge are regularly reviewed to ensure that implementation is successful.

- How does your subject use homework to support learning?

In examination PE, students are set weekly homework to support their learning. Our annual subscription to Everlearner is an online platform for our students to consolidate their learning through individualised practice questions and revision materials that can be tracked by staff. Additional consolidation strategies such as brain dumps and flash cards are modelled and practiced in class before being set for students to complete at home. Feedback is then provided through messy marking strategies to address misconceptions.

- How is reading and mathematical fluency prioritised in your subject?

Mathematical fluency is prioritised by students transferring their maths skills into certain topics for GCSE PE, Sport Science and the understanding of psychomotor skills in practical PE. TLAC strategies such as 'AIR' and 'Reading reconsidered' are embedded into our KS4 SOW as a means to develop students reading fluency.

Implementation

- Subject leadership – What are the roles and responsibilities for staff in your department?

All members of the team teach core PE from early years through to KS4 PE including examination classes.

JRo: Senior HOD

CBl: Vice Principle

KWe: Vice Principle

MGr: HOY Year 8

MBr: HOY Year 10

JCo: Pioneer of Culture and Head of Aconcagua house

MSl: Teacher of PE and Science

- Subject knowledge – What are the staff specialisms? What has been the impact of staff training?

All staff are specialists in teaching invasion games in particular. Subject knowledge is also strong in net and wall games following practical CPD sessions and GCSE moderation requirements. JRo has now completed his MA in Advanced Pedagogy in PE which has offered insight into motivational concepts that drive participation in physical activity inside and outside of school. JRo, CBl and KWe have a wealth of experience in delivering GCSE PE as well as vocational subjects. Additionally, CBl has completed a MA in Expert Teaching which enables JRo & CBl to combine their experiences in further education and how these can be applied to practice on shared learning walks and in coaching. MBr is developing his knowledge of GCSE PE and BTEC Tech sport under the coaching of CBl. JCo is doing so also under the guidance of JRo in coaching and in subject knowledge sessions. MGr has a wealth of experience in delivering vocational courses and is currently delivering BTEC Tech Sport at Y10.

- Equitable delivery – How do you support disadvantaged students and students with SEND?

Lessons are centred around the most vulnerable - true inclusion is no inclusion. An emphasis is placed on routines, single level chunked instruction and front loading which mitigates cognitive load for all students and frees up working memory so students can learn, and teachers can teach. Double staffing is used rather than teaching assistants to ensure that the most vulnerable students are placed with the most qualified adults. Furthermore, INIP's are kept in Teacher Files and are updated every cycle.

Students with additional needs at Trinity make more progress than other students nationally. PE is no exception to this.

- Planning the progression model – How does a certain topic (e.g. algebra / language analysis) progress across the key stage(s)?

Example topic: Badminton - 'Hitting object consistently'. This is a key principle of play students will learn in badminton.

This principle progress from 'hitting object consistently' to 'staying in the point' which applies to a more competitive situation (see below for how this progresses).

KS3 A. Hitting object consistently - Focus on hitting a developmentally appropriate object to develop hand eye co-ordination (playing co-operatively with a partner). This can be with any object students experience success with e.g. a balloon.

KS3 B. Hitting object consistently - this then progresses to hitting a shuttlecock consistently whilst having a rally co-operatively with partner.

KS3 C. Staying in the point - by the end of KS3 students should aim to able to have a competitive rally with a partner and experiment with changing the trajectory of their shot to slow the game down to allow them chance to recover.

KS4 A Staying in the point - Students should experiment with how they can adapt their weight of shot to play to the weaknesses of their opponent.

KS4 B Staying in the point - Students should experiment with how they can disguise shots to ensure their shot selection is less predictable.

- Breadth and depth – How do your LTPs / SoK/SoW demonstrate extent of knowledge and skills coverage and depth?

LTPs/SoK/SoW cover all principles of play that are involved in playing different categories of game (invasion, net and wall, striking and fielding) and individual pursuit lessons cover the wide variety of skills and knowledge that are needed to participate confidently in athletics and gymnastics and this is also the case in fitness training lessons. This is done through revisiting concepts at intervals but at a more sophisticated level each time with greater depth. For example, in Year 7 students learn how to sprint and turn during Athletic Movements. Sprinting is revisited in Health-Related Fitness and Athletics in Summer. However, sprinting and turning are foundational movements in all game-based sports. For example, beating an opponent one on one in Tag Rugby or moving the ball to support in Basketball, which enables students to have enough time to learn in depth throughout each cycle of the 5 year curriculum. Ultimately, this allows students to gain an appreciation of sport and physical activity enhances the chances of them being more physically active post school.

All students study PE through the 5-year curriculum and students have two PE lessons a week in Year 7, 8, 9 and 10 with Year 11 having a single PE lesson that is one hour and twelve minutes in duration. Complexity of learning activities are increased as and when students are ready to move on to ensure true mastery can occur.

Breadth is not sacrificed when students choose use their autonomy to choose two examined route subjects at the end of Year 8 as students also choose what subjects they wish to study in co-curricular in Year 9. This means that students have more time in the subjects they most enjoy throughout Year 9, but continue with all subjects so that if they change their mind on their examined route, they can do this as BTEC/GCSE content begins in Year 10.

- Assessment – How do teachers assess across the unit / term / cycle / year / key stage?

Formative assessment is continuous and integral to the curriculum in PE in both core and examination route PE and is meticulously planned into our schemes of knowledge to progress check, identify misconceptions and inform future planning. Teachers gather live data through observations, retrieval practice, cold call and spotlighting with summative assessment in the core only taking place at KS3 where students are given a subjective grade in relation to the three key strands of the curriculum (Fit for Life, Know the Sport, Know the Rules). Summative assessment is used to provide data entry twice per year per year group. However, summative assessment is always used to inform planning to enable students to do more and remember more. Teachers complete

Intervention and Prevention documentation for their classes twice a year which involves selecting the gaps, which students need to close such gaps (with a particular emphasis on disadvantaged students, SEND students, and students on red progress) and the highly tailored teaching strategies that will be used to intervene and prevent these gaps from forming.

- Covid - Based on identified gaps in skills and knowledge, how have you adapted the curriculum due to the pandemic?

As the PE curriculum assumes no prior knowledge teachers ensure students have mastered KS2 concepts in Year 7 prior to moving on to more advanced principles of play, tactics and skills to ensure that students can confidently participate in the variety of sports offered in the core curriculum. For example, more time will be spent focusing on concepts such as hitting the object consistently (in net and wall games), as well as attacking/defending, possession and support (in invasion games) and establishing students' understanding of the importance of regular physical activity. In Y11 options PE students will revisit content delivered during restricted opening before moving on to deliver any remaining content. This will be coupled with weekly homework, intervention and prep sessions to review previously covered content. Furthermore, Y10 options PE students have 3 lessons per week in comparison to previous Y10 cohorts who have had 2 lessons per week.

Covid - How have you integrated remote learning plans with your school curriculum?

There are work completion documents that exist in order to enable students to stay up to date with content that is being taught in the school curriculum. This is also used when students are ill for an extended period of time to ensure learning can be maximised in the home learning setting.

Powerful knowledge: It is the substantive content, agreed by the subject specialist as being the best knowledge in the discipline that opens up opportunities for the student. It will not be picked up by students from their everyday life.

Cultural Capital: It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.