

3. FIVE YEAR CURRICULUM PLAN

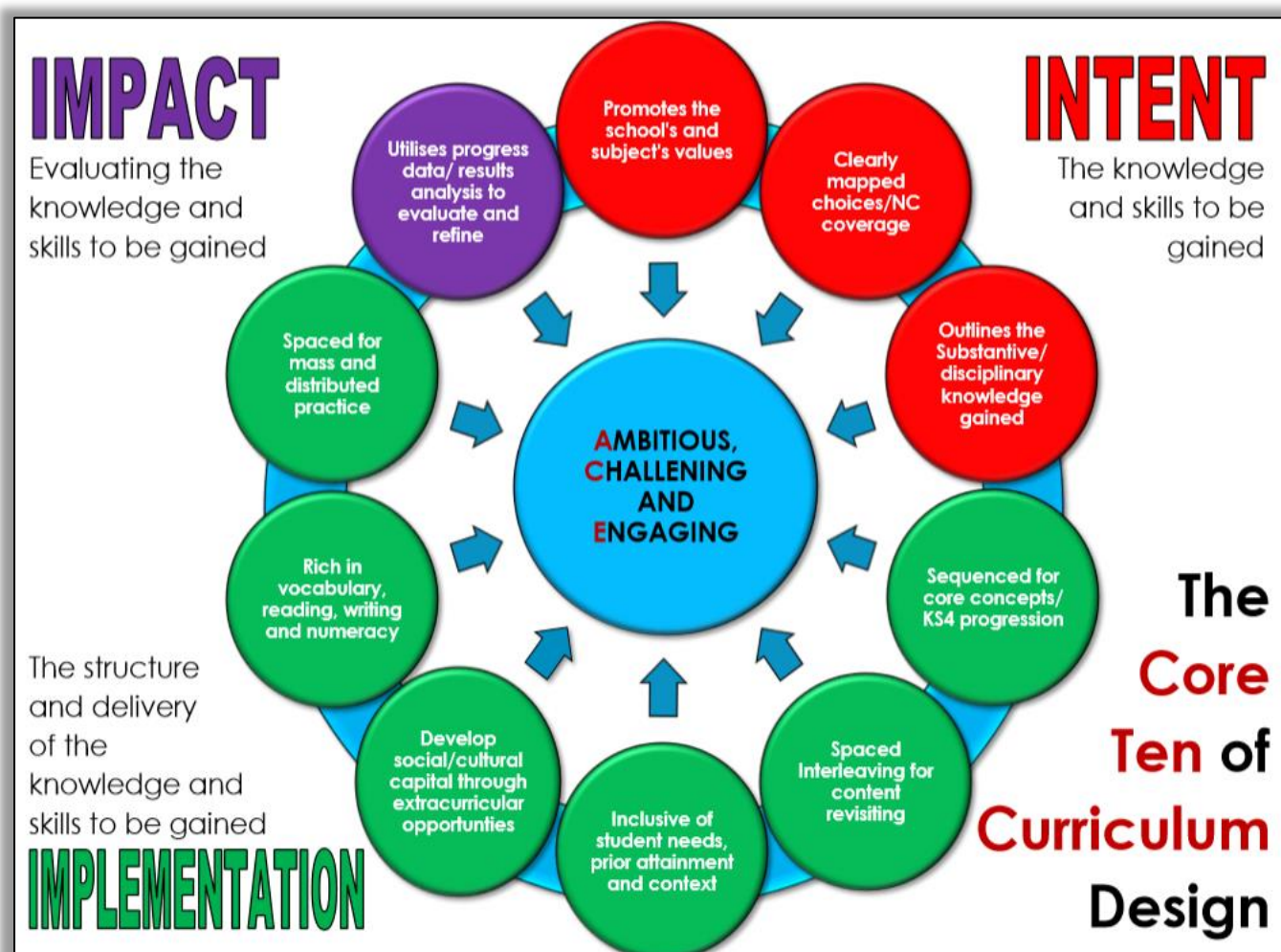
Key Stage 3 and 4

Subject: PE – Cambridge National

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Updated:



Document(s) which inform this Five Year Curriculum Plan are:

1. Curriculum Intent Overview Plan (KS3 & KS4)
2. Curriculum Implementation Overview (KS3 & KS4)

KS4 – Year 10 Year Plan

Intent

Aims:

R051: Contemporary issues in sport – compulsory unit.

Students explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment.

Written paper
OCR set and marked
1 hour – 60 marks (60 UMS)

- Learning Outcome 1: Understand the issues which affect participation in sport.
- Learning Outcome 2: Know about the role of sport in promoting values.
- Learning Outcome 3: Understand the importance of hosting major sporting events.
- Learning Outcome 4: Know about the role of national governing bodies in sport.

R052: Developing sports skills – all students should have two practical activities that allows them to gain a considerable amount of marks.

Students try out a range of sports related skills and techniques, including different practice methods for improving both their own performance and that of others. They develop their knowledge of the use of tactics and strategies in both individual and team sporting activities as well as their understanding of the rules, enabling them to carry out a number of officiating roles within the activities.

Centre assessed tasks
OCR moderated
60 marks (60 UMS)

- Learning Outcome 1: Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity.
- Learning Outcome 2: Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity.
- Learning Outcome 3: Be able to officiate in a sporting activity.
- Learning Outcome 4: Be able to apply practice methods to support improvement in a sporting activity.

R053: Sports leadership – a useful module that students gain good marks. Engages them in the role of leadership and then gets them to plan and perform a basic sports session.

Students learn about some of the knowledge, understanding and practical skills required to be an effective sport leader. They put their knowledge into practice by planning and delivering safe and effective sporting activity sessions. Afterwards they review their performance.

Centre assessed tasks
OCR moderated
60 marks (60 UMS)

Learning Outcome 1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.
Learning Outcome 2: Be able to plan sports activity sessions.
Learning Outcome 3: Be able to deliver sports activity session.
Learning Outcome 4: Be able to evaluate own performance in delivering a sports activity session.

R054: Sport and the Outdoor – more of a practical based activity which suits our students better. Allows them to engage with the local environment and experience working as a team.

Students learn about the range of outdoor activities that are available in the UK and are able to identify organisations that provide access to these activities. They will appreciate the reasons why people become involved in these activities and the risks they face in one. They will gain an understanding of health and safety and risk assessments in outdoor scenarios. They will produce a detailed plan for a group activity with multiple variables. They will learn to develop their communication, decision making and leadership skills in challenging scenarios and sometimes, off-site environments

Centre assessed tasks
OCR moderated
60 marks (60 UMS)

Learning Outcome 1: Know about different types of outdoor activities and their provision.
Learning Outcome 2: Understand the value of participating in outdoor activities.
Learning Outcome 3: Be able to plan an outdoor activity.
Learning Outcome 4: Be able to demonstrate knowledge and skills during outdoor activities.

	There are two other modules but they do not involve practical elements which is needed to engage our students more effectively.			
Academy values:	<p>Ambitious – To create and develop work that exceeds expected target. To realise that a first draft is not a final draft and that high level of performance is determined by perseverance and resilience. The ability to take responsibility for their own work outside of the school environment in the pursuit of excellence.</p> <p>Brave – To accept challenges outside of their comfort zone, eg planning and delivering practical sessions to peers and younger students.</p> <p>Kind – To realise that more is achieved by working together and using the strengths and weaknesses within a group to everyone's advantage.</p>			
Units of Study:				
Unit/Topic 1	Content:	<p>Session 1-3: R052: Practical Performance, Officiating and Performance assessment</p> <p>Session 4: R053: L01 – Leadership</p> <p>Session 5: R053: L02 - Session Planning</p>	Spec Content:	Please refer to box opposite
	Key Concepts:	<p>Throughout the year the students will cover and revisit the following concepts</p> <p>General concepts</p> <ul style="list-style-type: none"> • Planning of practical sessions, structured exam questions, planning assignments. • Revision – Planning a revision programme, setting targets, how to revise effectively • Organisation – Student folders, time management • Structure – writing frames, student folders • Extended writing – guidance on how to structure a piece of prose, how to implement feedback 	Powerful Knowledge:	<p>At this early stage it is important for students to understand how to plan to lead others and then evaluate performance.</p> <ul style="list-style-type: none"> • How to evaluate a performance and identify individual strengths and weakness. • Implement a progressive improvement plan

		<ul style="list-style-type: none"> • Bibliography of key terms • Exam practice – DNA activities, mini questions, guidance instructions <p>Activity related concepts</p> <ul style="list-style-type: none"> • Risk Assessment – session plans • Evaluating – their assignments compared to a marking criteria, their practical sessions • Practical Performance • Leadership – Leading peers, young students • Officiating 		
Unit/Topic 2	Content:	<p>Sessions 1 -3: R053 Session Delivery</p> <p>Session 4 & 5: R053: L02, 3 & 4 Session evaluation and Risk Assessment</p>	Spec Content:	Please refer to box opposite
	Key Concepts:		Powerful Knowledge:	<ul style="list-style-type: none"> • Planning a practical session. • Be able to follow and implement • Learn the principle of impartiality. • To be able to use the skills of leadership in delivering a practical session.
Unit/Topic 3	Content:	<p>Sessions 1- 2: R053: L02 Session evaluation and Risk Assessment</p> <p>Session3 – 5: R051: Contemporary Studies</p>	Spec Content:	Please refer to box opposite
	Key Concepts:		Powerful Knowledge:	<ul style="list-style-type: none"> • Be able to organise folders and files to then use as an informative resource. • Learn how to plan and write extended pieces of writing that

				incorporate reasoning and evaluation. <ul style="list-style-type: none"> To understand the importance or Risk Assessments in society. Be able to identify risks and write a basic risk assessment
Unit/Topic 4	Content:	Session 1: R056: LO2: Understand the value of participating in outdoor activities Sessions 2 – 5: LO4: Be able to demonstrate knowledge and skills during outdoor activities – Orienteering	Spec Content:	Please refer to box opposite
	Key Concepts:		Powerful Knowledge:	<ul style="list-style-type: none"> To research local opportunities for Outdoor Education activities. To understand the positive effects that participating in outdoor activities can have on group cohesion (Family or business) To be able to work collaboratively with other students to orienteer. To develop the skills of plan, do, review to succeed in Outdoor Education activities.
Unit/Topic 5	Content:		Spec Content:	
	Key Concepts:		Powerful Knowledge:	

Implementation

Progression from Year 9:	<ul style="list-style-type: none"> The importance of etiquette and sporting behaviour Practical performance in team and individual sports Experience of officiating in their main sport/activity. A detailed knowledge of the rules of the main sport/activity. <ul style="list-style-type: none"> What is leadership? Different leadership roles. Personal qualities of a leader How to plan a basic practical session To have knowledge of Risk Assessment To have led a basic practical session in their main sport/activity.
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	<ul style="list-style-type: none"> • To be able to evaluate their sessions and identify key points for improvement. • Have a knowledge of different Outdoor activities. • Understand how to orienteer. • Be able to explain the different user groups who participate in physical activity and the barriers and solutions that allow them to participate. • Understand how sport and physical activity are developed and supported in the UK through NGB's. 			
Progression to Year 11:	<p>General</p> <ul style="list-style-type: none"> • How to plan and construct an extended exam question. • How to apply PEE (L) to exam and coursework assignments. • To be able to assess work and identify and explain key characteristics. • To be able to evaluate and feedback on personal and peer performances. • To be able to suggest key points for improvements <p>Practical</p> <ul style="list-style-type: none"> • To have been assessed in two practical performances and officiating. • To know how to plan a sports session <p>Theory</p> <ul style="list-style-type: none"> • To have completed all assignments required in Y10 (R053 & 56) <p>R051 – have performed well in the terminal exam</p>			
Spaced Interleaving:	<p>This is a modular based qualification. Students are required to complete 2 compulsory modules and two optional modules which have been chosen by the academy.</p> <p>The course structure is such to create variation and illustrate that the knowledge developed throughout the course are interlinked.</p> <p>Offering practical sessions between assignment and exam sessions can be used to embed knowledge and reinforce sessions.</p> <p>It is important to reinforce exam based techniques (PEEL) and the development of extended writing techniques.</p>			
Student Needs:	SEND:	<ul style="list-style-type: none"> • Structure strips • Scaffolded questions • Differentiated questions • Different teaching styles 	Context	Tamworth has a high level of residents with either no qualifications or qualifications equal to 1 or more GCSE at grade D or below, than the national average. 26.8% of residents have no

		<ul style="list-style-type: none"> • Learning partner • Revisiting topics – lesson starters and exit tickets • Mini plenaries • Modelled answers • Building writing resilience over time using these strategies. 		<p>qualifications compared to 22.5% nationally. Level 1 & 2 make up 35.2% compared to 28.5% nationally.</p> <p>Tamworth has 20% less than the national average of Higher and Intermediate managerial, administrative or professional households than the national average, standing at 15.56% compared to 22.96, whereas Grade D and E social grades make up 30.23% compared to 25.49% nationally.</p> <p>The vocational aspect of this course is 'fit for purpose' for the demographics of our students rather than GCSE PE.</p> <p>What is covered in this course is more applicable, adaptable and useful in the everyday lives of Amington students.</p>
	LPA:	<ul style="list-style-type: none"> • Success criteria • Structures 'Steps to success' – to identify areas of improvement • Differentiated activities • Effective use of social media to support learning • Reduced scaffold for more able students • Identify and reinforce what 'outstanding' work looks like. • Improved literacy and writing skills • Increased staff expectations • Outstanding examples of work provided for students to model. 	HPA:	<p>HPA students will be expected to exceed the highest criteria and extend their learning more towards Post 16 skills in writing, vocabulary, numeracy and skills of research and investigation.</p> <p>Staff will assist with this process by providing the following;</p> <ul style="list-style-type: none"> • Success criteria to extend the students beyond higher grade boundaries • Effective use of social media to support learning • Identify and reinforce what 'outstanding' work looks like. • Advanced literacy and writing skills • Increased staff expectations • Outstanding examples of work provided for students to model.

				<ul style="list-style-type: none"> Feedback of work extend each student, so that they may provide a variety of examples from various sources to support any points made
Extracurricular:	<p>Students will be actively encouraged to participate in the department's whole school programme to help develop their knowledge and skills. There will also be a bespoke programme for examination students to particularly focus on the individual activities.</p> <p>Students will be expected to officiate in the schools newly established house sport programme.</p>			
Literacy/Numeracy:	Vocab (tier 2/3):	<p>Practical units All vocabulary used will be related to the unit being taught. For example for leadership;</p> <ul style="list-style-type: none"> Communicate Organised Focus Planning Decisive <p>Theoretical units Vocabulary will focus on understanding and breaking down exam questions, which will include command words and then being able to structure a high quality response.</p>	Reading:	<p>Coursework units Reading will be research based using various forms of media and cross-referencing information</p> <p>Exam units Being able to understand and break down an exam questions. To be able to identify key command word and understand their meaning.</p> <ul style="list-style-type: none"> Internet -research NGBS, Sport England Books – investigate different user groups Magazines – read what is happening locally in sport – training sessions, new club development
	Writing:	<p>Students will need to complete written units of work. It is important that they learn to write in depth which illustrates</p> <ul style="list-style-type: none"> Knowledge understanding Explaining key terms Giving relevant detailed examples Developing the answer explaining impact. 	Numeracy:	<p>Numeracy is a constant and varying part of the course and could be used in the following scenarios</p> <ul style="list-style-type: none"> How to be able to organise groups for delivering a session – divide groups up whilst performing a warm up Planning session timings – how long to spend on warm up, main session and cool down in a 50min session

				<ul style="list-style-type: none"> • Statistical Analysis of current trends in sport • Obesity numbers of 15-18-year olds in Tamworth from Dept of statistics
Practice:	Mass:	<p>Students will be assessed formally at the end of each unit of work to award a current 'Now Grade'.</p> <p>Student will be provided with 'deep' feedback on how they can improve performance for each unit of work.</p> <p>This improvement will need to be part of their independent study</p>	Distributed:	<p>Practical performance Students will be assessed periodically on skills and understanding by questioning and observation.</p> <p>Theoretical performance Students will submit work at stages to monitor progress and understanding.</p> <p>Students will be observed delivering sample practical sessions.</p>

KS4 – Year 11 Year Plan

Intent

Aims:	<p><u>R051: Contemporary issues in sport – compulsory unit.</u></p> <p>Students explore a range of topical and contemporary issues in sport, such as participation levels and barriers, promoting values and ethical behaviour, and how sport contributes to society as a whole beyond simply providing entertainment.</p> <p>Written paper OCR set and marked 1 hour – 60 marks (60 UMS)</p> <p>Learning Outcome 1: Understand the issues which affect participation in sport. Learning Outcome 2: Know about the role of sport in promoting values. Learning Outcome 3: Understand the importance of hosting major sporting events. Learning Outcome 4: Know about the role of national governing bodies in sport.</p>
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R052: Developing sports skills – all students should have two practical activities that allows them to gain a considerable amount of marks.

Students try out a range of sports related skills and techniques, including different practice methods for improving both their own performance and that of others. They develop their knowledge of the use of tactics and strategies in both individual and team sporting activities as well as their understanding of the rules, enabling them to carry out a number of officiating roles within the activities.

Centre assessed tasks
OCR moderated
60 marks (60 UMS)

Learning Outcome 1: Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity.

Learning Outcome 2: Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity.

Learning Outcome 3: Be able to officiate in a sporting activity.

Learning Outcome 4: Be able to apply practice methods to support improvement in a sporting activity.

R053: Sports leadership – a useful module that students gain good marks. Engages them in the role of leadership and then gets them to plan and perform a basic sports session.

Students learn about some of the knowledge, understanding and practical skills required to be an effective sport leader. They put their knowledge into practice by planning and delivering safe and effective sporting activity sessions. Afterwards they review their performance.

Centre assessed tasks
OCR moderated
60 marks (60 UMS)

Learning Outcome 1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.

Learning Outcome 2: Be able to plan sports activity sessions.

Learning Outcome 3: Be able to deliver sports activity session.

Learning Outcome 4: Be able to evaluate own performance in delivering a sports activity session.

	<p><u>R054: Sport and the Outdoor</u> – more of a practical based activity which suits our students better. Allows them to engage with the local environment and experience working as a team.</p> <p>Students learn about the range of outdoor activities that are available in the UK and are able to identify organisations that provide access to these activities. They will appreciate the reasons why people become involved in these activities and the risks they face in one. They will gain an understanding of health and safety and risk assessments in outdoor scenarios. They will produce a detailed plan for a group activity with multiple variables. They will learn to develop their communication, decision making and leadership skills in challenging scenarios and sometimes, off-site environments</p> <p>Centre assessed tasks OCR moderated 60 marks (60 UMS)</p> <p>Learning Outcome 1: Know about different types of outdoor activities and their provision. Learning Outcome 2: Understand the value of participating in outdoor activities. Learning Outcome 3: Be able to plan an outdoor activity. Learning Outcome 4: Be able to demonstrate knowledge and skills during outdoor activities.</p> <p>There are two other modules but they do not involve practical elements which is needed to engage our students more effectively.</p>			
Academy values:	<p>Ambitious – To create and develop work that exceeds expected target. To realise that a first draft is not a final draft and that high level of performance is determined by perseverance and resilience. The ability to take responsibility for their own work outside of the school environment in the pursuit of excellence.</p> <p>Brave – To accept challenges outside of their comfort zone, eg planning and delivering practical sessions to peers and younger students.</p> <p>Kind – To realise that more is achieved by working together and using the strengths and weaknesses within a group to everyone's advantage.</p>			
Units of Study:				
Unit/Topic 1	Content:	Sessions 1: LO4: Be able to demonstrate knowledge and skills during outdoor activities – Assessment in orienteering & offsite High Ropes	Spec Content:	Please refer to box opposite

		<p>Session 2 & 3: LO1: Know about different types of outdoor activities and their provision</p> <p>Session: LO3: Be able to plan an outdoor activity</p>		
	Key Concepts:	<p>General concepts</p> <ul style="list-style-type: none"> • Planning of practical sessions, structured exam questions, planning assignments. • Revision – Planning a revision programme, setting targets, how to revise effectively • Organisation – Student folders, time management • Structure – writing frames, student folders • Extended writing – guidance on how to structure a piece of prose, how to implement feedback • Bibliography of key terms • Exam practice – DNA activities, mini questions, guidance instructions <p>Activity related concepts</p> <ul style="list-style-type: none"> • Risk Assessment • Evaluating – practical and outdoor activity performance • Outdoor Education – Performing in 2 practical activities, planning an outdoor activity • Practical Performance <p>Officiating</p>	Powerful Knowledge:	<ul style="list-style-type: none"> • Experiencing outdoor activities in a setting outside of school (eg Cannock Chase) • The ability to work effectively and collaboratively as a team. • To experience success and failure. • To overcome individual fears and apprehensions
Unit/Topic 2	Content:	Sessions 1 -3: R051: Contemporary studies – recap and revision	Spec Content:	Please refer to box opposite

		Sessions 4 & 5: R052 & 53 – improve any outstanding work		
	Key Concepts:		Powerful Knowledge:	<ul style="list-style-type: none"> Evaluative skills and the ability to improve work Understand how to justify work and support general statements with specific examples. Learn how to organise a comprehensive revision timetable and follow it.
Unit/Topic 3	Content:	All sessions – ALL UNITS: Students to improve all written modules	Spec Content:	Please refer to box opposite
	Key Concepts:		Powerful Knowledge:	<ul style="list-style-type: none"> Evaluative skills and the ability to improve work To improve practical performances through involvement in extracurricular activities. Understand strengths, weaknesses and limitations
Unit/Topic 4	Content:		Spec Content:	
	Key Concepts:		Powerful Knowledge:	
Unit/Topic 5	Content:		Spec Content:	
	Key Concepts:		Powerful Knowledge:	

Implementation

Progression from Year 10:	General	<ul style="list-style-type: none"> How to plan and construct and extended exam question. How to apply PEE (L) to exam and coursework assignments. To be able to assess work and identify and explain key characteristics. To be able to evaluate and feedback on personal and peer performances. To be able to suggest key points for improvements
	Practical	<ul style="list-style-type: none"> To have been assessed in two practical performances and officiating. To know how to plan a sports session
	Theory	<ul style="list-style-type: none"> To have completed all assignments required in Y10 (R053 & 56)

	R051 – have performed well in the terminal exam		
Progression to Post-16:	<ul style="list-style-type: none"> • How to write extended pieces of prose • How to research • Be able to perform to a high standard practically in 2 sports • To have good evaluative skills • To be able to plan a fitness programme • To be able to identify strengths and weaknesses in a performance and develop a plan of improvement • Good communication skills • Time management • Dedication & commitment • Research skills • Analysing and discussion • Reading • Writing <p>To know how to revise effectively</p>		
Spaced Interleaving:	<p>This is a modular based qualification. Students are required to complete 2 compulsory modules and two optional modules which have been chosen by the academy.</p> <p>The course structure is such to create variation and illustrate that the knowledge developed throughout the course are interlinked.</p> <p>Offering practical sessions between assignment and exam sessions can be used to embed knowledge and reinforce sessions.</p> <p>It is important to reinforce exam based techniques (PEEL) and the development of extended writing techniques.</p> <p>The main focus of this year is to evaluate existing work and improve it.</p>		
Student Needs:	SEND:	<ul style="list-style-type: none"> • Structure strips • Scaffolded questions • Differentiated questions • Different teaching styles • Learning partner • Revisiting topics – lesson starters and exit tickets • Mini plenaries • Modelled answers 	<p>Context</p> <p>Tamworth has a high level of residents with either no qualifications or qualifications equal to 1 or more GCSE at grade D or below, than the national average. 26.8% of residents have no qualifications compared to 22.5% nationally. Level 1 & 2 make up 35.2% compared to 28.5% nationally.</p> <p>Tamworth has 20% less than the national average Higher and Intermediate</p>

		<ul style="list-style-type: none"> • Building writing resilience over time using these strategies. 		<p>managerial, administrative or professional households than the national average, standing at 15.56% compared to 22.96, whereas Grade D and E social grades make up 30.23% compared to 25.49% nationally.</p> <p>The vocational aspect of this course is 'fit for purpose' for the demographics of our students rather than GCSE PE.</p> <p>What is covered in this course is more applicable, adaptable and useful in the everyday lives of Amington students</p>
	LPA:	<ul style="list-style-type: none"> • Success criteria • Structures 'Steps to success' – to identify areas of improvement • Differentiated activities • Effective use of social media to support learning • Reduced scaffold for more able students • Identify and reinforce what 'outstanding' work looks like. • Improved literacy and writing skills • Increased staff expectations • Outstanding examples of work provided for students to model. 	HPA:	<p>HPA students will be expected to exceed the highest criteria and extend their learning more towards Post 16 skills in writing, vocabulary, numeracy and skills of research and investigation.</p> <p>Staff will assist with this process by providing the following;</p> <ul style="list-style-type: none"> • Success criteria to extend the students beyond higher grade boundaries • Effective use of social media to support learning • Identify and reinforce what 'outstanding' work looks like. • Advanced literacy and writing skills • Increased staff expectations • Outstanding examples of work provided for students to model. • Feedback of work extend each student, so that they may provide a variety of examples from various sources to support any points made

<p>Extracurricular:</p>	<p>Students will be actively encouraged to participate in the department's whole school programme to help develop their knowledge and skills. There will also be a bespoke programme for examination students to particularly focus on the individual activities.</p> <p>Students will be expected to officiate in the schools newly established house sport programme.</p>			
<p>Literacy/Numeracy:</p>	<p>Vocab (tier 2/3):</p>	<p>Practical units All vocabulary used will be related to the unit being taught. For example for leadership;</p> <ul style="list-style-type: none"> • Communicate • Organised • Focus • Planning • Decisive <p>Theoretical units Vocabulary will focus on understanding and breaking down exam questions, which will include command words and then being able to structure a high quality responses.</p>	<p>Reading:</p>	<p>Coursework units Reading will be research based using various forms of media and cross-referencing information</p> <p>Exam units Being able to understand and break down an exam questions. To be able to identify key command word and understand their meaning.</p> <ul style="list-style-type: none"> • Internet -research NGBS, Sport England • Books – investigate different user groups • Magazines – read what is happening locally in sport – training sessions, new club development
	<p>Writing:</p>	<p>Students will need to complete written units of work. It is important that they learn to write in depth which illustrates</p> <ul style="list-style-type: none"> • Knowledge understanding • Explaining key terms • Giving relevant detailed examples • Developing the answer explaining impact. 	<p>Numeracy:</p>	<p>Numeracy is a constant and varying part of the course and could be used in the following scenarios</p> <ul style="list-style-type: none"> • How to be able to organise groups for delivering a session – divide groups up whilst performing a warm up • Planning session timings – how long to spend on warm up, main session and cool down in a 50min session • Statistical Analysis of current trends in sport • Obesity numbers of 15-18-year olds in Tamworth from Dept of statistics

<p>Practice:</p>	<p>Mass:</p>	<p>Students will be assessed formally at the end of each unit of work to award a current 'Now Grade'.</p> <p>Student will be provided with 'deep' feedback on how they can improve performance for each unit of work.</p> <p>This improvement will need to be part of their independent study</p>	<p>Distributed:</p>	<p>Practical performance Students will be assessed periodically on skills and understanding by questioning and observation.</p> <p>Theoretical performance Students will submit work at stages to monitor progress and understanding.</p> <p>Students will be observed delivering sample practical sessions.</p>
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	improve all written modules	improve all written modules	improve all written modules	improve all written modules	improve all written modules	improve all written modules	improve all written modules
Spring Term 2							
Summer Term 1							
Summer Term 2							

How does the Five Year Curriculum Plan meet the ACE curriculum design?	
Ambitious	<ul style="list-style-type: none"> • Cohesive structure • Specific deadline commitments • high expectations and level of performance, • Improved teamwork • Students given more independence and expectation to work at home more
Challenging	<ul style="list-style-type: none"> • Setting of extended study for students • Increase teacher and student expectations regarding performance and outcomes • Effective staff planning and evaluations of sessions • Monitoring of session progress
Engaging	<ul style="list-style-type: none"> • Student independent learning • Variety of teaching approaches • Link aspects of the course to the local community. • Supportive extra-curricular programme • Opportunities of leadership with local feeder primary schools.

What are the current strengths of the Five Year Curriculum Plan?

There is a lot of work to be done within the department over to make this plan efficient and effective. The main vision is to improve the quality of teaching and learning, and quality of students work to improve examination results and maintain that the majority of the students are exceeding their expected targets.

To achieve this, as a dept we need to do the following;

1. Organised timeline of activities
2. Developmental process of skills and knowledge
3. Structured submission dates
4. Regular parent meetings
5. Coherent programme
6. Submission of work throughout the course
7. Success criteria for improvements
8. Teaching experience of the staff
9. Has been standardised by several other Heads of PE.

What specific actions have to be taken in response to the above? Please consider:

- Unit sequence changes;
- Content changes at KS3 and KS4;
- Modifications to ensure an ACE curriculum design;
- CPD for teachers in your subject area;
- Additional research you have to consider as part of this review.

1. Careful monitoring of data by;

- a. Review Go4shools as a department after a data capture so every teacher knows where we are and what needs doing to progress.
 - b. Utilise trackers so staff monitor student progress closely and share this information with the students
 - c. Put in place timed and evaluated intervention strategies for identified students.
 - d. Intervention update to be an agenda item for dept meetings.
 - e. Completion of 'Planning for Progress' document to allow staff to reflect on teaching strategies to improve delivery and to reflect on groups and individual students.
2. Introduction of rigorous work scrutinies which focuses on
 - a. Challenging work in relation to targets
 - b. Good presentation – no graffiti
 - c. Evidence of extended writing/literacy addressed
 - d. Responses to next steps and homework which is challenging and moves learning forward
 - e. Students with the lowest now grades and leads to improvement in the quality of student work
 - f. Teacher feedback is appropriate and student responses improve understanding and target grades.
 - g. Shows evidence of progress over time.
3. Improve the quality of teaching and learning by;
 - a. Focus on developing exam specific skills rather than delivering exam content.
 - b. INSET on what constitutes and outstanding PE theory lesson.
 - c. Establish 'triad' style observations.
 - d. Improve the quality of lesson planning and understand what 'outstanding' lesson planning looks like.
 - e. Research resource websites to improve teaching resources.
 - f. Research teaching methodologies.
 - g. Teaching and learning a constant agenda item on dept meetings.
 - h. Structured staff CPD programme focussing on delivering sessions using exam based question and resources.
4. Assessment – make it purposeful by
 - a. Timetabled topic assessments to review understanding focussing on extended questions.
 - b. Moderate assessments as a department to improve quality of delivery.
 - c. Teacher feedback is specific and students understand precisely how to improve their work to the next grade boundary.
 - d. Use exemplar work regularly with students.
 - e. Increase teacher and student expectations to an outstanding level.
 - f. Improve work until the expected standard is achieved.
5. Work closely with exam moderators to improve knowledge of the specification by;
 - a. Continued standardisation INSET with staff to ensure that coursework marking is accurate
 - b. Make effective use of twilight teacher training to focus on improved subject pedagogy and share good and outstanding practice
6. Establish a network with local schools who deliver the specification to improve accuracy of marking and share good practice.
 7. Establish purposeful 'Parent information evenings' – 3 a year to keep parents up to date with progress and how they can support parents.
 8. Effective use of Onedrive – students store work electronically on the drive to make teacher workload easier and be able to send of samples electronically.
 9. PE folders are organised in a specific manner and contain all of the relevant guidance sheets.
 10. Ensure that every teacher is implementing the school literacy policy for all written work in all.

