Physical Education



How do we identify the starting points of our students?

At the start of the academic year students take part in mixed sports which provides a baseline assessment for the basic motor competency development.

 formative assessment is conducted at the start of each unit of work and throughout the lessons. Lessons include teacher led, peer and self-assessment using the LO criteria, SOW and assessment progress ladder.

What should pupils be able to do at the end of this sequence/topic/key stage?

- To develop technique and improve performance in a range of sports and activities gaining the understanding on how to improve performance effectively.
- Competent and confident to take part in a range of sporting activities developing the understanding on the long-term benefits of taking part in physical activity.
- Analyse their own and others performance and apply and demonstrate ways to improve and achieve personal best.

How do we assess and track progress?

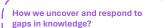
- Formative assessment conducted at the start and end of each unit delivered in line with the school's marking policy.
- Termly end of term evidence for learning celebration assessment.
- Termly RAP meetings.
- Peer assessment and self-assessment throughout lessons.

What do we want pupils to learn?

- Healthy participation: safe practice, how to participate, short- and longterm impacts of participation.
- Rules, strategies and tactics: conventions, regulations, strategies that are specific to participation in an activity /sport.
- Motor competence: accurate movements, movement patterns, movement techniques and sequences.



- Healthy lifestyle.
- Develop and apply new skills.
- Basic rules and regulations.
- How to lead a healthy and active life.



- End unit assessment.
- Termly summative assessment.
- Differentiation.
- Adaptation within lessons to reduce the gap.

How do we adapt our content to

- help our students know more?
- Attend CPD and develop knowledge of pedagogical technique.
- Starters and TOE.
- Teaching for understanding model.

How do we promote reading

- Visual resources
- Reading the LO and criteria
- Researching set sports etc
- Books and magazines
- Form time activities surrounding sports
 on the TV; football etc



How do we deepen knowledge?

- Repetition.
- Matching skills to life skills and everyday tasks.
- Scaffolding information through videos, discussions, visual aids, demonstrations then providing students the opportunity to apply this knowledge within a practical situation.
- Scheduled opportunities to revisit information so students know more and can do more.

What we do to make sure students retain knowledge during this sequence?

- Group discussions, recap and repeat each week LO delivered, linking to everyday life and different sports.
- 121 discussions, questioning.
- Recall, demonstration, repeat then apply information.
- Use of the school's teaching and learning model;
- Acquire
- ConstructApply