

Physical Education Curriculum: Intent, Implementation and Impact St Dunstan's School 2021 - 2022

St Dunstan's School Context

St Dunstan's cohort size is relatively small; at the start of the year St Dunstan's had 398 students attending. The school roll is growing rapidly as a result of the excellent reputation the school has developed in the local community and beyond.

St Dunstan's was 2nd in the County for progress when national data was last available

St Dunstan's has a relatively high proportion of students who are eligible for FSM (24.9%)

St Dunstan's has a more monocultural demographic than the national average (88.7% white British)

Intent	Implementation	Impact
<p>The St Dunstan's Physical Education curriculum intends to instil the St Dunstan's core values of Truth, Resilience, Awareness and Kindness (TRAK) as follows:</p> <p>Truth- Sport at school level needs to be safe, it needs to be fair, it needs to be <u>honest</u>, respectful and have integrity. Without these things sport can lose its relevance and meaning. If people do not have belief and trust in the game, in the activity, then why would people do it?</p> <p>Resilience - The ability to bounce back from a poor performance or a detrimental mistake is crucial to an athlete's success. As much as athletes hate to admit it, failure is a part of the game.</p> <p>Awareness - promoting an understanding of opportunities to get involved in sport and physical activity. It highlights opportunities for persons of all abilities to participate in sport, become an athlete, and go as far as their ability and motivation will take them.</p> <p>Kindness - Sport requires people to follow written and unwritten rules to make it fair. It expects people to behave responsibly to ensure respect, fairness and safety. In this way, it promotes social values. Some popular examples of good sportsmanship include shaking hands, helping an opponent who may have fallen over, encouraging everyone, cheering, clapping or hi-five, and being respectful to everyone including teammates, the opposition and officials.</p> <p>Key Stage 3</p> <p>Year 7 - Replication</p> <p>Year 8 - Application</p> <p>Year 9 - Evaluation</p> <p>The curriculum at KS3 builds on the KS2 curriculum as it follows a similar set of practical activities such as invasion games, gymnastics and Athletics. At KS3 sports are studied in more detail and students are exposed to a wider range of rules, full size equipment etc... In KS2 students are taught generic skills which go across activity areas, for example; to keep possession of the ball with various body parts, bats</p>	<p>Each year group has the following number of lessons per fortnight; Year 7 - 4x 50 min lessons Year 8 - 4x 50 min lessons Year 9 - 4x 50 min lessons</p> <p>Students are taught similar activities across the whole of key stage 3 with a focus on deepening their level of understanding and practical application over the course of the key stage.</p> <p>Challenge is built over the key stage by focusing on an increased level of application and tactical awareness as students progress.</p> <p>Assessment embeds learning as students are required to demonstrate practical skills and their application in a practical context.</p> <p>The cross key stage nature of the curriculum means that topics are revisited and reinforced. Similar learning also carries throughout the year with information on the effects of exercise and the benefits of a warm up for example, being taught in all lessons.</p> <p>The curriculum is adapted to suit all learners in a variety of ways.</p> <p>We have a variety of equipment which allows lessons to be easily adaptable and for us to pitch learning at an appropriate level to ensure challenge for all. For HAP students the challenge lies in extension activities like coaching and officiating which develops their ability to apply their knowledge and understanding in a different context. There is also a vast extra curricular programme which facilitates higher levels of performance and competition.</p> <p>Key vocabulary is evident and shared in all lessons.</p> <p>Activities like Fitness have been added to the curriculum to ensure that appropriate derivations of the activities can be used to help challenge all. For example, GCSE sport content is simplified and drip fed to students from year 7.</p> <p>Progression in knowledge and skills is planned for by expert leaders in each subject area, with an 'assessment tower' designed by each</p>	<p>Students are physically literate and fluent in a range of activities. These prepare them for the maintenance of a physically active life and also support the foundations of further study.</p> <p>Students use and build skills related to Science and Numeracy that are relevant to other subjects.</p> <p>All learners are able to experience success and are engaged in their lessons.</p> <p>Students work with others of a similar ability who are able to provide challenges.</p> <p>Students have a wide range of vocabulary which helps them with future study.</p> <p>Activities can be adapted to suit student interest and therefore maintain interest and motivation. The curriculum is adapting to the needs of the students.</p> <p>Students know how to make progress and are clear about their current level(s) of attainment.</p> <p><u>Student progress has not been as high as previous years due to the low attendance as a result of the covid lockdowns. However, all students have made progress in at least 3 sports throughout the year.</u></p> <p>Year 7: 100% of students are making progress, with 4% making above progress. 100% of Pupil Premium students are making expected progress, with 2.5% making above progress. 100% of SEN students are making expected progress.</p> <p>Year 8: 78% of students are making expected progress, with 8.9% making above progress. 100% of Pupil Premium students are making expected progress, with 4% making above progress. 91% of SEN students are making expected progress, with 3.3% making above progress.</p>

<p>and sticks. This forms the basis of our Yr 7 curriculum where students study these skills in a more technical and sport specific way.</p> <p>Students become fluent and confident in their knowledge and skills as these are built up and revisited across the keystage. Key vocabulary underpins all their learning, and allows them to access concepts at increasing depth and challenge.</p> <p>The curriculum at KS3 runs on a cumulative model of Replication, Application and Evaluation. In Year 7 students are expected to be able to replicate with increasingly good technique, the skills, rules and fundamental tactics of each activity. The level of these skills and tactics to be commensurate with their level of ability.</p> <p>In year 8 students are challenged to use this knowledge to develop their ability to apply the basic skills to competitive or more challenging situations. This may be in competitive games, over more challenging running terrain or across more advanced apparatus for example. Once again the level of challenge in their application will be commensurate with challenges appropriate to them.</p> <p>In Year 9 students should be able to take their knowledge and experiences from Year 7 and 8 and begin to evaluate their own and others performances. This requires a level of understanding that cannot be achieved until significant replication and application has occurred.</p> <p>The curriculum prepares students for the next stages in a number of ways. It...</p> <ul style="list-style-type: none"> • Provides students with an opportunity to develop physical literacy and a passion for sport and physical activity which will keep them healthy throughout their lifetime. • Teaches skills such as resilience, determination and teamwork which are invaluable in all stages of life. • Provides them with knowledge and experiences which will prepare them to study a sport related course at KS4. <p>The curriculum is appropriately differentiated for all students to enable them to all access the same curriculum and activities throughout the year. Adaptation in practical activities is achieved through a number of methods (change of rule, playing area, playing implement etc...) and staff are skilled in its application.</p> <p>The curriculum at KS3 runs on a cumulative model of Replication, Application and Evaluation which provides a continuing level of challenge over the Key Stage. Within lessons challenge is provided through adaptation, with the most able being challenged through the wide range of extra curricular activities, leadership programmes and other associated extension activities.</p> <p>Students learn the personal skills needed to manage behaviour, emotion and failure which are valuable assets for all stages of life.</p> <p>Students complete 2 sports over 1 term. Some sports are longer than others and the timing is chosen due to other local schools being similar. Therefore more opportunity for fixtures and better success rate in tournaments.</p>	<p>department, that maps the knowledge and skills required for students to progress to higher levels of achievement across KS3. The assessment tower also plans for the transition between KS3 and 4, by mapping the knowledge and skills that students will need to master.</p>	<p>Year 9: 97% of students are making expected progress, with 6% making above progress.. 100% of Pupil Premium students are making expected progress, with 2.3% making above progress. 94% of SEN students are making expected progress, with 10.3% making above progress.</p>
<p>Key Stage 4 - Core Games.</p> <p>The curriculum builds on prior learning from KS3 by allowing students to continue with familiar activities if they choose to do so. Others are offered new activities to broaden their experiences.</p>	<p>The cross key stage nature of the curriculum means that topics are revisited and reinforced. Similar learning also carries throughout the year with information on the effects of exercise and the benefits of a warm up for example, being taught in all lessons.</p> <p>The curriculum is adapted to suit all learners in a variety of ways.</p>	<p>Students are physically literate and fluent in a range of activities. These prepare them for the maintenance of a physically active life and also support the foundations of further study.</p> <p>Students are resilient, manage defeat well, can communicate with others and can self-regulate their own behaviour as a result of their experiences in competitive activity.</p>

<p><i>Differentiation, particularly for SEND, helps all students to access the same curriculum. This is achieved by offering a range of activities and giving students choice. Lessons and activities can be differentiated through the use of competitive parameters, changing equipment and adapting the space being used.</i></p> <p><i>Students are provided with a less rigorous but broader games curriculum at KS4 with the intention of building physical literacy and encouraging students to pursue physical activity into adulthood.</i></p> <p><i>They participate in an options programme where they are able to choose a pathway of activities that best suits their areas of interest.</i></p> <p><i>Staff focus is on engagement and activity level. Therefore in some activities such as fitness, yoga and football, students are provided with an opportunity to simply engage and participate under teacher guidance. In other sports and activities which are newer, some structured lessons are provided to allow students to be successful. Students learn the personal skills needed to manage behaviour, emotion and failure which are valuable assets for all stages of life.</i></p>	<p><i>Students choose their activity blocks 3 times a year. Each block has two contrasting activities in it to ensure breadth of study.</i></p> <p><i>Where possible, students are provided with a range of new and traditional activities to complement and maintain interest. Activities like fitness and yoga are used to provide some management of anxiety and exam stress for those who wish to participate.</i></p> <p><i>Some external providers are used if available to increase the breadth of offer.</i></p>	<p><i>All learners are able to experience success and are engaged in their lessons.</i></p> <p><i>Activities can be adapted to suit student interest and therefore maintain interest and motivation.</i></p>
<p>Key Stage 4 - Academic Sport Options. GCSE</p> <p><i>The GCSE in PE prepares students for further study on a post-16 sport-related course (such as Level 3 Sport BTEC or A-Level PE). It would then be possible to progress further on to a higher education sport related-course, or allow the student to undertake work in one of many sport-related fields.</i></p> <p><i>All strands of the KS3 curriculum feed directly into the GCSE PE course.</i></p> <p><i>From a Performance perspective, 40% of the total GCSE PE grade is based on practical performance across three activities. The KS3 curriculum covers a wide range of activities providing students with a variety of choices when it comes to activity selection on the GCSE PE course. The assessment towers are also linked to the GCSE PE activity marking criteria, so a student's performance in an activity at KS3 corresponds directly to a GCSE PE grade.</i></p> <p><i>From a Cognitive perspective, students will explore various physiological concepts such as the short and long term effects of exercise on the body systems when taking part in activities on the KS3 curriculum. They will also be made aware of different types of training, components of fitness, the benefits of warming up and cooling down, and basic psychological concepts of sport. All of this is directly linked to the GCSE PE specification.</i></p> <p><i>From an Evaluation perspective, students are encouraged to observe the performance of their peers and provide feedback on how they can improve across all activities on the KS3 curriculum. This then particularly feeds into the Analysis and Evaluation coursework aspect of the GCSE PE course, which is worth 10% of the total GCSE PE grade.</i></p> <p><i>Within GCSE PE lessons, differentiation of both outcomes and tasks play a pivotal role in allowing all students to access the curriculum and make good progress in relation to their target grades.</i></p> <p><i>In theory lessons, students will be set differentiated tasks in accordance with their target grades, and these could take the form of extended writing tasks, appropriate exam questions, or assessment tasks.</i></p> <p><i>In practical lessons, students practical ability and target grades are taken into account when setting tasks across a range of activities, where variables such as success criteria, competitiveness, and pressure can be manipulated to suit the needs of all learners.</i></p>	<p><i>Overview of the course and potential career pathways are presented to students in year 9 options evening each year and during KS3 lessons in the Spring Term.</i></p> <p><i>The curriculum is planned over a two year period, with a clear framework (scheme of learning and lesson plans for year 10 and 11) taught over a two week timetable with students receiving six lessons in that period. Usually, this consists of two double theory lessons and one double practical lesson per two week cycle.</i></p> <p><i>Assessment takes the form of two exam papers (60% of total grade) and practical assessment across three different activities (40% of total grade).</i></p> <p><i>Paper 1: The human body and movement in physical activity and sport (externally assessed exam worth 30% of the total grade, the contents of which are taught in Year 10).</i></p> <p><i>Paper 2: Socio-cultural influences and well-being in physical activity and sport (externally assessed exam worth 30% of the total grade, the contents of which are taught in Year 11).</i></p> <p><i>Practical Performance (assessment across three activities; one team, one individual and another, worth 40% of total grade).</i></p> <p><i>There is also a coursework element attached to the practical component of the course; Analysis and Evaluation, where students are required to analyse their own strengths and weaknesses and develop an action plan to improve their performance. This is worth 10% of the 40% practical grade, so essentially each practical activity is worth 10% of the total GCSE PE grade.</i></p> <p><i>The SoL has been designed to challenge and stretch all students across a range of target grades, and students are supported through a range of support sessions and interventions leading up towards the exam period (and throughout the year where appropriate). Lessons and teaching activities are adapted to allow all students to access the materials provided and to be challenged appropriately.</i></p>	<p><i>Study of the GCSE PE course will provide students with a greater insight into what is available to them in terms of further study or work in a sport and/or PE-related field.</i></p> <p><i>Throughout the study of the course, students will be given the opportunity to develop their communication, teamwork, leadership, and evaluation skills, all of which will assist in their pursuit of future study/employment.</i></p> <p><i>Attainment: (2021 - in-house exams and adapted practical element due to covid)</i></p> <p><i>15% of students obtained GCSE grades 9-7.</i></p> <p><i>35% of students obtained GCSE grades 9-5.</i></p> <p><i>60% of students obtained GCSE grades 9-4.</i></p> <p><i>43% of which are PP.</i></p> <p><i>SPI is 0.39 overall. All areas are positive. 0.26 for Boys. 0.53 for Girls. 0.22 for PP students</i></p>

<p><i>The curriculum is appropriately and continuously challenging, and lessons are differentiated to support students across a range of target grades. In many cases there is a disparity between practical and theory grades and therefore support is provided to students in their weaker component.</i></p> <ul style="list-style-type: none"> - <i>Mid and end of topic tests set to check understanding.</i> - <i>All lessons are thoroughly planned and resourced</i> - <i>All resources are differentiated</i> - <i>Books are marked in line with the school policy regarding literacy.</i> - <i>Numeracy is used a lot during practical lessons (scoring, measuring etc.)</i> - <i>Connectives focus on students to achieve high marks on long answer questions.</i> 		
<p>Extra Curricular Provision</p> <p><i>The curriculum prepares students for the next stages of sports performance and employment by providing them with an opportunity to extend their knowledge and skill level by competing against more varied opposition and engaging in leadership activities.</i></p> <p><i>The department runs a substantial series of inter house sports competitions throughout the year which allows large volumes of students to perform competitively against the other houses. House matches take place across the year groups. A whole day sports day takes place in Term 6.</i></p> <p><i>Students learn the personal skills needed to manage behaviour, emotion and failure which are valuable assets for all stages of life.</i></p> <p><i>Students involved in the leadership programme learn skills which will carry on into their adult and working life and are provided with experiences which directly grow their confidence, communication and leadership skills.</i></p> <p><i>All students are welcome to attend extra curricular clubs and fixtures. Some clubs such as badminton are run on a recreational level in a hope to encourage a wider range of student engagement. Additional opportunities present themselves across the year, such as girls rugby and fitness, which provide other sub and target groups with additional opportunities.</i></p> <p><i>Opportunities for students to play at a higher level and to make progress in competition is available and many students / teams do this. Some teams / students compete at county level and above.</i></p>	<p><i>The extra curricular programme changes on a half termly basis and is informed by annual student voice. There is no cost involved and all are welcome. A late bus is provided to facilitate students who live further away to attend after school clubs.</i></p> <p><i>A member of the PE team oversees the house competition. This currently runs:</i> <i>Term 2: Hockey / Rugby</i> <i>Term 4: Netball / Football</i> <i>Term 6: Rounders / Handball</i> <i>In some instances the activity will be changed to suit the year group and encourage maximum participation. For example Yr 10 girls will take part in benchball and not hockey.</i></p> <p><i>There are opportunities for students to engage with outside agencies. These opportunities include Tor Rugby and Tor Netball.</i></p>	<p><i>Students are physically literate and fluent in a range of activities. These prepare them for the maintenance of a physically active life and also support the foundations of further study.</i></p> <p><i>Students get the opportunity to link with external clubs or to be offered progression to higher level performance through county links.</i></p> <p><i>Talent Identification.</i></p> <p><i>Students are offered the opportunity to compete in inter school competition.</i></p> <p><i>Students perform with others of a similar ability who are able to provide challenges.</i></p> <p><i>Students are given recognition for their sports contribution and this provides motivation and pride.</i></p>