

Because we are “*we all come together to learn*”,
**there is a strong universal element to our curriculum:
we give all learners, particularly the most disadvantaged,
the knowledge and cultural capital they need to success in life.**

PHYSICAL EDUCATION

Intent

Our Department will create positive learning environments that create a thirst for progress (physically and academically) whilst building enjoyment within sport and exercise. Our area is unique: by enjoying time out of the classroom and engaging in physical exercise, our students will enjoy proven benefits such as improving both physical and mental health, decreasing stress, and building relationships with others.

Above all else, the biggest concept we teach is the need to lead an active and healthy lifestyle which will boost physical, mental and social well-being. Secondly, we look to develop our students both technically (through physical performance) and academically, helping all students to take part in competitive/recreational sport both in and out of school. And where we can, we look to personalise the curriculum for each individual.

Implementation

In **Key Stage 3** we provide a broad curriculum covering fitness, and individual and team sports. We aim to foster both capacity for elite sporting performance, and for regular recreational physical activity (*eg* through coaching). This approach continues in **Key Stage 4** alongside a GCSE offer which allows boys to explore anatomy, physiology, data analysis *etc*. This route continues into **Key Stage 5** in both BTEC and ‘A’-level courses.

Regular low-stake assessments assure pupils’ progress. In **Key Stage 3** we use techniques like rich questioning (hinge questions) which identify gaps in learning or common misconceptions. **Post-14** we scaffold learning and then assess it through thorough questioning, end of unit tests, *etc*.

Our extra-curricular offer is a key part of our strategy to create a thirst for progress. Numerous teams across many sporting activities afford a significant number of students to opportunity to compete ‘for the school’ and achieve success. We see first-hand the galvanising impact extra-curricular success can have on a wider circle of students. **Post-14**, an increasing number of trips (*eg* to Universities) reinforce these messages.

Impact

- In **Key Stages 3 and 4**, we track all learners’ progress in their physical activities, through their technical and physical performance in each sporting activity. In **Key Stage 3** we are looking at introducing homework activities to enable us to assess pupils’ understanding of the need to, and benefits of, exercise.
- In **Key Stages 4 and 5** we incorporate knowledge retention tasks and end-of-unit tests to assess learners’ progress in their academic studies.

Measuring their progress both physically and academically enables us to assess the extent to which we have created in them a thirst for progress, in line with our stated intent.

Author: C Parkes