

# P.E DEPARTMENT HANDBOOK



*"A place where students always come first"*



**Curriculum intent:**

*“Our vision is to promote a lifelong love of health and fitness, enabling students to develop physically, socially academically and emotionally.”*

At Rockwood Academy we study Physical Education to develop student’s holistic characteristics and well-being. We aim to provide an engaging, fun and active curriculum that offers a variety of sporting opportunities using our school facilities and external organisations. We aim to make students smile by offering enrichment opportunities that further develop students in all areas. We will teach students how to collaborate with others as part of a team, understanding fairness and respect. We will develop resilient young people who recognise the importance of a healthy lifestyle, who will continue this value of developing a lifelong love for physical activity.

Students develop their skills through an extensive curricular and extra - curricular program of activities which are designed to meet the needs of all student’s needs, with student voice central to this in both curricular and extra-curricular design. Intra and Inter competitions provide students with the opportunity to experience competitive sport against local school’s fundamental to British values. Enrichment activities are changed each half term, to provide a wide variety of activities designed to cater for all student’s needs. Health and fitness runs right through the strand of the curriculum design promoting a practical and theoretical knowledge of maintaining healthy living.

The PE curriculum is broad and balanced which incorporates all elements of the National Curriculum to give students a breadth and depth of different sports and health related activities.

The Key Stage Three Curriculum develops key skill development across both individual and team sports, with a focus on introducing students to the benefits of maintaining a healthy lifestyle through various health related activities.

**Statement**

use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]

develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]

perform dances using advanced dance techniques within a range of dance styles and forms

take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group

analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best

take part in competitive sports and activities outside school through community links or sports clubs

In Key Stage Four, the emphasis is on student development and the importance of maintaining a healthy lifestyle with sports and activities, designed to engage for all abilities and physical needs.

Students study OCR Sport Studies as part of the KS4 examination pathways.

*“Everyone's dream can come true if you just stick to it and work hard”. Serena Williams –(Tennis)*

The core values underpin all PE lessons and are central to students physical social and emotional development.

#### COLLABORATION

Students work collaboratively within team sports, to improve both their practical and key skill development. Opportunities for students to self and peer assess their performance, through shared collaboration between student and teacher allows students to self-analyse performances and suggest improvements to improve their learning and development. Through the wide variety of clubs and competitions provided to students via extra-curricular / enrichment, students have the opportunity to represent the school



in inter-form competitions in addition to those against other schools. Students are taught the value of collaboration and how team sports rely on all team members working in unison to ensure success.

#### OPPORTUNITY

There are numerous opportunities for students in Physical Education. By having a broad and balanced curriculum, this allows students to explore and participate in a wide variety of sports and leisure activities. An extensive extra-curricular program ensures there are opportunities for students to participate in a number of extra- curricular clubs. The department works closely with Birmingham School Games entering various sporting competitions, to allow competitive sport to take



place across all year groups. As a school of Tennis opportunities are funded by the LTA allow students to be sports leaders via the “beyond the base line” program.

Opportunities are available for students to study OCR Sport Studies in Key Stage 4 as part of the examination pathway.

### RESPECT

The importance of “fair play” is crucial to any sport. Playing fairly within the rules of the game developing “sportsman,” qualities is integral to the PE curriculum. Students are taught the rules of sport and what it means to play fairly. Built into each program of study is learning the rules for the sport through the role of the referee/coach/umpire in Key Stage 3. By



building this in to the Key Stage 3 curriculum this develops student’s “respect” by understanding the skills needed to be an official. By developing this in Key Stage 3, students are able to co-ordinate and officiate games by themselves in Key Stage 4.

### EXCELLENCE

Excellence is synonymous with sport. Healthy competition is key to student’s short term and long term development. Students through a progressive curriculum design, which incorporates key physical components of fitness and skill development; allows students to progress and develop as individuals. Competitive activities carefully matched to student’s development, mean students are striving for individual excellence. Inter-form competitions and competitive sporting fixtures provide opportunities for students to excel.



### Curriculum overview

CORE PE all years:

The activities are planned to allow students to become physically confident in ways which support their health and fitness. As students’ progress through school, we hope they become more competent, confident and expert in their techniques and apply them across different sports and physical activities.

Throughout their time at Rockwood Academy students will experience a number of activities including, but not exclusive to:

Football	Teambuilding	Leadership
Badminton	Health and Fitness	Basketball
Tennis	Rounders	Table Tennis
Ultimate Frisbee	Cricket	Athletics
Handball	Softball	Dodgeball
Netball	Hockey	Gymnastics

### Assessment, Feedback & Homework

Assessment of pupils' learning serves two important purposes:

- To provide feedback that helps teachers to regulate teaching and pupils to direct their efforts more effectively (formative assessment).
- To keep track of pupils' progress towards the various goals of Physical Education (summative assessment).

In CORE PE students are assessed in years 7-9 on age related expectations. By building and developing these expectations and skills, it's hoped students develop physically, socially and emotionally. Every lesson feedback and formative assessment will take place. Every lesson has a 'To be able to' and a 'To know the' target. Each student will be RAG rated on these and at the end of each sport/ half term and an average grade given for their summative assessment. An effort grade will also be given to each student of all year groups.

At Rockwood Academy we expect students to attend at least one extracurricular club internal or external for their PE homework.

An extensive Inter and Intra extra curriculum program, ensures that students of all abilities have the opportunity to represent the school and form and develop a love of health and fitness and sport, transcending in to adulthood and beyond. Linking in with the governments need to tackle Obesity, "Health and Fitness" based activities including personal training have been included to the curricular and extra-curricular program to ensure students understand the importance of maintaining a personal healthy lifestyle.

Y10 and Y11 Option – OCR Sport Studies

Unit no.	Unit title	Unit ref. no. (URN)	Guided learning hours (GLH)	How are they assessed?	Mandatory or optional
R184	Contemporary issues in sport	J/618/5942	48	E	M
R185	Performance and leadership in sports activities	L/618/5943	48	N	M
R186	Sport and the media	R/618/5944	24	N	O

The weightings of the Performance Objectives across the units is:

Performance Objective	Externally assessed unit (range)	NEA units	Overall weighting
PO1	17–21%	n/a	17–21%
PO2	14–16%	15%	29–31%
PO3	5–7%	18%	23–25%
PO4	n/a	27%	27%
<b>Overall weighting of assessments</b>	<b>40%</b> <b>70 raw marks</b> <b>80 UMS</b>	<b>60%</b> <b>120 raw marks</b> <b>120 UMS</b>	<b>100%</b> <b>190 raw marks</b> <b>200 UMS</b>



## R184 Contemporary issues in Sport

R185 and R186 are controlled assessments with different topic areas. R185 is out of 80 and R186 is out of 40 marks.

Please note: Year 11 2023 entries will follow the old specification. 3 units complete with a 4<sup>th</sup> unit grade given based on best fit due to Covid-19. Each unit is marked out of 60.

**This unit is assessed by an exam. The exam is 1 hour and 15 minutes. It has three Sections – Section A, Section B and Section C.**

- Section A has 30 marks
- Section B has 28 marks
- Section C has 12 marks
- The exam has 70 marks in total

### Disciplinary literacy

#### [Incorporating literacy into PE at Rockwood Academy:](#)

As a PE department, we aim to embed Literacy into the CORE PE curriculum using the four disciplinary aspects of Literacy:

- Listening
- Writing
- Reading
- Speaking

Listening and speaking are both crucial to demonstrate good teamwork, effective communication and therefore success in a sporting context. All four of those components can be covered in a lesson/ team talk and for the students to be able to understand and correctly interpret the information given can be the difference between success/progress and failure/ not progressing.

Key word displays are changed each term to enable students to read the important vocabulary that they will need to know to understand the sporting context.

At the beginning of each lesson key words and the DQ are read and discussed. Verbal and written instructions are also used throughout to help student's practical performance and skills improve.

To support all learner's images and instruction resources are sometimes utilised to embed keywords and skills.

In KS4 Sport Studies, mark schemes and specifications are discussed and read before students begin their coursework tasks. Students use computers to research and type up their work. The computers develop students Literacy skills by giving access to a wide range of literature on the different topics and enable students to check their punctuation, grammar and spelling.

What professional development opportunities will you provide for teachers within your team?  
<https://www.ocr.org.uk/qualifications/professional-development/events/?type=Cambridge%20Nationals&subject=Sport%20Studies>

OCR Sport Studies free online professional development courses are available throughout the year to learn the new specification and how to moderate.

How will you as a subject leader monitor and evaluate the impact?

Liaise with DCE regarding Sport Studies – moderate work in line with the MTP.

Teaching model:

What does a 'typical' lesson look like in PE?

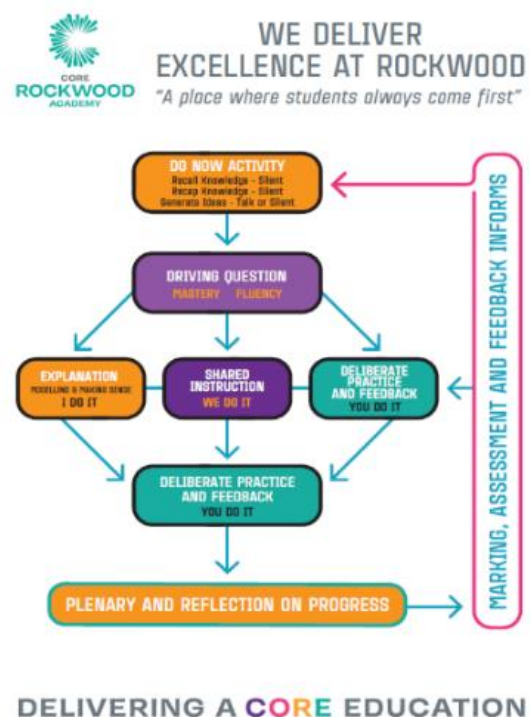
It is important to have a classroom routine pupils can count on every day. Having the same procedures every day cuts down wasted learning time significantly.

Our classroom routines promote a positive environment where all pupils can learn.

Our daily routines include:

#### CORE PE:

- Changing time and register completed
- Do now – Warm up (3 stages)
- DQ and Keywords introduced
- Skill drill – Part of the I DO section of the lesson. This is where the teacher delivers and models new instructions and skills.
- Skill drill progression – Part of the WE DO section of the lesson. This is where the teacher will set a more advanced drill and let students have a go with support. Peer and self-assessment is used to give feedback.
- Game situation – Part of the YOU DO section of the lesson. AFL to put the skill into practice, usually a game situation. Peer and self-assessment is used to give feedback. Teacher observations lead to a formative assessment each lesson.
- Plenary – Reflects on the DQ and key words and the assessment criteria from the lesson according to the MTP.



#### Sport Studies:

##### Exam unit:

- Do now in silence based on reflection of content already taught, for consolidation or assessment of prior knowledge and register completed. Red pen check of the Do Now.

- DQ and Keywords introduced and discussed.
- I do information taught – Teacher to give out new instructions.
- We do task – Teacher to set a task with support – model answer
- You do task – Students to put the skills and knowledge they have learnt to the test. Mini plenary and review of lesson content. AFL opportunity with instant feedback from peer or self-assessment in red pen.

#### NEA units:

Do now – recap of specification and criteria and register completed

Controlled assessment on computers

Feedback – prompts on the i.e. criteria on the specification

#### Quality assurance:

Sport Studies - NEA coursework moderation across both units and year groups → Per term.

CORE PE – Lesson drop ins to ensure consistency of T&L procedures.

Extra-curricular promotion and student voice.

#### References:

<https://www.ocr.org.uk/Images/610953-specification-cambridge-nationals-sport-studies-j829.pdf>

<https://www.afpe.org.uk/physical-education/>

#### Staffing:

Head of Department: Miss K Priest

Deputy Head Teacher: Mr D Cooke

PE Teacher: Mr H Thompson

PE mentor: Mr S De Lancey