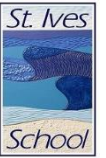




St Ives School - PE Curriculum Statement



“The principle is competing against yourself. It’s about self-improvement, about being better than you were the day before.”

Steve Young (professional athlete).

Curriculum Intent

The St Ives School Curriculum ensures that all our students have the opportunity for academic and personal development across a broad range of subjects and experiences. It combines equality of opportunity to our core learning with opportunities for students to make individual choices regarding their learning experiences. Acquisition of knowledge and transferable skills are the cornerstones of our student's progress and we place a high value on building their understanding of community, place and social justice. Lessons and other learning experiences are sequenced to build on students' prior knowledge, and to ensure that students deepen their understanding of each subject, and the interconnection between subjects and their global context.

Our Curriculum is the foundation to achieving our Core Principles:

- Students leave St Ives with high value achievements and the life skills and resilience that provide a platform for future success and happiness.
- We are inspired to work together to research, design and implement highly effective and sustainable solutions to develop and maintain our thriving school community.
- Continuous improvement is achieved through a whole school culture of, and commitment to, creativity, engagement and professionalism.

PE Curriculum Intent

PE prepares students for their future, develops the characteristics and personal qualities to succeed in a competitive society and is designed to form the foundation of an active and healthy lifestyle. We aim to develop a set of skills and characteristics that prepare students for employment and that are fully transferable from the sports environment to their future lives and work.

More important than any other aspect is the development of physical, social and mental well-being, and the wider benefits of personal development through PE including teamwork, sportsmanship, leadership, communication, self-reflection, having fun.

Within core PE and our extra-curricular programme we look to create driven students with a desire to succeed; resilient, determined with a strong work ethic. Our aim is to provide students with a multitude of learning opportunities through a wide range of physical activities to develop themselves as, citizens, sportspeople and learners.

Our central goal is to prepare students for their future; in PE we summarise this in our key messages to students and the outcomes we want them to achieve: determination, excellence, respect.

What is unique to the study of PE?

PE allows students to develop themselves through movement. It is a multi-faceted, multi-activity subject that provides a rich set of opportunities and experiences that encourage the students to develop skills and qualities learned through sport and physical activity that can be applied to their future lives and employment.

We want students to develop behaviours and habits that last a lifetime, including the adoption of an active and healthy lifestyle. PE provides students with an extremely wide range of activity experience in which to develop this enthusiasm for physical activity, and we cover the full recommended programme of study from the National Curriculum in doing so. In PE students improve their own competence in performance, they learn to be part of a team, adopt roles of leader, official, coach and they learn to analyse, evaluate and create.

Core PE is supported by a wide extra-curricular programme including lunchtime recreational activity, after school clubs and a full competitive fixtures programme. Through the different levels of extra-curricular activities, all students are able to be included, and all aspects of the programme are open to every student. We take part in local, regional and national competitions, as well as the Cornwall School Games underpinned by an ethos of increasing participation and providing opportunities for all.

Our pedagogy is underpinned by a focus on the development of personal characteristics and progress in competence. We have taken inspiration for the Youth Sport Trust 'My Personal Best' programme and created a bespoke St Ives model curriculum that has been recognised nationally as best practice and shared with a multitude of partners locally and nationally.

Curriculum Implementation

General Principles

- Students follow a series of 15 schemes of learning, each one focused on a different personal characteristic or skill.

- The National Curriculum programme of study for KS3 and KS4 is embedded into our 'Determination, Excellence and Respect' curriculum and students rotate through a very wide range of different sports and activities from year 7 to year 11.
- Students are expected to demonstrate the personal characteristics or skills in any given activity area.
- Students are assessed on the demonstration of these characteristics over time, and are graded on a 5 point scale between 'towards bronze' to 'beyond gold'.

Student Organisation

- Students are split into one of 5 classes which are broadly set by ability. Normally there are two girls groups, two boys groups and one mixed gender group. Our rationale is to allow for a safe and supportive grouping, where students are able to play and compete alongside others who will challenge them but not dominate, allowing students to feel confident within their own ability banding. In addition, our student voice has told us that the majority of students prefer to be in single gender groups.
- All classes follow the same curriculum but may have a different activity profile according to the particular needs of the group and the limitations of available facilities.
- Staff make decisions on classes with full knowledge of who the disadvantaged and SEND students are, individual pastoral needs and ongoing and constant review of progress and performance. Groupings are reviewed at least termly.

Accumulation of knowledge

- PE skills within each activity area are delivered using a range of practice presentation methods but most commonly from closed, to partially open, to fully open practice before applying these skills to a competitive or performance based situation. This allows for the careful development of motor programmes over time.
- Motor programmes and key movement skills are repeated and rehearsed frequently as part of the learning sequence, these are then applied using tactics and strategies to create a successful performance.
- The schemes of learning based on personal characteristics are deliberately sequenced to be of greatest relevance at the student's stage of learning e.g. 'communication' in year 10 before the start of work experience requiring this particular attribute.

Time allocation

Each year group will have the following allocation for hours where they are taught the PE Curriculum across a two-week cycle:

Year Group	Year 7	Year 8	Year 9	Year 10	Year 11
Hours allocated	3.5	3.5	3.5	2.3	2.3
Percentage of curriculum time	7.5%	7.5%	7.5%	5%	5%

Teaching and learning provision

- Lessons start with immediate activity to engage students followed by a review and sharing of objectives and previous learning within the scheme. A 'know' show, grow' model of objective sharing is common practice.
- Mini-plenaries are used frequently to review learning progress against the objectives in the SOL, and progress of competence and use of tactics and strategy.
- Demonstrations and clear teaching points are given to model performance and movement.
- Feedback is provided to students 'live' throughout the lessons to ensure students make rapid progress through activities. Whole class feedback is provided regularly to students during mini-plenaries.
- Blooms taxonomy of questions are used to draw out knowledge and understanding from students and to guide them through self-reflection on their learning. In addition, frequent peer review and analysis is used to assess learning and progress and decide next steps.
- Repeat concepts are delivered in every lesson; these are: determination, excellence, respect, competence, tactics/ strategy/rules and developing a healthy lifestyle.

Adapted provision

- Explicit instruction for SEND students focused on teacher demonstration followed by guided practice and independent practice.
- Adapted equipment and practice structure where needed to support student need.

- First check on disadvantaged students to ensure engagement and understanding.
- Limited information given at each learning stage to allow for working memory storage and retrieval, frequently repeated to support encoding.

Enrichment provision

- Structured lunchtime activity in a rotation of sports in different activity zones to encourage recreational participation.
- Full after school clubs programme providing additional coaching and practice opportunity in activities rotated through sport seasons.
- Competitive fixtures programme on local, regional and national level to allow for experience of competition and representation of the school.
- Academy offer of additional and extended learning opportunities: 4 per year.
- Be Inspired programme includes additional classes in sports and activities often beyond the normal curriculum offer e.g fishing, surfing and American Football.

Curriculum impact

Formative assessment

- Formative assessment in PE is constant and most commonly given in 1:1 or 1: small group verbal feedback following observation of performance.
- Formative assessment is also completed by self-review, peer review and whole class evaluation of demonstration.
- Teachers will assess understanding and progress in PE through observation of performance and behaviours, and skilled questioning strategies.
- Students receive a formative grade every two lessons along a five point scale as an indicator of where their current performance lies. In addition the teacher will also provide guidance on how to improve their grade; this is most commonly done using the DER cards in a 1:1 conversation setting.
- Planning and teaching methods are adapted to aid students to improve their learning rapidly as a result of ongoing formative assessment both live and in advance of future lessons.

Progress

- Progress is monitored through student DER record cards every two lessons. At the end of term (end of SOL), an overall 'average' grade is submitted into SIMS against the SOL focus.
- The SIMS data is fed into SISRA for analysis by the class teacher and by the HOF. This allows for comparison from group to group and across focus groups e.g. PP and SEND
- This is evaluated by the HOF and, where necessary, actions are agreed and implemented.
- The quality of teaching and learning is monitored through lesson visits by the faculty lead and by senior leaders.
- Visits are recorded using Sistra Observe, where follow up action points are actioned as necessary.
- In link meetings between the faculty lead and senior leaders, teaching and learning is a standard agenda item and where any necessary action is discussed and agreed.
- Work scrutiny is also completed and recorded on Sistra Observe by the faculty lead and senior leaders.

Summative Assessment

- At the end of each SOL (term) a summative grade is recorded against the key heading of determination, excellence or respect. By the end of the year, each heading will have been graded.
- The grading is shared with students and parents through the report system.
- The analysis of the grading is used to inform teaching, planning and student organisation of classes.

Student Feedback

- Student voice is completed to monitor student's understanding and building knowledge of the strategies used in PE. Results from this are used to inform future planning.
- Student voice takes the form of :
 - whole school survey completed annually
 - student feedback during lesson drop ins

- annual student focus group interviews
- Students have the opportunity to communicate with teachers during the school day and by using Show My Homework and Google Classroom.