



CURRICULUM INTENT

At Biddulph High School we believe that health and wellbeing is an essential part of a student's educational development. We aim to provide a high-quality curriculum where students find meaningful, relevant and fun physical activity, which improves their physical literacy and wellbeing, today and for life.

Increased Physical Activity and access to high quality PE and Sport leads to improved Physical, Social and Emotional Wellbeing which results in increased progress, achievement and attainment.

We have a 4 Corner model approach in order to develop students all round capabilities in Physical Education.

1. Physical Activity and Competence:

- Students are physically active for long periods of time, in order to tackle increasingly demanding physical activities and achieve their personal best;
- Students demonstrate knowledge and understanding of the key concepts that they are learning;
- Students develop and apply skills and techniques to their performance and are able to evaluate, modify technique and consolidate skills through practise and repetition.

2. Health and Wellbeing:

- Students develop both their physical and mental capacity within lessons. This enables them to thrive due to good physical health, emotional and social wellbeing, confidence, self-belief and motivation to be healthy for life.

3. Character Skills (My Personal Best):

- Staff use the My Personal Best programme in order to develop the positive traits, attitudes, behaviours and skills of considerate, responsible and imaginative citizens, ready to access the world of work as resourceful, responsible, reliable and collaborative employees and entrepreneurs.

4. Accreditation PE

- As a department we strive to offer accreditation PE choices to cater for the abilities and aspirations for all of our students;
- At Key Stage 4 all pupils have the opportunity to choose the following courses:
 - GCSE PE – BTEC Sport Level 2 Award – RSL Dance Level 2
- At Key Stage 5 in accordance with entry requirements students are able to choose the following courses:
 - A Level PE - BTEC Sport Level 3 – RSL Dance Level 3

SCHEME OF LEARNING/COURSES/CURRICULUM MAP

Key Stage 3

(Following on from the Year 7/8 curriculums at the middle schools)

In Year 9 pupils are provided with a learning experience that is designed to develop their practical performance and personal skills in order to lay the foundations for life long healthy lifestyle choices. Pupils participate in a wide range of both team and individual activities with an emphasis on improving their own personal levels of fitness, technique and game performance. Practical PE lessons at Biddulph High School focus on striking the correct balance between performance and participation in sport and exercise.

In addition to the practical elements of the Key Stage 3 PE curriculum pupils also develop their wider understanding of how practical participation in PE lessons relates to developing life skills, leadership skills and employability skills through the My Personal Best programme. It looks to encourage students to thrive and achieve their personal best – in school, in work and their personal lives.

Key Stage 4

In Years 10 and 11 the Key Stage 4 PE curriculum is designed to provide bespoke learning opportunities and experiences that give pupils a deep understanding and a love for the subject.

CORE PE

All Pupils continue to participate in 2 high quality hours of Core PE each week. In these lessons pupils work on a 'carousel' completing units of work in a wide range of sports and health and fitness opportunities throughout the year.

The PE department at Biddulph High School recognises that pupils are individuals and with this in mind tailor the 'carousel' to the needs and interests of the pupils. Staff use the following teaching concepts to bring out the desired outcomes with their students:

1. Developing skills in physical activity
2. Outwitting an opponent / accurate replication
3. Making and applying decisions
4. Developing physical and mental capacity
5. Making informed choices about healthy active lifestyles
6. Evaluating and improving

OPTION CHOICES

The department offers a range of examination courses in Key Stage Four that have been specifically selected to cater for all levels of academic ability and Post-16 and work related aspirations.

AQA GCSE PE

The AQA GCSE PE course studied by pupils from Years 10 and 11 is a very popular option choice at Biddulph High School. It is an excellent course, providing the foundation for Post-16 study of A-Level PE or BTEC Level 3 in Sport and forms the basis for the study of BSc (Hons) Sports Science at university. Students will cover a range of theoretical principles associated with physical activity and complete a comprehensive programme of physical activities. Furthermore, the modules within the course that are studied such as sports Psychology, Physiology and Biomechanics also provides a useful insight into additional Post-16 A-Level subjects such as Psychology, Human biology and Physics.

BTEC SPORT LEVEL 2 TECH AWARD

The BTEC Sport Level 2 course has a different structure to GCSE PE and is ideally suited to those pupils who prefer to work in a modular assessment style rather than a linear model. This is another popular choice for pupils in Key Stage 4 as it is assessed through external examination and coursework. Students will study 3 components.. The course is vocational and is an excellent foundation for pupils wishing to study Post-16 vocational qualifications such as BTEC Level 3 in Sport. The vocational elements within the course which are explored through each assignment brief give real life scenarios on which pupils can base their work.

RSL LEVEL 2 CERTIFICATES IN CREATIVE AND PERFORMING ARTS (DANCE)

The Level 2 Certificate in Creative and Performing Arts provides pupils skills, knowledge and understanding within the sphere of the creative and performing arts industries. The course is designed to enable those who have a keen interest in Dance to demonstrate their understanding of the performing arts by examining professional dance work and the processes used to create them. This is another popular choice for pupils in Key Stage 4 as it is assessed through external examination and coursework. The course is vocational and is an excellent foundation for pupils wishing to study Post-16 vocational qualifications such as BTEC Level 3 in Performing Arts.

KEY STAGE 5

At Key Stage 5 pupils have the opportunity to further develop their knowledge within Physical Education and Performing Arts. Dependant on entry requirements students can choose to study AQA A-Level PE, BTEC Foundation Diploma in Sport or RSL Level 3 Diploma in Creative & Performance Arts

FEEDBACK POLICY

The PE, Outdoor & Performance Arts Faculty strive to provide feedback that should inform pupils, parents and teachers of progress, further targets to be set and serve as an aid to evaluate and plan teaching and learning throughout the course of the academic year.

Formative Assessment

Formative assessment has been described as 'ongoing' and takes place during teaching-learning situations in PE. It is important as it involves providing pupils with constructive feedback, diagnosing future learning needs, describing students' progress, and determining their strengths and weaknesses.

Formative assessment takes place in the following ways during Physical Education.

1. Verbal Feedback

Core PE

During lessons students receive individual feedback whilst they are completing tasks. Staff will circulate around the activity venue and provide clear guidance on how they can improve their performance. This will be directly related to the success criteria of what is being learnt.

When students are also on task in accreditation PE lessons they will provide individual feedback on where they can improve. High Quality questioning will also be demonstrated in a variety of forms such as 1:1 and whole class discussions.

Staff will feedback to pupils on the correct terminology being needed and applied. There will be encouragement in the use of Tier 2 and 3 vocabularies both in written work and verbal responses.

2. Modelling

Core PE

Throughout the lessons staff will demonstrate the correct techniques and actions required. If staff are aware of high level performers they may also be used to demonstrate activities. They will also refer to success criteria whilst demonstrating so that both students and staff can reference easily where mistakes are being made.

Accreditation PE/Dance/Music

Staff will strive to provide model answers or past examples of pupils work for them to reference and critique. This may happen live within the lesson on 1:1 basis or during a whole class feedback session. Students will then be asked to structure or amend their responses to a similar style.

3. Peer and/or self-feedback

Accreditation PE

At the start of each lesson students will use retrieval tasks on what they have learnt previously. Students will then identify areas they need to improve on. These retrieval tasks will be in the form on low stakes knowledge and application tests with some reference to past exam papers.

4. Exam style question(s) for homework and the use of The EverLearner

Year 11 GCSE PE students will receive past paper question booklets once every 2 weeks. Staff will give feedback that is individual to each student which also may link to STAR marking and DIRT activities if deemed appropriate.

All accreditation PE students will have access to The EverLearner package. This will track their performance and allow them and their teacher to see visually where progress is being made and where intervention needs applying. Staff will have the freedom on how they use The EverLearner package which may be used within lesson time or set for homework.

Research taken from 'Making Every Lesson Count' will be evaluated and new areas of formative assessment will be built upon during the academic year.

Summative Assessment

Core PE

Pupils will be assessed collectively in performances from the knowledge and skills they have learnt and applied throughout the activity they are studying. This is done by the subject teacher who is responsible for recording an end of activity grade. GCSE PE AQA Grade descriptors will be used in order for easier transition to accreditation PE and further progression in Core PE.

A Level/GCSE PE and Music: Students will receive one formal summative assessment per half term which will then identify progress in the areas of study covered and also areas of underperformance.

BTEC Sport/RSL Dance: Students will submit assessments in accordance to the assessment deadlines for each assignment brief. Dependent on the amount of learning needed before assessments these will not always be once per half term and may be more sporadic as per course assessment plan.

If there are more than one group undertaking a course they will receive the same assessment to ensure consistency across the cohort. Past paper exam questions will be used in order to prepare students for the correct demands of the examination.

Marking

When marking staff will use the schools STARS methodology and explore different DIRT strategies in order for students to improve their work following an assessment. Examination mark schemes and grade boundaries will be used based on the assessment the assessment has been taken from. Through department meetings all assessments will be Internally Verified and moderated. Standardisation will take place at the start of each year in order to ensure reliability and validity of the assessment.

Students may receive further summative assessments throughout the course where deemed appropriate and in line with the scheme of work.

Core PE

Students will be required to peer and self-assess their own and others performances in Core PE. They will do this through a variety of methods such as observation checklists, video analysis and other worksheets. Success Criteria will always be referenced when referring to self and peer feedback.