

# Kettlethorpe High School

*'Together, be the best we can be.'*

*Present*

*Achieving*

*Excelling*

## Physical Education Curriculum

Subject Quote	<b><i>"Champions aren't made in the gyms. Champions are made from something they have deep inside them -- a desire, a dream, a vision."</i></b> <b>Muhammad Ali</b>
Curriculum Summary	<p>At Kettlethorpe High School, we have a whole-school holistic curriculum model which seeks to plan for, teach, and assess progress against our core mission for pupils, our vision and ethos, as well as our cross-curricular 'golden threads' and our identified subject-specific knowledge and skills. Through our carefully planned curriculum maps, knowledge and skills are explicitly planned and taught in coherent and progressive steps. As pupils make progress through the curriculum, this is the main measure of success in PE. <b>In PE, we aim to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. We aim to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. We aim to provide opportunities to compete in sport and other activities to build character and help to embed values such as fairness and respect.</b> In PE, our curriculum commits to fulfilling the 7 whole-school curriculum principles ensuring that what we deliver, and pupils receive is:</p> <ul style="list-style-type: none"> <li>• Broad and Balanced</li> <li>• Engaging</li> <li>• Personalised</li> <li>• Transformational</li> <li>• Inclusive</li> <li>• Aspirational</li> <li>• Values-Based</li> </ul>
Links to Life and Future Destinations (Careers)	<p>PE offers a variety of career paths, including roles in sports, fitness, health, and leisure. Careers can range from sports professionals and scientists to health educators and therapists.</p> <p>Career Options Related to PE:</p> <ul style="list-style-type: none"> <li>• <b>Sports &amp; Fitness:</b> <ul style="list-style-type: none"> <li>• <b>Athlete:</b> Participating in competitive sports at various levels.</li> <li>• <b>Fitness Instructor:</b> Leading exercise classes and providing fitness advice.</li> <li>• <b>Sports Coach:</b> Training and guiding athletes in specific sports.</li> <li>• <b>Sports Therapist:</b> Helping athletes recover from injuries.</li> <li>• <b>Sports Scientist:</b> Analysing athletic performance and developing training strategies.</li> <li>• <b>Lifeguard:</b> Ensuring safety at swimming pools or other aquatic facilities.</li> <li>• <b>Outdoor Activities Instructor:</b> Leading activities like hiking, climbing, or kayaking.</li> </ul> </li> <li>• <b>Health &amp; Leisure:</b> <ul style="list-style-type: none"> <li>• <b>Health Education Officer:</b> Promoting healthy lifestyles and behaviours.</li> <li>• <b>Leisure Centre Manager:</b> Overseeing the operations of a leisure centre.</li> <li>• <b>Paramedic:</b> Providing emergency medical care.</li> <li>• <b>Physiotherapist:</b> Helping people recover from injuries and illnesses through exercise and physical therapy.</li> <li>• <b>Dietician:</b> Providing nutritional advice and guidance.</li> </ul> </li> <li>• <b>Other Related Fields:</b> <ul style="list-style-type: none"> <li>• <b>PE Teacher:</b> Educating students in physical education and sports.</li> <li>• <b>Army Serviceman/woman:</b> Combining physical fitness with military service.</li> <li>• <b>Firefighter:</b> A physically demanding role requiring fitness and teamwork.</li> </ul> </li> </ul>

# Physical Education – Curriculum Overview

## Purpose:

- To inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. We aim to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. We aim to provide opportunities to compete in sport and other activities to build character and help to embed values such as fairness and respect.

## Aims:

- To develop competence to excel in a broad range of physical activities and to engage pupils in competitive sports and activities.
- To help pupils develop their confidence and self-esteem through participation in a range of practical contexts by providing enjoyable and positive experiences with real opportunities to achieve success.
- To develop creativity and expressive qualities.
- To provide opportunities for pupils to work effectively with others through a range of practical situations which require co-operation, creativity, problem solving, planning and teamwork.
- To ensure that pupils are physically active for sustained periods of time.
- To encourage pupils to take on different roles in practical tasks such as performer, choreographer, leader, coach or official.
- To learn how to take increasing responsibility for choices and actions in relation to their own learning, safety and involvement in physical activity.
- To learn how to practise, refine and develop specific skills and techniques and to analyse and improve their own and others' work.
- To be encouraging and empowering pupils to make informed and responsible choices about the role of physical activity in their lives.
- To offer opportunities both in and out of school through extracurricular provision and trips.

## Physical Education Department Knowledge Expectations (Substantive and Disciplinary)



Executing Skills and Performance Techniques				
Year 7	Year 8	Year 9	Year 10 + Y11 Exam	Year 10 + Year 11 CORE PE
Basic skills, techniques and tactics used in sports and physical activity.	More advanced skills techniques and tactics used in sports and physical activity.	Advanced skills, techniques and tactics used in sports and physical activity.	GCSE / OCR Pupils follow the Practical Specifications.	Pupils choose an activity from an option block. Pupils look at aspects of Sport Education, play in isolated and competitive games and work on health and fitness.



Skill Application and Decision Making				
Year 7	Year 8	Year 9	Year 10 + Y11 Exam	Year 10 + Year 11 CORE PE
Knowledge of how to overcome opponents in competitive team and individual activities, i.e badminton, rugby, tennis, hockey. Being able to outwit an opponent.	To select and combine skills specific to the activity.  To demonstrate skills in competitive situations.	To adapt the skills to best suit the situation.  To choose the appropriate skill in most situations.  Consistent in the skills application.	GCSE / OCR Pupils follow the Practical Specifications.	Pupils choose an activity from an option block. Pupils look at aspects of Sport Education, play in isolated and competitive games and work on health and fitness.

Analysing and Evaluating Performances				
Year 7	Year 8	Year 9	Year 10 + Y11 Exam	Year 10 + Year 11 CORE PE
<p>Pupils are able to make basic comments and feedback on others' performance.</p> <p>To make limited suggestions to improve own and others' performances.</p>	<p>Able to set targets for own improvement.</p> <p>Identify strengths and weaknesses from a performance.</p> <p>Suggest ideas for improvement in own and others' performance.</p>	<p>Able to analyse confidently individual and game play. Can identify strengths and weaknesses and the impact this has on performances.</p> <p>Able to critically evaluate own and others' performances giving suggestions for improvement.</p>	<p>GCSE / OCR Pupils follow the Practical Specifications.</p>	<p>Pupils choose an activity from an option block. Pupils look at aspects of Sport Education, play in isolated and competitive games and work on health and fitness.</p>

  

Physical Health and Fitness Levels				
Year 7	Year 8	Year 9	Year 10 + Y11 Exam	Year 10 + Year 11 CORE PE
<p>Knowledge of the components of a warmup and cool down.</p> <p>Immediate effects of exercise on the body and basic training methods to improve cardiovascular fitness.</p> <p>Leading fit and healthy lifestyles including extracurricular activities.</p>	<p>Knowledge of the components of the activity session.</p> <p>Immediate and some long-term effects of exercise on the body and training methods to improve at least 2 components of fitness.</p> <p>The benefits of leading fit and healthy lifestyles including extracurricular activities.</p>	<p>Knowledge of how the principles of training can improve different components of fitness.</p> <p>Knowledge of different methods of training and apply this to improve aspects of fitness.</p> <p>The benefits of leading fit and healthy lifestyles through diet and physical activity outside of school.</p>	<p>GCSE / OCR Pupils follow the Practical Specifications.</p>	<p>Pupils choose an activity from an option block. Pupils look at aspects of Sport Education, play in isolated and competitive games and work on health and fitness.</p>



Leadership and Coaching Abilities				
Year 7	Year 8	Year 9	Year 10 + Y11 Exam	Year 10 + Year 11 CORE PE
Knowledge of fundamental rules and regulations and the need for officials.  Safety factors during sport and physical activity.	Knowledge of more advanced rules and regulations and experience the role of officiating.  Lead aspects of lessons such as warmups, skills or coaching / leading the group from the side-line.	Knowledge of a range of tactics which would affect the specific individual or team situation.  To lead others in planning and executing areas of development for an identified skill or tactical structure.	GCSE / OCR Pupils follow the Practical Specifications.	Pupils choose an activity from an option block. Pupils look at aspects of Sport Education, play in isolated and competitive games and work on health and fitness.

# Physical Education – Golden Threads Mapping

SMSC				
Year 7	Year 8	Year 9	Year 10	Year 11
<b>Spiritual Development</b> - Students are encouraged to develop a sense of enjoyment and fascination in learning about themselves and others when participating in a range of physical activities. Pupils learn a lot about themselves when exposed to challenging and competitive situations. These situations occur in lessons and in both intra-school and inter school competitions. At KS4 this is developed further through providing opportunities for students to coach and officiate activities for younger students. <b>Moral Development</b> - At KS3 and KS4 pupils participate in a range of physical activities. Part of this participation involves learning the laws and rules of the varying activities. Pupils also undertake the role of an official, in which they must enforce the rules of an activity. <b>Social Development</b> - Across both key stages students work collaboratively building their team work skills and ability to problem solve with others. Students work in a variety of groupings and are respectful of others' opinions as part of their criteria for success. <b>Cultural Development</b> - The programme of study involves pupils in a of activities from a wide range of cultural and historical contexts. At KS4 GCSE PE students study factors and influences which affect a person's participation in sport and gain an understanding on how they can help to increase the participation rates within activities.				
Personal Development				
Year 7	Year 8	Year 9	Year 10	Year 11
Lessons focuses on building a positive relationship with physical activity and developing essential life skills. Students will explore the value of PE, learn to manage change, and improve their social skills like teamwork and communication. They will also develop personal skills such as organisation, resilience, reflection, analysing and sportsmanship.			Students focus on building confidence, resilience, and leadership skills while also developing healthy habits and understanding the importance of physical activity. This includes exploring healthy relationships, managing stress and pressure, and preparing for future careers through sport and physical activity.	
Numeracy				
Year 7	Year 8	Year 9	Year 10	Year 11
• Map reading and coordinates through Orienteering. Time, distance and speed through Athletics. Scoring and areas through all activities. Using numeracy to compare equipment or tactics. Timekeeping and officiating through all activities. Use of tempo, pace and levels in gymnastics. Analysis of performance to improve in all activities.		Map reading and bearings through Orienteering and Outdoor Pursuits. Time, distance and speed through Athletics and other activities. The knowledge of angles and height through outwitting activities. Using scoring and equipment, timekeeping and organising competitions and tournaments. Analysis and evaluating performances. Using data to interpret in GCSE. Analysing data and graphs in GCSE and OCR PE.		

Cultural Capital				
Year 7	Year 8	Year 9	Year 10	Year 11
Developing role models for students in the variety of sports taught and linking this to the importance of improving key skills and working hard to get better at these particular skills. The importance of teamwork and problem solving and how this can be used across everyday life for success. Perseverance and resilience and the importance of this across not only sport, but everyday life.			The importance of thinking strategically and focusing on how we can improve through the use of strategy and tactics. This is linked to examples of when this has been done in high level sport in the activities that are being taught. Enthusiasm for sport and ensuring that students are aware of the importance of life long physical activity and what clubs are out there for students further progress their dedication to physical activity.	
Substantive Knowledge				
Year 7	Year 8	Year 9	Year 10	Year 11
Fundamental Movement Skills – Includes agility, balance, coordination, and control (e.g., running, jumping, throwing, catching). Rules and Tactics – Understanding the basic rules of games and simple strategies for teamwork and competition. Healthy Lifestyles – Knowledge of how physical activity benefits health, fitness, and mental well-being. Anatomy and Physiology – Basic knowledge of how the body moves, including muscles, bones, and how exercise affects the body. Sports and Activities – Learning about a range of physical activities, including gymnastics, dance, athletics, and team games. Safe Participation – Understanding how to take part safely, including warm-ups, cool-downs, and using equipment correctly.		<b>Edexcel GCSE Paper 1</b> Skeletal System Muscular System Cardiovascular System Respiratory System Movement Analysis  <b>OCR Sports Studies</b> Reviewing personal strengths and areas for development. Produce an action plan to improve. Plan and lead on a sporting activity and evaluate.	<b>Edexcel GCSE Paper 1</b> Fitness Components Methods of Training Injuries in Sport Used of PED’s PEP Coursework  <b>OCR Sports Studies</b> OAA activities to participate in, analyse performance and action plan to improve.	<b>Edexcel GCSE Paper 2</b> Health and Fitness Sport Psychology Commercialisation in Sport  <b>OCR Sports Studies</b> Sporting Values, Olympic and Paralympic Values, Sporting Etiquette and Drugs. Positives and negatives of hosting a major sporting event such as the Olympics. National Governing Bodies and their role in sport. The use of technology in sport.
Disciplinary Knowledge				
Year 7	Year 8	Year 9	Year 10	Year 11
Tactics and Strategies Reasoning and Problem-Solving Evaluation and Reflection Communication Working with Others	Tactics and Strategies Reasoning and Problem-Solving Evaluation and Reflection Communication Working with Others	AO1 and AO2 work where students will link the topics taught to different sports performers and different sporting actions. They will be required to explain, analyse and evaluate each of the topics covered. They will explain how exercise results in changes to the different body systems covered.		AO3 work where students will base opinion and justifications of questioning. Make a judgement and justify the choices.

### Subject-specific Skills

Year 7	Year 8	Year 9	Year 10	Year 11
<p><b>Motor Skills</b> - These involve the physical execution of movements, including running, jumping, twisting, balancing, throwing, catching, striking. <b>Tactical and Strategic Thinking</b> - PE encourages the development of decision-making skills, tactical awareness, and the ability to plan and adapt strategies in different game situations. <b>Movement Analysis</b> - Students learn to analyse and evaluate their own movements and those of others, identifying areas for improvement. <b>Health and Fitness Knowledge</b> - PE promotes an understanding of the relationship between physical activity, health, fitness, and well-being. <b>Social and Emotional Skills</b> - Participation in PE fosters teamwork, communication, leadership, and the ability to interact respectfully with others. <b>Performance Analysis and Evaluation</b> - Students learn to collect, analyse, and interpret data related to their performance, using this information to set goals and improve their skills. <b>Understanding of Socio-Cultural Influences</b> - PE explores how social and cultural factors can impact participation in physical activity and sport.</p>				

### British Values

Year 7	Year 8	Year 9	Year 10	Year 11
<p>In PE, British Values are promoted through activities that encourage teamwork, fair play, respect for rules, and appreciation of diverse cultures and beliefs. These values are embedded in the curriculum through opportunities for students to develop social skills, leadership, and an understanding of their role in a democratic society. <b>Individual Liberty</b> – Students learn about their own rights and the rights of others, such as the right to physical safety and respect. By respecting these rights, students gain a greater appreciation for individual liberty and learn about responsible decision making and their impact on themselves and others. <b>Mutual Respect</b> – In PE students learn to work together respectfully and value each other’s abilities and achievements creating a sense of community. <b>Democracy</b> – PE can provide opportunities to practice democratic values such as teamwork, cooperation and respect for diversity. <b>Freedom of Faiths &amp; Beliefs</b> – In PE students learn to work together respectfully regardless of background or belief. PE fosters an inclusive culture where all students feel valued and supported. <b>Rule of Law</b> – In PE rules are important to create a fair and consistent environment where everyone is accountable for their actions.</p>				

### Life Skills

Year 7	Year 8	Year 9	Year 10	Year 11
Teamwork and Collaboration Communication and Social Skills Leadership and Decision-Making Resilience	Teamwork and Collaboration Communication and Social Skills Leadership and Decision-Making Resilience	Teamwork and Collaboration Communication and Social Skills Leadership and Decision-Making Resilience Goal Setting and Time Management Healthy Habits and Wellness	Teamwork and Collaboration Communication and Social Skills Leadership and Decision-Making Resilience Goal Setting and Time Management Healthy Habits and Wellness	Teamwork and Collaboration Communication and Social Skills Leadership and Decision-Making Resilience Goal Setting and Time Management Healthy Habits and Wellness

### Careers



Year 7	Year 8	Year 9	Year 10	Year 11
Interform Promotion of different roles in sport including coach, official and administrator.	Guided Destination Evening Subject specific careers information.	Links to future study and careers in sport and exercise. Promotion of open days.	Links to future study and careers in sport and exercise. Promotion of open days.	Resources and information given for further study.
<b>Literacy</b>				
Year 7	Year 8	Year 9	Year 10	Year 11
<p><b>Writing</b> - Pupils will be able to talk about, plan and edit work. Communicate information, meaning, feelings, imaginings and ideas in a clear and organised way. Through exam PE (GCSE / OCR) extended writing is encouraged in regular tasks. All students are challenged to develop and extend their sentences and written answers. Students are guided and encouraged to produce extended and detailed answers which will be successful in the GCSE. Planned dialogic marking and times for pupils to make improvement work using the purple pen and think pink policy in school. Scaffolded templates of work so pupils can complete work on a more step by step basis. Use of Command Word Taxonomy in GCSE PE.</p> <p><b>Speaking</b> - Students will listen to and take part in discussions, explanations, demonstrations and presentations. They can contribute comments, ask questions and respond to others' point of view. Students can communicate information, ideas, opinions, tactics, feelings, advice, feedback using an expanding vocabulary. Structure speech and talk clearly and concisely so that ideas can be understood by others. Use non-verbal methods to express ideas and engage with other pupils. Feedback and discussions are very important in PE to ensure feedback is given and acted upon. Use specific terminology and vocabulary in the different sports and physical activity. Pupils have opportunities to work collaboratively in groups, develop opinions and share them with the class.</p> <p><b>Reading</b> - Students will read a range of texts for information, ideas and enjoyment. Find, select and use information from a range of sources. Use evidence from texts to explain opinions. Reading material includes textbooks, websites, social media, newspapers, magazines and journals.</p>				
<b>Digital Literacy (to engage confidently with technology, the various digital platforms, and the vast amount of online information which now exists)</b>				
Year 7	Year 8	Year 9	Year 10	Year 11
Use of video analysis and feedback within lessons. Links to specific sporting actions and techniques. Technology to record actions or timings.	Use of video analysis and feedback within lessons. Links to specific sporting actions and techniques. Technology to record actions or timings.	Materials and resources on MS Teams and SharePoint including lesson resources and tasks. Digital revision guides. Links to GCSE POD, SENECA and GCSE Bitesize.	Materials and resources on MS Teams and SharePoint including lesson resources and tasks. GCSE PEP Coursework digitally produced.	Ensure that pupils are accessing the right information for the exam board. Show the best resources to revise and share and check the accuracy of these.

# Physical Education – KS3 Assessment

## Aims of Assessment at KS3

- To provide a balance between knowledge and skills.
- Set the foundation for GCSE practical style assessment to reduce time teaching skill within KS4 and provide more time to engage students in the wider concepts and deepen contextual knowledge.
- To assess specific skills and techniques in each activity block.
- To allow pupils to experience a wide range of activities both from team and individual physical activities.
- To use terminology used at GCSE to help the transition between the years. This includes practical specific skills as well as theoretical, component 1 and 2, knowledge and understanding.
- To acknowledge the strengths and limitations of a wide range of activities and focus reporting of KS3 assessment on the GCSE practical strands as well as physical health and fitness.

## Context

- Previous assessments of activities did not specifically link to the GCSE course and the specification. Whilst assessment was based upon specific activity criteria, it has now become more in line with the practical GCSE specifications.
- Reporting has been narrowed. Previously an average of all the activities done over a year was reported home. This did not allow for extreme strengths and weaknesses in activities and was not how the GCSE would be assessed. Now we report on a pupils' best team and individual activity assessment score, their next best assessment score and finally a physical health and fitness score.
- Pupils responded, in Pupil Voice, that they enjoy the wide range of activities the department offers. We didn't want to lose this in our curriculum. The acknowledgement too of the different strengths of pupils across the cohorts from different activities.

## Assessment

### End of Activity Assessment

- Pupils will be assessed in each of their 12 activity blocks throughout the school year.
- Each assessment covers both knowledge and skill.
- The assessments are designed to be accessible for all pupils. Students with needs are catered for through extra support or advice.
- Pupils are assessed on 5 key strands for each activity block linked to a Kettlethorpe Progression Step:
  - Executing Skills and Performance Techniques
  - Skill Application and Decision Making
  - Analysing and Evaluating Performances
  - Physical Health and Fitness Levels
  - Leadership and Coaching

### **Low Stakes Testing**

- Utilising the practical nature of the KS3 subject, low stakes testing is done from various forms of feedback from both staff and peers. This is done through verbal, visual and written throughout the activity blocks.
- Pupils will start to use the Knowledge Organisers in PE for low stakes testing and homework.

### **Tracking**

- Teacher Tracking – Low and high stakes testing.
- Track common mistakes and misconceptions that need to be addressed, skills that need to be re-evaluated in lesson. Discussions with students/parents of barriers to learning and support needed.
- Department Tracking – End of unit assessments.
- Review of trackers to inform discussions and moderation of report grades. Departmental meeting to moderate issues/discuss focus of learning to improve skills and keep scheme of work relevant.
- There will be a final assessment at the end of multiple topics to review the impact, which will be placed on the tracker.
- The assessments will be averaged taking priority to the final assessment and set as a % for the progress reports.

### **Targets for 2025-2026**

- To review the criteria for assessment on the activities in the KS3 curriculum model.
- To ensure that the GCSE specifications are linked to the KS3 assessment criteria.
- Review the links between the schemes of learning and assessment criteria for each activity block in the KS3 curriculum models.
- Further develop knowledge organisers for each activity block.
- Ensure that the tracker for KS3 is accurate and trends are easily identifiable which will help inform planning and teaching for groups.

# Physical Education – KS4 Assessment (GCSE)

## Aims of Assessment at KS4

- To provide a balance between knowledge and skills.
- To assess all GCSE skills in line with Edexcel GCSE PE specification covering all assessment objectives:
- AO1: Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. (25%).
- AO2: Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport. (20%).
- AO3: Analyse and evaluate that factors which underpin performance and involvement in physical activity and sport. (15%).
- AO4: Demonstrate and apply relevant skills and techniques in physical activity and sport. Analyse and evaluate performance. (40%).
- Breakdown of Assessment Objectives:

### Breakdown of Assessment Objectives

Component	Assessment Objectives				Total for all Assessment Objectives
	AO1 %	AO2 %	AO3 %	AO4 %	
Component 1: Fitness and Body Systems	15	12	9	0	36
Component 2: Health and Performance	10	8	6	0	24
Component 3: Practical Performance	0	0	0	30	30
Component 4: Personal Exercise Programme (PEP)	0	0	0	10	10
<b>Total for GCSE</b>	<b>25%</b>	<b>20%</b>	<b>15%</b>	<b>40%</b>	<b>100%</b>

- To give regular and consistent exam practice to all students.
- To allow low stakes testing of skills throughout the course to allow students to build upon skills and address mistakes and identify targets for students to work on.
- Prepare students for the time constraints within the examinations. To assess knowledge through factual recall test to check retention as well as teacher assess the level of independent study and quality of revision undertaken.
- To allow students the opportunity to self-reflect upon answers using mark schemes as well as peer assess each other and WAGOLL answers to build clear assessment for learning.
- To allow time for verbal feedback/assessment and discussion of learning goals to push independence and ownership.

Context
<ul style="list-style-type: none"> <li>• Pupils enter the course having just done 2 years of practical activity and no/limited theory classroom sessions. A new skill set on structure, knowledge and literacy is needed.</li> <li>• Retention of knowledge over the course of the 3 years is important. Regular low stakes testing is important throughout.</li> <li>• The focus of structured written work is high in the specification through the extended written question and answers in components 1 and 2 as well as the written piece of course work in component 4, the PEP.</li> </ul>
Assessment
<p><b>Low Stakes Testing</b></p> <ul style="list-style-type: none"> <li>• Regular starter activities test recall of knowledge of specific terms or components.</li> <li>• Regular use of exam style questions for tasks, homework and revision.</li> <li>• Teacher assessment within books is marked and pupils receive the opportunity to develop/attempt particular skills or questions. It is also encouraged that students revise mistakes, advice and purple pen review.</li> <li>• The use of mini-tests throughout the units in the theory components.</li> <li>• Using the PLC checklists to RAG and record progress through each unit.</li> </ul> <p><b>High Stakes Testing</b></p> <ul style="list-style-type: none"> <li>• The end of each unit has a 50 mark assessment to test skills and understanding in that unit of study. This is completed in one hour in the classroom.</li> <li>• At the end of each year there is a PPE which takes place in class for Year 9 and in the sports hall for Year 10 and 11. This covers all the learning for the year/course to date.</li> <li>• Assessments of practical activities are undertaken at the end of each 8 week teaching block and are revisited from Year 9 and 10 into year 11 before the top activity scores are taken for moderation.</li> </ul>
Tracking and Intervention
<p><b>Teacher Tracking</b></p> <ul style="list-style-type: none"> <li>• The use of departmental trackers to highlight common progression/stagnation/regression in marks for each skill set.</li> <li>• Tracking of targets and common misconceptions within the exercise books.</li> <li>• Tracking of knowledge tests to inform Smith Pro-formas.</li> <li>• Use of PLC checklists for each unit.</li> </ul> <p><b>Teacher Intervention</b></p> <ul style="list-style-type: none"> <li>• Adapt planning and teaching and learning to provide meaningful/tailored lessons to groups.</li> </ul>

- Diagnostic marking to inform students of future targets and give opportunities for therapy.

#### **Department Tracking**

- Tracker includes the raw score of assessments to highlight focus of scheme and adapt to needs of the students.
- SISRA to monitor the performance of groups against targets/focus groups against targets.
- Student concerns raised and discussed within departmental meetings.
- Grab files kept up to date with assessment scores, predicted and reported grades and a record of intervention and its impact.

#### **Targets for 2025-2026**

- Ensure all end of unit tests are completed and put on the department shared area.
- Ensure staff are imputing data onto the GCSE tracker to ensure all information is current and 'live'.
- To focus on after school intervention for Year 11 to consolidate learning.
- Earlier moderation of practical assessments.
- Earlier moderation of PEP assessment.
- Develop the use of literacy further in lessons and especially answering longer questions and the PEP.

# Physical Education – KS4 Assessment (OCR)

## Aims of Assessment at KS4

### OCR Sports Studies Pathway

- This course is assessed with 60% of the course coming from coursework-based assignments (including practical assessments), and 40% coming from a 1 hour 15min written exam. Pupils will be assessed in both theory and practical based assignments. During the course, pupils will be assessed in 3 units over 3 years. The units are: Contemporary Issues in Sport (exam), Performance and Leadership in Sports Activities and Increasing Awareness of Outdoor and Adventurous Activities (OAA). Pupils will take part in practical activities of their choosing, such as badminton, basketball, table tennis, tennis and football. They will also have the opportunity to participate in two or three OAA activities. This course carries the same weighting as a GCSE subject when applying for Post 16 education.

### OCR Outdoor Pursuits Pathway

- This course is assessed with 60% of the course coming from coursework-based assignments (including practical assessments), and 40% coming from a 1 hour 15min written exam. Pupils will be assessed in both theory and practical based assignments. During the course, pupils will be assessed in 3 units over 3 years. The units are: Contemporary Issues in Sport (exam), Performance and Leadership in Sports Activities and Increasing Awareness of Outdoor and Adventurous Activities (OAA). Pupils will take part, and be assessed in, a course of Rock Climbing at a local climbing wall, in addition to a number of day walks and an overnight camp in the Peak District. They will also have to plan and lead their own Rock Climbing session, which again will take place at a local climbing wall. This course carries the same weighting as a GCSE subject when applying for Post 16 education.

## Context

- Pupils enter the course having just done 2 years of practical activity and no/limited theory classroom sessions. A new skill set on structure, knowledge and literacy is needed. In addition, pupils enter the course with limited ICT skills, so lessons on how to use SharePoint, create tables and save work within folders are needed.
- Retention of knowledge of each unit over the course is important. Regular low stakes check in's (Y9 and Y10) and low stakes testing (Y11) is important throughout.

## Assessment

### Low Stakes Testing / Check in's

- Regular starter activities test recall of knowledge of specific terms or components.
- Regular use of exam style questions for tasks, homework and revision.

- Teacher assessment within books is marked and pupils receive the opportunity to develop/attempt particular skills or questions. It is also encouraged that students revise mistakes, advice and purple pen review.
- The use of mini tests throughout the units in the theory components.
- High volume of verbal feedback given throughout coursework assignments.
- Video / written feedback is used for pupils to develop work, in addition to the verbal feedback in lessons.

#### **High Stakes Testing**

- The end of each topic area has a 60 mark assessment to test skills and understanding in that unit of study. This is completed in one hour in the classroom.
- Coursework is completed throughout the course and marked and moderated.
- The exam unit is key due to the weighting of this component.

### **Tracking and Intervention**

#### **Teacher Tracking**

- The use of departmental trackers to highlight common progression/stagnation/regression in marks for each skill set.
- The use of departmental trackers to inform where intervention is needed
- Tracking of targets and common misconceptions within the exercise books.
- Tracking of knowledge tests to inform Question Level analysis sheets.

#### **Teacher Intervention**

- Adapt planning and teaching and learning to provide meaningful/tailored lessons to groups.
- Diagnostic marking to inform students of future targets and give opportunities for therapy.
- Additional sessions offered at lunch / after school for pupils to increase coursework grades.

#### **Department Tracking**

- Tracker includes the raw score of assessments to highlight focus of scheme and adapt to needs of the students.
- SISRA to monitor the performance of groups against targets/focus groups against targets.
- Student concerns raised and discussed within departmental meetings.

### **Targets for 2025-2026**

- Ensure all end of unit tests are completed and put on the department shared area.
- Ensure staff are imputing data onto the OCR tracker to ensure all information is current and 'live'.
- To focus on after school intervention for Year 10 and 11 to ensure coursework grades are as high as possible.
- All learning packs and video guides are completed and used effectively in lessons.
- To continue with trialling video feedback and gain pupil voice on its effectiveness.



Schemes of Work – KS3 PE Links

[1.KS3 Schemes of Work - Kettlethorpe](#)