



Woodlane High School

achieving success in a nurturing environment

Subject Policy: Physical Education

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Rationale – What is the evidence base for some of the strategies and curriculum choices?

This section is kept succinct to ensure this policy remains accessible to a variety of audiences. Please review our Teaching and Learning Policy for further information on our whole school approach and evidence informed practice. We have selected 3 subject specific areas of focus to highlight our evidence informed practice, as follows:

Dialogic Teaching

Dialogic teaching is incorporated into PE lessons within Woodlane, with an emphasis on KS4 students. The rationale behind this is that students in PE complete a KS4 qualification which involves either performance analysis as part of the entry level qualification or a large range of assessment criteria around the coaching principles in the NCFE level 1 award. In those lessons, students are given the opportunity for discussion and promotion of peer to peer interaction with structured teacher input. Woodlane students also often have literacy skills which inhibits writing extended answers. Group discussion is therefore used as a medium of assessment within the KS4 qualifications to enable students to meet relevant assessment criteria

The research carried out by the EEF

(<https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/dialogic-teaching>) in to dialogic teaching highlighted the following potential benefits:

- Children in Dialogic Teaching schools made two additional months in two of the core subjects, and one additional month's progress in another subject, compared to children in control schools, on average.
- Children eligible for free school meals (FSM) made two additional months' progress in compared to FSM children in control schools.
- The intervention was highly regarded by headteachers, mentors, and teachers who thought that the Dialogic Teaching approach had positive effects on pupil confidence and engagement.

Although the study was carried out in core subjects and not specifically PE, the findings also revealed that a lack of any subject specific content in the training suggests that the approach may improve children's overall thinking and learning skills rather than their knowledge in a given topic.

To further support the use of dialogic teaching, Clare Cooks TES article which can be found here (<https://www.tes.com/magazine/teaching-learning/general/christine-howe-interview-dialogic-teaching-group-work>) highlights Christine Howe's research into dialogic teaching and how the use of group work and discussion can promote students own thinking whilst enabling the teacher to build on progress.

Learning Theories

In order to ensure the Physical Education provision is outstanding, Woodlane recognises the importance of understanding a variety of learning theories, as they explore the different ways students learn and retain information.

The approach taken in the delivery of PE at Woodlane can be classed as a Complex Learning Theory approach, which utilises a range of teaching styles. This involves incorporating elements of different approaches.

Using a range of teaching models in PE, was identified as the best approach in order to develop students' skills, independence and autonomy. It is important to recognise the research doesn't refer to the delivery of PE in a SEND setting. However, it does conclude that, a one-size-fits-all model is an unrealistic suggestion and may not always be applicable. Thus, as part of the delivery of PE, teaching models are applied on a basis which best serves the needs of the group and the activities being undertaken.

The approach taken at Woodlane is underpinned by research. The PE Project collated and reviewed the impact of learning theories within PE. This included 52 sources of information as part of their research. This can be found here:

(<https://www.thepeproject.com/learning-theories/index.html>). The research reviewed three key learning theories; behaviourist, cognitive constructivist and social constructivist. As well as exploring both teacher-centred and student-centred teaching models including cooperative learning, Teaching Games for Understanding and traditional. Findings from the research highlighted the following benefits for each model.

Behaviourist

- The research states that this approach provides benefits particularly when performing activities where safety is paramount or in the early stages of a PE curriculum.

Cognitive Constructivist

- Research around these models advocate that skills are more effectively learnt in context rather than in isolation, and that skill transference to other situations are also improved when delivered in a game situation. Additional benefits also include: increased pupil autonomy, motivation, engagement and decision making.

Social Constructivism

- Research yielded 'overwhelming positive' results and purported benefits in the development of interpersonal and social skills, improved; student engagement, behaviour, motivation, attainment (particularly for marginalised pupils), cognition, psychomotor learning, enjoyment and investment in PE lessons and more skilful and literate games players.

Use of game based warm ups in PE

PE lessons at Woodlane start with a warm up to ensure all students are suitably prepared for the lesson, where possible game based warm ups are used. The research around this using game based warm up, which can be found here (<https://www.hrpub.org/download/20230430/SAJ12-19992376.pdf>) highlights how using a game based method as oppose to a warm up that involves less 'play' can provide the following benefits;

- Can significantly increase the pulse frequency of students
- Can makes students more motivated to warm up
- Can enable students to move more actively, which is good for the development in both aspects of skills, social and knowledge.
- Can Increase student's readiness to learn.

The research and accompanying study has helped informed practices in PE, by attempting to utilise a range of game based warm ups for students, which also provide opportunities to recap prior learning from previous lessons.

Intent – What is Woodlane aiming to achieve through its Physical Education curriculum?

- To be active physically, demonstrating knowledge and understanding mainly through physical activity.
- To engage in activities that develop cardiovascular health, flexibility, muscular strength and endurance.
- To develop independence through problem-solving physical challenges, evaluating, modifying technique and consolidating skills through practice and repetition.
- To promote health awareness and the value of adopting a healthy lifestyle.
- To instil a sense of good sportsmanship, and encourage recognition of other pupils' contribution.
- To develop leadership skills, responsibility and self-awareness.
- To support the development of self-esteem through the development of physical confidence and helping pupils to cope with both success and failure in competitive and co-operative activities.
- To develop skills as a team player, including praise for others and motivation skills.
- To recognise and follow relevant rules, laws, codes, etiquette and safety procedures for different activities or events, in practice and during competition.
- To ensure all pupils leave Woodlane with a PE qualification which reflects the best of their ability.

Implementation – *How is the Woodlane Physical Education curriculum delivered?*

Curriculum Delivery

- Pupils have full access to the Physical Education National Curriculum which is differentiated to meet pupils' learning needs and styles.
- The Physical Education curriculum is designed to be challenging, appropriate to each pupil's stage of development.
- The Physical Education Curriculum offers opportunities for cross-curricula learning, to ensure pupils make significant personal development, including:
 - ✓ Inter and intra school tournaments;
 - ✓ Educational sports trip;
 - ✓ London Youth Games competitions;
 - ✓ Sports day;
 - ✓ Run a mile;
 - ✓ Athletics competitions;
 - ✓ Community sports festivals;
 - ✓ Disability tennis competitions;
 - ✓ Football and Basketball fixtures and tournaments;
 - ✓ After school sports clubs;
 - ✓ Sports leadership and coaching opportunities;
 - ✓ Lunch and break time sports activities;
 - ✓ PE and O/T parent workshops.
- The KS3 Physical Education curriculum is taught through 2.5 hours (average) contact time per week, (10% of curriculum time).
- The KS4 Physical Education curriculum is taught through 2.08 hours (average) contact time per week, (8.33% of curriculum time).
- The Physical Education curriculum is designed to build and expand on previous skills and subject knowledge, over a 5-year period. It also plans for opportunities for repetition to embed knowledge, increasing the chance of information recall and to integrate new knowledge into larger ideas (view our Physical Education curriculum map in Appendix).
- We offer a range of qualifications in Physical Education, which are selected to appropriately challenge, based on each pupil's stage of development, including:
 - ✓ NCFE Level 1 Award in the Principles of Coaching
 - ✓ Entry Level certificate in Physical Education
- Active participation by pupils in sport is incredibly important to us, we therefore also run an annual mile run and whole school sports day

- Throughout the academic year, we provide additional extra-curricular activities including:
 - ✓ Football club
 - ✓ Basketball club
 - ✓ Crossfit club

Teaching and Learning

- Our pupils are taught by subject specialists
- Our Physical Education Subject Leader is well qualified
- The Physical Education curriculum is differentiated broadly into 3 levels of challenge, 'all', 'most' and 'some'. Further differentiation and personalisation are implemented when required.
- Physical Education homework is provided on a standardised format and is differentiated to provide the appropriate level of challenge.
- In Physical Education we have a 3-tiered approach to supporting a pupil's learning, including:

Universal – this is the teaching your child will receive from the Physical Education subject teachers and will include adaptations to match learning needs. All classes:

- ✓ Are supported by a teaching assistant (TA);
- ✓ Are multi-sensory;
- ✓ Are dyslexia friendly;
- ✓ Integrate speech, language and communication support;
- ✓ Are supported either directly or indirectly by speech and language therapists;
- ✓ Collaborate with OT and physiotherapist to make personalised exercise programmes for pupils;
- ✓ Incorporate the zones of Regulation in teaching practice.

Targeted – it may be appropriate to consider making additional short term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of a) **assessing** your child's needs, b) **planning** the most effective and appropriate intervention, c) **providing** this intervention and d) **reviewing** the impact on your child's progress towards individual learning outcomes.

Interventions may include:

- ✓ One to one support from specialist PE TA;

- ✓ Having a strong focus on sportsmanship and positive play in lessons for targeted pupils;
- ✓ Catch up coursework classes for small groups;
- ✓ Small group of students using another school's gym facilities to support their needs;
- ✓ Specialist engineers modifying equipment to make PE more accessible for wheelchair users;
- ✓ Making strong club links to encourage students to participate in extra-curricular sports teams;
- ✓ PE/OT parent workshops;
- ✓ Promoting pupil voice by holding a pupil conference on break and lunch time activities.

Specialist – it may be necessary to seek specialist advice and regular long-term support from a specialist professional in order to plan for the best possible learning outcomes for your child.

Assessment

- Pupils collate Pupil Achievement Books, where they showcase their best work and progress over time in Physical Education.
- Our bespoke Flight Path is used to track the progress of pupils in Physical Education and determine expected outcomes from different starting points.
- Physical Education teachers use a range of formative and summative assessment procedures to assess progress and attainment, including:
 - ✓ Daily marking (click here for teaching and learning policy);
 - ✓ Self/peer assessment;
 - ✓ Fitness testing;
 - ✓ Targeted questioning;
 - ✓ PE homework;
 - ✓ Recording pupil performance on the IPAD;
 - ✓ B-squared end of unit skill tests;
 - ✓ PE coursework;
 - ✓ Informal/formal examinations;
 - ✓ Using B-Squared assessment etc.

Impact – *What difference is the Physical Education curriculum making on pupils?*

- The vast majority of pupils usually meet or exceed their expected progress in Physical Education.
- The very large majority of pupils meet or exceed their expected outcomes in Physical Education (external qualifications).

- The vast majority of pupils leave Woodlane with at least one formally recognised Physical Education qualification.
- Many pupils join mainstream colleges/sixth forms at post-16 where they study a range of different qualifications and subjects following excellent progress from their starting points in PE and following successful completion of the NCFE Level 1 sport qualifications.
- Pupils are well-prepared for the next stage of their education.
- Analysis of Physical Education outcomes and pupil progress indicates that there is little statistical significance between key groups. Where any small differences are identified strategies are implemented swiftly.
- Healthy lifestyles, leadership, sportsmanship, teamwork and physical activity is embedded across the school and feeds in to all subjects. Excellent progress in Physical Education has a significant benefit for pupils in all other subjects.
- Life-skills are embedded in the Physical Education curriculum and are personalised for each pupil. This supports pupils to make the leap to post-16 provision and meets their needs when entering the world of work.
- Joint targeted interventions by the Physical Education and OT ensure aspects of the curriculum are personalised to each pupil based on the outcomes identified within their EHCPs.

* Please see annual SEF/SIP for further details.

Appendix

Physical Education Curriculum Map – *What will the pupils learn and when?*

Year 7		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer F
Content		Multi-Skills: -Fundamental movement skills -Develop a range of movements and balances -Travelling with and without objects -Sending and receiving skills	Gross Motor Skills: -Games and activities based on the fundamental gross motor movements such as travelling, passing, catching and balance.	Rugby: -Gain knowledge of rugby language and skills and have the opportunity to put into practice in a variety of game settings.	Working Together: To develop a range of key skills to prove their ability to work effectively in a team including: Teamwork, Multi-skills, Social skills, Encouragement, Participation, Listening & Cooperation	Striking and Fielding: -Basic physical skills, knowledge and understanding of rules -Knowledge of roles and responsibilities striking and fielding games	Run, Jump & Throw: -Run, jump and throw through athletic related activities -Students will attempt to develop their running, throwing and jumping techniques
All		-Plan and repeat simple movements and actions -Perform basic skills -Travel in a variety of ways -Show coordination when travelling -Copy simple travelling movements -Move in a variety of directions when travelling	-Say what they like about their performance -Take part in a team game with emphasis on support and encouragement -Show an awareness through listening when participating in an activity -Can work with a partner	-Show an awareness' of others -Intercept the rugby ball -Retrieve the rugby ball -Throw and catch the rugby ball -Take part in a game -Works with a partner -Can tackle and be tackled while running	-Say what they like about their performance -Take part in a team game with emphasis on support and encouragement -Show an awareness through listening when participating in an activity -Can work with a partner	-Will be able to apply fielding, bowling and batting techniques to a game situation -Will be able to use their knowledge to evaluate performance highlighting strengths and areas to improve	-Jump to a height of 20cm -Runs with control of direction -Runs in control of speed -Throw javelin type implement -Take part in a relay race -Discuss the need for safety -Jump over implement 10cm high
Skills		-Consistently catch an object -Shows accuracy when propelling/sending an object -Throw a ball into a hoop/area -Choose movements to make their own patterns -Uses skills in different ways for different games	-Describe their own role in an activity at the end of a lesson -Choose one aspect of their performance they need to improve -Move fluently in a space, while working with others -Work with a partner to achieve a common goal	-Move fluently within a space and avoid collisions -Recognise the demands of the task -Explain how they achieved a good pass, or tackle to another person -Intercept the ball -Decides when and where to run in a game -Work with a partner to achieve a common goal -Pass and catch consistently -Tackle and be tackled at a walking speed/slow jog	-Describe their own role in an activity at the end of a lesson -Choose one aspect of their performance they need to improve -Move fluently in a space, while working with others -Work with a partner to achieve a common goal	-Will be able to apply fielding, bowling and batting techniques to a game situation with some consistency -Use their knowledge to evaluate performance highlighting strengths and areas to improve	-Run and jump over implement 10cm high -Throw a range of implements into a target area -Recognise there are different styles of running/jumping -Recognise there are different styles of throwing
Most							

	Some	<ul style="list-style-type: none"> -Change level direction and pace when travelling -Move in a variety of ways when travelling -Aim with accuracy when sending objects -Pass a ball/object with control -Recognise successful technique or performance -Plan actions to ensure success 	<ul style="list-style-type: none"> -Describe what they observe about others participation at the end of a lesson -Describe a performance accurately -Work cooperatively throughout the lesson -React in a way to assist partner 	<ul style="list-style-type: none"> -Uses descriptive language when discussing tactics -Work cooperatively with others -Explore different methods of passing and catching -Passes the ball with control -Plan where to stand to make it difficult for the opponent in both attack and defence -Demonstrate the difference between helping a partner and playing against them -Describe what they observe in a performance accurately -Recognise what is successful -Use information to improve performance -Identify what they need to practice and find difficult 	<ul style="list-style-type: none"> -Describe what they observe about others participation at the end of a lesson -Describe a performance accurately -Work cooperatively throughout the lesson -React in a way to assist partner 	<ul style="list-style-type: none"> -Will be able to perform different techniques for fielding the ball. -Will be able to evaluate their and others performance, highlighting areas to improve -Will be able to demonstrate the skills to perform different bowling techniques. 	<ul style="list-style-type: none"> -Sustain running -Run consistently and smoothly at different speeds -Can run for 2 minutes -Know the difference between running and jogging -Select appropriate style of running/jumping for the task -Select the appropriate style of throwing for the task
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Year 8		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer E
Content		Accuracy: -Develop control of fine manipulation skills when aiming at a target	Basketball: -Develop physical and tactical skills related to basketball -Gain knowledge of basketball language	Games and Leadership: -Students will work on developing their own leadership skills	Movement and Dance: -Students will explore the different types of dance	Exercise and the Body: -They will investigate the heart and its role during exercise and the need to warm up before exercise	Gymnastics: -Students will improve the quality of movement when practicing gymnastic movements
Skills	All	-Consistently track an object -Show some accuracy when propelling an object -Attempts to hit the ball with some accuracy -Throw a range of implements into a target area -Use skills for different games -Adapts own movement and patterns after watching others	-Show an awareness' of others -Intercept the basketball -Bounce the basketball in a variety of ways -Throw and catch the basketball -Take part in a basketball game -Is able to show some accuracy when shooting	-Describe what they did to solve a problem -Describe their own role in activities -Explain some rules to another person -Work with a partner to achieve a common goal	-Move different directions -Use different parts of body -Copy simple movement patterns -Select appropriate movements -Repeat a sequence of movements -Say what they like about their performance	-Aware of changes to heart after exercise -Aware of changes in their breathing during and after exercise -Knows some food is bad/good for them -Name the parts of the body -Recognises changes to body after exercise	-Can travel in a variety of ways, rolling, jumping etc. -Show control and coordination -Have sound jumping and landing techniques -Link two short movements in gymnastics -Say what they liked about their performance
	Most	-Use descriptive language -Work cooperatively when improving technique -Aim for accuracy at target -Plan actions to ensure success -Use skills to make progress towards a goal -Describe their own or others performance	-Move fluently within a space and avoid collisions -Sets appropriate goals -Show accuracy when shooting at the goal -Demonstrates ways to defend -Work with a partner to achieve a common goal -Pass and catch consistently	-Describe what they observe -Describe a performance accurately -Listen to the children's ideas about what makes it difficult for them to play -Understand the purpose of the activity	-Move expressively and clearly -Have an appropriate starting and controlled finishing position -Change speed and direction -Perform a short dance	-Know why their heart beats faster -Know they need to warm up and cool down -Recognise the physical demands of the task -State if their body is at rest/warmed up/ hot due to exercise	-Can use and explore at least two apparatus in a variety of ways -Use shapes and balance when performing a skill -Take off and land with control -Can demonstrate 5 jumping and landing techniques
	Some	-Use own assessment to modify work -Identify what needs improving and how it may be achieved -Understand the process in improving performance	-Uses descriptive language -Consistently intercept and stop an object -Pass the ball with control -Dribble the ball with control -Describe what they observe in a performance accurately	-Show an awareness of others in their group -Identify leadership qualities in others -Identify what needs improving and how it may be achieved	-Dance to illustrate a theme -Explore ideas based on a theme -Change level direction and pace of dance -Describe a performance accurately -Compare two performances	-Carry out warm up activities/stretching -Record whether their body is at rest/warmed up/ hot - Observe their heart rate is slowing when they rest -Describe simply how they warm up/cool down -Identify when their body is warmed up appropriately	-Change level direction and pace during a gym routine -Combine different jumps/moves with control -Choose movements to make their own beginning, middle and end -Describe a performance accurately

Year 9		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer E
Content		Healthy lifestyles: -Using imaginative ways to express and communicate ideas when designing an individual healthy lifestyle plan and when overcoming problems and challenges	Games with Nets - pupils will focus on developing their understanding of the tactics, and recognising the importance of, and improving the techniques required to play more effectively.	Teams & Tournaments: -Students will learn to work in a team and devise strategies and tactics and discover how these can be used to beat the opponent or team	Evaluating & Improving: -Through tag rugby students will learn to work together to achieve a common goal	Summer Sports: -The sports chosen for this unit will be Cricket, Volleyball, Softball or T ball	Outdoor Adventurous Activity: -In outdoor and adventurous activities, pupils develop their ability to respond effectively to problems and physical challenges
Skills	All	-Carry out warm up activities and stretching -Observe changes to their heart rate slowing to rest -Describe in simple terms how they warm up/cool down -Link breathing heartbeat and temperature -Create a lifestyle plan	-Explore different ways of sending ball -Play ball in opponents court -Try to win by changing the way they use their skills -Identify how they have made it difficult for their opponent -Ask for help to improve -Recognise what is successful -Plan actions to ensure success	-Explain some rules to another person -Decide where and when to run -Know how to score in games -Work with a partner/team to achieve a common goal	-Work cooperatively to achieve a common goal -Explore ideas based on a theme -Plan actions to ensure success -Recognise what is successful -Use information to improve own performance	-Aim for accuracy -Explore different ways of sending a ball -Bowl underarm accurately -Strike a ball with intent -Understand purpose of activity -Plan where to stand to make it difficult for the opponent	-Work with a partner to achieve a common goal -Follow a simple marked trail -Know what clothing is appropriate for a camping trip -Identify risks when using camping equipment
	Most	-Describe how physical activity can keep them fit and healthy -Show an understanding of warming up -Create a lifestyle plan which identifies how to improve their lifestyle	-Hit the ball in the intended direction -Keep rally going -Recognise space in their games and use it to their advantage -Evaluate options when deciding where ball/object should go -Vary the speed and direction of the ball	-Position self to cause problems for the opponent -Plan where to send ball to make it difficult for the opponent -Listen to others ideas about what makes it difficult for them to play -Know and explain rules of a game/tournament	-Describe differences in performances/skill -Know the need to focus on technique -Understand the process involved in improving a performance/skill -Identify what needs improving and how it can be achieved.	-Use rules and keep playing without dispute -Use different bowling methods -Position body correctly when batting -Hit the ball in an intended direction -Hit a ball with purpose	-Identify skills they used to be able to work with a partner to achieve a common goal. (Identify where they are on a trail -Travel to and from objects & locations -Know how to use camping equipment safely
	Some	-Is independent when warming up and can select appropriate activities -Create a detailed lifestyle plan which is practical and applicable to student	-Are able to hit to a person's forehand and backhand -Play ball/object to make it difficult for the opponent -Show consistency and control in a game when making a shot -Use a variety of shots/strokes/techniques -Use tactics to win a point -Identify the reason why they won or lost	-Cooperate and make constructive contribution -Identify what they do to beat competition -Identify good players and say why they are good -Uses own assessment to modify team tactics	-Offer constructive ideas when working with a partner -Have a clear idea about what they have achieved -Recognise the importance of planning	-Keep to the rules of the game -Select the appropriate skill to use when playing cricket, volleyball and softball -Use different types of hitting techniques in cricket/softball or shots in volleyball.	-Identify skills they used and say why they are good when working with a partner -Identify risks and can use camping equipment safely -Read maps & plans -Identify dangers in relation to a camping trip

Year 10 NCFE	Autumn A & B	Spring C & D	Summer E & F	
Content	<p>NCFE Unit 1: Understanding the Fundamentals of Coaching Sport. - Net Games and Hockey This unit allows pupils to increase their understanding of how to establish and maintain an effective, fair, safe and equitable coaching environment. Pupils also will become familiar with the principles of coaching. Pupils will apply coaching practices to Hockey and Net Games whilst building their understanding of key attacking and defending principles within those sports.</p>	<p>NCFE Unit 2: Understanding the principles of planning coaching activities Spring Term: Football & Handball Summer Term: Cricket & Basketball In this unit, pupils increase their awareness of how to plan and prepare activities within coaching sessions. They will be able to describe how to ensure facilities, equipment and participants are appropriately prepared. Students will also apply a range of strategies and tactics in order to overcome an opponent within a variety of team sports, with a focus on game-based activities.</p>		
Skills	All	<ul style="list-style-type: none"> -Outline why it is important to communicate clearly with participant(s) and colleagues -List what might happen if communication is not clear -Say why equality and diversity are important in working with participant(s) and colleagues -State how to treat people equally and respect their individuality -Identify how to dress and present self at work -Name examples of positive behaviour when coaching participant(s) -Say why dress, appearance and behaviour are important at work -States simple reasons why the team lost or won 	<ul style="list-style-type: none"> -Create a session plan and outline why it is important to plan and prepare for coaching sessions -Describe how to identify who has responsibility for different aspects of sessions -Explain why it is important to work closely with the person with overall responsibility for sessions -Name the types of information needed to plan an activity within sessions -State the types of information that may be confidential and how to deal with confidential information -Identify why it is important to use evaluations of other activities when planning new activities -Outline why it is important to make sure the planned activities meet the overall aims of the sessions -Summarise why health, safety, cleanliness and tidiness are important in a coaching facility -Explain the procedures which must be followed for checking coaching facility areas and dealing with any problems found -Name the types of problems which may be found in a coaching facility area -Pupils will complete a discussion the types of problems allowed and not allowed to be dealt with by self, who problems should be reported to and the health and safety requirements that cover own area of responsibility 	
	Most	<ul style="list-style-type: none"> -Describe why teamwork is important in providing good levels of coaching -Describe why it is important to always try to improve own work -Explain why feedback from colleagues and participant(s) is important -Can use feedback from colleagues and participant(s) to improve their own work -Often stops a ball that is passed to them -Runs at a speed appropriate to the distance 	<ul style="list-style-type: none"> -Pick a sport and name the types of equipment which might be used in coaching sessions and research the types of faults and/or hazards which may occur with coaching equipment -Describe the main health and safety requirements for different items of coaching equipment -Observe and describe safe manual lifting and handling procedures -Say how to identify and report problems with coaching equipment -Pupils will practice the correct ways of setting up a range of coaching equipment -Explain why it is important to check with a more senior colleague that coaching equipment has been set up correctly -Keeps score of a game accurately 	
	Some	<ul style="list-style-type: none"> -Explain why safeguarding children and vulnerable people is important -Describe the procedures to follow for safeguarding children and vulnerable people -Explain the values or codes of practice relevant to own work -Give examples of the types of injuries and illnesses that may occur in own area of work -Communicates effectively with teammates within a competitive game -Hits a small ball over a net using a firm wrist with consistency 	<ul style="list-style-type: none"> -Correctly organise the steps to follow when arranging coaching facilities and equipment and giving information to participants -Deliver a short session which considers preparation, dress and equipment, demonstration and appropriate warm-up activities -Explain why it is important to answer participant(s)' questions -Give reasons why warm ups are important -Develops in-game decision making -Work within a team to solve problems -Keep to the player they are marking and attempts to avoid their marker 	

Year 10 Entry Level		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer E	
Content		Baseline of Sports -Pupils will explore a range of sports in isolation, conditioned practices and competitive situations. Gaining an understanding of different rules and how they are applied.	Football -Pupils will develop a range of different core skills including: Ball control, Passing, Shooting, Dribbling, & Tackling etc. As well as developing their teamwork, communication and understanding of rules.	Basketball -Pupils will improve on the core skills in Basketball including: stance and footwork, passing, dribbling & shooting. Pupils will develop tactical awareness and how to apply it in game situations.	Cricket -Pupils will learn and develop in the core skills of cricket including: batting, bowling, fielding and wicket keeping.	Athletics -Pupils will focus on track/running activities. They will develop technique in the following areas: Starting, finishing, posture, leg action, arm action & head carriage.	Analysing Performance -Pupils will observe a range of different sporting performances, analysing the skills required in the activity	
Skills	All	-Participates in a range of different sports, including both team and individual. -Demonstrates skills and techniques in isolation activities -Follows at least one rule from a range of different sports	-Name a range of basic skills and techniques that are fundamental to an activity -Use opportunities to practice the key skills and techniques in isolated scenarios -state the importance of accuracy, control and fluency in different activities -Recall an activity specific tactic and/or strategy -Can recall rules and/or conventions of different activities				-Observe a performance and identify the sport being performed -Observe a peer perform -Name one key skills in the sport being observed	
	Most	-Demonstrates more than one of the key skills required, in both team and individual sports -Recall specific rules of the sport they are participating in -Participate as a part of a team, performing in a range of roles.	-Demonstrate one or more basic skills and techniques that are fundamental to given activity -Develop consistency of the core skills in isolation, with a focus on: accuracy, control and fluency -Demonstrate awareness of when to select an appropriate skill -Identify a tactic and or strategy and explain how it was/was not successful -Can follow at least 2/3 specific rules and/or convention when taking part in specific activity				-Name 2 of the skills used in a specific sport -Identify one strength from a performance they have observed -State some reasons why a team lost or won -Identify one weakness from a performance they have observed	
	Some	-Consistently apply appropriate skills/techniques in a competitive game situation - Communicates effectively with teammates within a competitive game -Recall and apply rules in competitive situations from a range of different sports	-Apply a range of skills and techniques that are fundamental to a given activity -Consistently use the core skills of each activity within isolated practises -Demonstrate an increased awareness of how to use the skills within whole performances and conditioned practises -Performs skills with increased control and accuracy -Successfully identify when and how to use an appropriate skill/s -Explain and demonstrate appropriate tactics, strategies and compositional ideas for each activity, and shows awareness of when to apply them -Follow and understand the rules an activity and/or convention while taking part				-Explain how a skill can help a within a sport -Explain the importance of practising skills -State one skill a team/player needs to improve their performance	

Year 11 NCFE		Autumn A & B	Spring C & D	Summer E & F
Content		Unit 3 – Understanding the principles of conducting coaching activities In this unit, pupils focus on understanding how to conduct activities, conclude activities and support participant behaviour and performance during a coaching session.		Unit 4 – Understanding the principles of evaluating coaching activities in sport Pupils will learn how to evaluate activities within coaching sessions and how to use evaluations to improve their own coaching.
Skills	All	<ul style="list-style-type: none"> -List own (Sports Coach) responsibilities during sessions Pupils will complete a group discussion following observing practical activity, they will feedback on health and safety as well as behaviour and support of participants, identifying examples of good practice where applicable. -Identify the procedures for reporting accidents, injuries and illnesses and own (Sports Coach) responsibilities for reporting accidents, injuries and illnesses 		<ul style="list-style-type: none"> -Outline why evaluating activity sessions is important -Describe why it is important to compare what happened during a session with what was planned -Explain the importance of making positive use of the feedback from others -Record the results of an evaluation and state why this is important -Complete evaluation forms and say to others the process they have taken
	Most	<ul style="list-style-type: none"> -Explain the importance of good communication with participant(s) during sessions -Participate in a range of activities using different means of motivation -Give examples of how to motivate and encourage participant(s) without putting them under stress -Name a selection of ways in which participant(s)' behaviour can be managed during sessions -Order the coaching process as it applies to the improvement of participant performance -Participate in a range of activities providing feedback and explain the importance of giving feedback to participant(s) on what they are doing -Outline how to give feedback in a way that will help participant(s) to improve their performance -Identify appropriate times during an activity to provide feedback 		<ul style="list-style-type: none"> -Give examples of how to make use of past evaluations when planning and conducting future activities -Outline why it is important to always try to improve own coaching -Name a range of ways to ask colleagues for feedback on own work -Outline why feedback from colleagues is important -Name several sources of training and education available to improve coaching practice
	Some	<ul style="list-style-type: none"> -Deliver the concluding section of a coaching session to their peers -Provide feedback on sessions, identifying examples of good practice and suggesting improvements e.g. timings, appropriate activities, equipment suitability and storage. -Describe why it is important to cool down -Explain why it is important to get feedback from participant(s) at the end of sessions -Describe how to identify faulty equipment and what to do with it -Explain why it is important to store equipment in the right place and why a sports coach should keep storage areas clean, tidy and secure 		<ul style="list-style-type: none"> -Outline how to complete evaluation forms and why it is important to record the results of evaluation -Give reasons why sports coaches should use feedback from others - Explain why it is important to take part in training and education to improve coaching skills -Research and present relevant sources of evidence available to develop and improve coaching practice

Year 11 Entry Level		Autumn A	Autumn B	Spring C	Spring D	Summer E	Summer E
Content		Football Pupils will build upon their technical skills developing in how to select and use them appropriately e.g. when/where to run/shoot/pass. They will learn how to apply tactics around attack and defence, and apply rules. Pupils will also build their understanding of roles and positions.	Basketball -Pupils will continue to develop the core skills of Basketball, whilst building an understanding of when and how to apply the skills within a number of competitive situations.	Cricket -Pupils will gain knowledge into the selection and use of skills including; which shot/delivery to use; when to run between the wickets, whilst developing tactics of batting, bowling and fielding.	Athletics -Pupils will focus on selection and use of skills such as; when to dip for the finish line; adjusting for conditions/terrain. Pupils will also develop their ability to apply tactics.	Analysing Performance -Pupils will analyse their own or another's performance, identifying strengths and weaknesses and suggesting how performance may be improved.	Performance Moderation -Pupils will prepare for performance moderation, developing their ability to demonstrate skills in the four sports.
Skills	All	-Practice and perform more than one basic skill and technique that are fundamental to an activity -Develop consistency of the core skills in isolation, with a focus on: accuracy, control and fluency of skills -Increase awareness of when to select an appropriate skill -Will be able to identify a tactic and or strategy from a range of different activities -Can follow at least one specific rule and/or convention during performance in the activities -Name some roles they and others perform in a specific sport				-Name a strength and weakness of own /peer performance --Give feedback to a partner how to improve performance	-Able to recall skills from different sports -Can perform in a specific position in a given sport -Performs a range of skills in isolation activities
	Most	-Perform a range of basic skills and techniques that are fundamental to a given activity -Consistently use the core skills of each activity within isolated practises - Successfully selects and uses appropriate skills on most occasions -Increased awareness of how to use the skills within whole performances and conditioned practises -Performs skills with increased control and accuracy -Demonstrate an increased ability to successfully identify when and how to use an appropriate skill -Demonstrate appropriate tactics, strategies and compositional ideas for each activity, and develops awareness of when to apply them -Follow two or more rules and/or conventions during performance in the activities				-Identify a number of strengths and weaknesses of a performance -Provide several comments on how to improve own performances.	-Can perform skills within a sport with some accuracy -Apply some tactics and strategies in a game situation -Demonstrate increased understanding rules of a sport and is able to abide by them
	Some	-Consistently able to perform core skills within a game and practises -Select appropriate tactics and strategies in a competitive game situation -Can carry out skills with control and accuracy in practise and in competitive game situation -Consistently able to apply tactics and strategies within their own performance -Can apply a range of rules with increased confidence in the implications -Communication with other player(s)/performer(s) is used appropriately -Demonstrate a clear understanding of the roles they and others perform				-Explain the skills and techniques required to achieve success -Identify a range of strengths and weaknesses of a performance in a number of different performances -Explain the steps needed to improve a performance and provide examples of how this can be achieved.	-Can apply skills when faced with opposition with success -Uses tactics and strategies in a range of sports to promote attack and defence. -Can wittingly overcome an opponent

