

# Physical Education Curriculum Rationale



## INTENT



### Alignment to National Curriculum

At Cornfield we follow the national curriculum as this ensures that there is progression and cohesion throughout. Students will learn a broad range of activities which will grow fundamental movement skills, motor competence and the confidence to engage in meaningful learning experiences that provides resilience to physical activity, sports and wider life challenges, while providing the importance of healthy active lifestyles.



### End Points

Summative assessments are used at the end of each topic and Clear end points for each key stage through summative assessments. At the end of stage 9 students will complete their OCR Entry 3 certificate in physical education. Followed in year 10 and 11 with Level 1 and Level 2 Cambridge Nationals Sport studies before leaving Cornfield school and lead active healthy lifestyles.



### Sequencing

The Physical Education curriculum is designed to support an inclusive sequencing to refine and develop from key stage 2 throughout their journey until key stage 4. Students will develop a competent foundation of fundamental movements skills across a range of activities. To Key stage 3 building on previous knowledge and refining and applying skills while developing tactics and strategies within competitive situations. Key stage 4 students will tackle more complex and demanding physical activities and will grow ready for an active life with good exercise habits and the confidence to take part in physical activity and sport away from cornfield.



### Addressing Social Disadvantage

We recognise that students come to our school with wide and differing amounts of abilities and experience. The physical education curriculum aims to provide all students with the tools they require to be able to access, engage and develop resilience to keep working to grow their skill and fitness levels, allowing students to be able to access and develop a sustainable healthy and active lifestyle.

## IMPLEMENTATION



### Pedagogical Approaches

Physical Education at Cornfield uses a holistic approach to learning, and ensures that PE is focused on whole child development. Using a 'ME in PE' approach model focusing on the; Social learning, emotional learning, cognitive learning and physical learning are vital elements of physical literacy. It allows us to support every child to flourish and to achieve their personal best in physical education, in school and in their future life.



### Promoting Discussion and Understanding

In Physical education designing an environment that can support growth mindset and developing an engaging and accessible for all learning environment lends its self to promoting teamwork, cooperation and social skills. This leads to encouragement to communicate ideas, display critical thinking, strategy discussions and support one another. Questioning strategies from the teacher to check understanding, reciprocal teaching and peer and own assessment frequently discussing performances builds and develop subject/skills knowledge and understanding.



### Knowing More and Remembering More

At the beginning of each unit, students will revisit, refine and develop existing skills. The skills are sequenced into small steps to avoid cognitive overload and to ensure students deepen their knowledge and are able to apply this knowledge accurately and meaningful. The use of retrieval tasks are used in each lesson and are used to recall their knowledge in different ways.



### Teacher Assessment

Through a diverse combination of formative, summative and authentic assessments ensures a comprehensive evaluation of students learning. Teachers can monitor student progress and adapt their teaching strategies such as questioning, assessment slips, self/peer evaluations to enhance student learning and address any misconceptions that may have risen before moving on.

## IMPACT



### Approach to Assessment

The use of formative assessment, retrieval and recall, teacher observation and peer and teacher feedback strategies will allow the teacher to have a full view of progress throughout their learning journey. Summative assessments are conducted at the end of a unit to monitor students knowledge and understanding within the skills they are being taught. Engaging students in their own assessment process through peer and self-assessment encourages active participation in their own learning journey.



### Progress Data

Data collected through end of topic assessments, recorded student workbooks, video analysis and OCR assessed assignments are all recorded and shared through the use of the Earwig system. The level of progress and achievement can be shared with parents and carers throughout the academic year.



### Students' Work

Student's work in PE, practical observations, video analysis and on paper, will be used as way of securing and demonstrating learning. The use of observation, modelling, fixed and variable practices, feedback and questioning to evidence learning. Students will have workbooks for use of evidence within some of their learning. Worksheets should only be used when they are the most efficient way of teaching a concept. The use of worksheets can provide students with too much scaffolding, therefore not providing the opportunity to apply their knowledge.



### Feedback to Students

Students will receive constant feedback throughout physical education and will be delivered in a variety of consistent ways. The feedback will be instant and through mainly visual and verbal methods of both the teacher, self-feedback and peer feedback with the support of technology, video analysis, on performance and skill, which will assist in the consolidation of learning and knowledge being understood.