



## CHOSEN HILL SCHOOL PHYSICAL EDUCATION STRUCTURE & RATIONALE

### Physical Education

#### Heads of Department

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Please contact Mr Rees, Head of PE, Mr Knight or Miss Tudor, Head of Girls PE if you wish to make an enquiry about physical education.

#### Curriculum Time

All pupils receive two hours a week of physical education in the curriculum, Year 10 & 11 receive an hour and a half. In Year 10 pupils have the opportunity to continue with physical education as a GCSE or CNAT option subject. This is in addition to the hour and a half of core PE which all pupils receive. Currently there are more than 140 GCSE and CNAT pupil taking physical education at Chosen Hill School, receiving five hours of lessons per fortnight in addition to their core PE lessons. In Sixth Form students have the opportunity to take their learning further at A-Level and BTEC.



## **Homework**

Homework is set routinely for all Year 10 and 11 GCSE and CNAT physical education lessons as part of the school Homework Timetable. Pupils are able to access and submit this homework through Satchel One and Teams. Physical education homework is rarely set for Key Stage 3 students.

## **Class Groupings**

Pupils have two hours of PE per week, taught in single sex groups. We offer the opportunity for students to take part in activities regardless of their gender. This is negotiated with their class teachers.

## **GCSE Syllabus**

We follow AQA 4890 GCSE Physical Education Syllabus. There is only one tier of entry in physical education. All lessons are taught in mixed gender groups. Students are assessed in 3 practical sports (2 in the current COVID alterations) , so practical ability is essential.

## **CNAT**

We follow the Cambridge Nationals Sports Science Level 1/2 course. This is a combination of externally moderated coursework and external exams. There is no practical performance assessment in this course.

## **Facilities**

### **Indoors:**

2 Gymnasiums including Fitness Suite

Fully equipped Sports Hall

### **Outdoors:**

3 Football pitches

2 Rugby pitches



5 Netball / Tennis Courts

400m grass Athletics track including jumping pits and throwing areas.

3 Rounders pitches

2 Softball Pitches

1 cricket pitch (artificial wicket)

2 Outdoor cricket nets

Extensive Fields on Two Sites

We are currently in the process of finalising the plans for a new Astro-Turf pitch at Chosen Hill. We already have the FA backing and have much of the funding required – watch this space.

### **Departmental Ethos**

The curriculum in Year 7-9 is fundamentally about enjoying and exploring a wide range of activities in physical education. This is through performing and working hard to improve skills and techniques, as well as taking on leadership and planning activities. This provides an excellent platform for GCSE and CNAT physical education, leading to A-Level (OCR) and BTEC (PEARSON)

### **Extra-Curricular Opportunities**

This is an integral and important part of the department's work. The department offers an extensive range of extra curricular activities including lunchtime and after school practices and fixtures. We are extending our offer, to enable more students to take advantage of a greater variety of activities, not necessarily geared towards competition. House match competitions run throughout the year, taking place through a variety of different sports. The results go towards the House trophy which is presented at the end of the Summer term. School teams are successful at District, County and National Level. Pupils respond to extra curricular opportunities extremely positively.



## PE Rationale

The Physical Education curriculum at Chosen Hill inspires all pupils to succeed and excel in a wide variety of sport and other physically-demanding activities. This can be competitive and representative or recreational and for enjoyment, health and well-being. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. It recognises the role of physical activity in the role of promoting mental health and well-being also. By giving pupils the opportunities to compete in sport and other activities it enables pupils to build character and help embed values such as fairness and respect.

### Aims of the department:

- Develop pupil's competence to excel in a broad range of physical activities.
- Ensure pupils are physically active for sustained periods of time.
- Engage pupils in competitive sports and activities.
- Enable all pupils, regardless of ability to lead healthy, active lives.
- To foster a life-long love of Physical Activity.
- To provide the opportunity to study 'qualifications' in PE, both vocational and exam based.



## PE Feedback Policy

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**Peer Feedback** – Within all lessons, pupils are given an opportunity to feedback to each other, whether it is during drills or games. Pupils are given the opportunity to discuss with each other about their own performance and others. During a demonstration the class teacher will identify a list of teaching points, pupils will then go and work in pairs or small groups and they will feedback to each other whether or not their partner has performed the teaching points.

**Teacher Feedback** – Verbal feedback is given throughout all lessons. Teachers are constantly giving feedback to pupils as they continually assess their learning. This is evident whether performers are in small groups or in a competitive situations. This lets teachers verbal guide pupils in a range of skills.

**Intrinsic / Self-assessment Feedback** – Pupils are encouraged in every lesson to self-assess themselves, targeted questions are given to the pupils to make them analyse and assess their own performance. Due to the nature of the subject pupils can often visualise and feel when they have made in an incorrect decision or used the wrong skill and therefore can go on to improve and rectify it.



## PE More Able and SEND Policy

### Rationale

Chosen Hill School is committed to the principle of developing the best possible learning opportunities for 'all' of its students. The Physical Education curriculum offers work that extends and differentiates for our students with activities that enrich and promote high achievement and good progress for all. Specific tasks are set at a higher level than that of their peers and use a wider range of contexts and resources for learning. These students will be encouraged to move through their learning at a faster rate than their peers. The Physical Education Department will work co-operatively with external partners to cater for those students who have a high level of demand made upon their time as a result of their involvement in high level sporting activities outside of school. For SEND students including Physical Disabilities, we aim to integrate where possible provide specialist support where needed, and have a specific PE TA for this purpose.

### Aims

- To identify the needs of the individual student and provide a challenging, stimulating and innovative learning environment within and beyond the PE curriculum.
- To provide a supportive working environment which is low in stress and high in challenge.
- To encourage and develop quality and excellence using appropriately set targets which realise potential.
- To encourage students to take responsibility for their education, becoming confident and independent learners.
- To provide an environment in which students experience success, which in turn is recognised and celebrated.
- To provide students with opportunities for accreditation through examination PE and Leadership awards.



- To help students develop their personal qualities which will enable them to maximise their sporting potential and be transferable to other areas of their education.
- To provide appropriate enrichment activities that develop their experience of the world.
- To provide students with exit routes to further development of their sporting talents.
- To encourage a partnership between students, school, parents and other relevant agencies.

### **Definition of 'More Able'**

In order to aid with the identification of 'More Able' students it is important that we have a clear vision of the characteristics we are likely to observe:

- Perform exceptionally well at one sport or to a good standard in many.
- Good spatial awareness.
- Good understanding of movement quality such as weight and time.
- Skilful body management showing a high degree of control and coordination.
- Able to combine movements fluently, precisely and accurately.
- Learn, understand and adopt technical aspects of a sport very quickly.
- Able to make correct decisions in pressure situations and adapt their technique accordingly.
- Creative, original and adaptable; able to respond quickly to new challenges and situations, often finding new and innovative solutions.
- Able to reflect on processes and outcomes in order to improve performance, taking into account the relationship between skill, fitness and tactics or composition.
- Able to work independently and with initiative. Show a high degree of motivation to practice and performance.

### **Identification**

With a clear vision of the definition of a 'More Able' performer we must now ensure that all possible opportunities for successful identification take place. Identification of this group will take place using a combination of the following sources of information:



- Data stored within Physical Education.
- Discussion between colleagues at departmental meetings and other focussed times.
- Evidence from the School Sports Reports and notification from parents of achievements.
- Notification from District, County, Regional and National sporting organisations.
- Notification from the community sports network, professional clubs and National Governing Bodies.

## **Provision**

In order to address the needs of 'More Able' students it is essential that we consider the provision we offer under a number of titles:

### **Curriculum Planning**

The curriculum planned will offer as much breadth and diversity as resources will allow and will be reviewed on an annual basis.

- Units of Work within the overall departmental Scheme of Work are fluid and allow students to access accelerated opportunities. Skills and knowledge grids are used in each activity so students know what is required to progress.
- Students are able to miss stages when evidence demonstrates their performance substantially exceeds that of their peers.
- All Units of Work and Lesson Planning include challenging extension activities.
- Consultation with external agencies will take place to ensure that curriculum alterations can be made when necessary to allow for the demands of training or competition.

### **Teaching Strategies**

- Differentiation is managed through pace, task, dialogue, input, support, resource, content, responsibility and independence as well as through outcome.
- Teaching styles are varied and reflect the specific abilities of the student.
- The learning style that best suits the student is investigated and teaching is adapted to suit this.
- Lessons provide opportunities for students to find creative solutions to challenges, take risks and cope with failure.





- Teaching staff encourage independent work.
- Students are encouraged to refine their work by reviewing and evaluating.
- Open questioning is used to stimulate an increased depth of understanding.
- Staff discuss with students what they are learning and encourage them to identify their own learning needs.
- Opportunities are provided for students to work together in a range of learning situations.
- Extension work is provided that is exciting and challenging.
- Homework tasks are set with a variety of levels of challenge.

### **Enrichment Opportunities**

- The extra-curricular programme of the school provides extended opportunities for students to develop their abilities through coaching and competitive situations.
- Students are informed of all opportunities through their form notice boards and the PE department displays as well as on-line messages and teams.
- In appropriate situations students are encouraged to participate in activities with students who are older than themselves.
- An expansive programme of competitive fixtures is provided in a wide range of sports.
- Students are encouraged to participate in District and County development and selection programmes.
- 'School Colours' are awarded to talented students reflecting and celebrating their abilities and achievements.
- Regular festivals and tournaments for talented students are hosted at the school through the school sports partnership.
- Information is provided for students regarding all local sporting organisations and exit routes for their chosen activity.



## SMSC in PE

### **Spiritual**

- Explore, creativity through producing gymnastic and aerobics routines
- Creating and developing own attacking and defensive set plays and tactics
- Reflecting and critiquing their own and others performances
- Using discovery style to allow pupils to have their own thoughts, ideas and concerns
- Questioning pupils throughout lessons – WHY, WHAT, WHERE and HOW

### **Moral**

- Promote fair play and team work in lessons
- Encourage good sportsmanship throughout
- Respect with equipment both when using it and when storing it
- Respect for their facilities and the environment they are active in
- Reward good behaviour through merit system
- Reward commitment through school colours
- Listening to teacher and peer feedback
- Promote trust with peers through team building activities

### **Social**

- Creating a sense of community in lessons and clubs
- Interact with the community and primary schools through the sports leaders awards
- Encourage pupils to recognise and respect social differences and similarities



- Celebrate success both in and out of school
- Use of leaders lunchtime clubs and extra-curricular activities
- Encouraging extra-curricular activities
- Promoting team work throughout lessons
- Providing peer mentoring opportunities in lessons

### **Culture**

- Gaining an understanding of different sports and their foundations
- Use of international examples of different athletes and their achievements
- Cultural engagement through elite performers both at school and in their own sporting environment
- Various trips offered to experience different cultures