

As a PE department, our aim is to ensure that all students receive a fully inclusive Physical Education programme of study. Our ethos is based on the theme of **Me in PE** which encompasses the key benefits of high quality physical education; physical literacy, thinking skills, social skills and health benefits. Students will be taught and assessed against the four strands and will be given an assessment grade (**Consistently, Frequently, Inconsistent and On Occasion**) against the criteria below:

Assessment Criteria



Grade Descriptors



Assessment criteria for '**Physical ME**' will be based around students demonstrating the correct **techniques** with **control** and where necessary, with **accuracy** and/or **fluency**. More able students will be able to demonstrate these techniques with **consistency** within a variety of different environments. During competitive games students will also be assessed on the **influence** they have within that particular game.



Assessment criteria for '**Thinking ME**' will be based around student's ability to **analyse, evaluate** and **make decisions** which will impact the outcome of a performance. Students will also be able to demonstrate **creativity** in their thinking within both game based (**tactics** and **positioning**) and aesthetic activities.



Assessment criteria for '**Social ME**' will be based around how students interact with one another. This aspect focuses around student's ability to **communicate** and work effectively as **part of a team**, whilst also demonstrating **self-regulation**. Within particular environments students will also be assessed on their ability to demonstrate successful **leadership** skills.



Assessment criteria for '**Healthy ME**' will be based around developing student's awareness of the **benefits of leading a healthy, active lifestyle**. Students will also be taught and assessed on their understanding of **health-related fitness components, body systems** and **safe exercise**.

1 = Consistently:

Has been able to **consistently** demonstrate the qualities associated with this strand to a **high** level throughout a variety of sports.

2 = Frequently:

Has been able to **frequently** demonstrate the qualities associated with this strand to a **good** level through a variety of sports.

3 = Inconsistent:

Has been **inconsistent** in their ability to demonstrate the **necessary** qualities associated with this strand through a variety of sports.

4 = On Occasion:

Has been able to demonstrate the necessary qualities associated with this strand **on occasion**, however, **effort** and **attitude** require improvement.



Curriculum Overview 2021/2022	Subject: Core PE	Year Group: KS3
<p>Feedback <i>How students improve and progress</i></p> <p>(This section will be linked to SIMS reports)</p>	<p><u>How will students receive feedback in your subject? Frequency and form?</u> Students will received the following feedback: Verbal feedback throughout the lessons through introductions and mini-plenaries. Peer feedback based on tasks throughout lessons. Group feedback during mini-plenaries. Data drops during the term sent home.</p> <p><u>How can parents help students? Where can parents access feedback?</u> Parents can be encouraged to discuss and reflect on reports sent home with the aim of identifying areas for improvement.</p> <p><u>How will you ensure parents and students understand the next steps to enable progress?</u> Through verbal confirmation and articulation of actions required during the lesson. Students will have to respond to the feedback during the lesson. Ensuring clear discussions on progression are had during parents evenings with both parents and students.</p> <p><u>Who should they contact and how?</u> Please contact you son/daughter's class teacher if you have any questions related to improvement/feedback. As an alternative, the head of department can also be contacted.</p>	

Curriculum Overview 2021/2022	Subject: Core PE	Year Group: KS4
<p>Feedback <i>How students improve and progress</i></p> <p>(This section will be linked to SIMS reports)</p>	<p><u>How will students receive feedback in your subject? Frequency and form?</u> Students will received the following feedback: Verbal feedback throughout the lessons through introductions and mini-plenaries. Peer feedback based on tasks throughout lessons. Group feedback during mini-plenaries. Data drops during the term sent home.</p> <p><u>How can parents help students? Where can parents access feedback?</u> Parents can be encouraged to discuss and reflect on reports sent home with the aim of identifying areas for improvement.</p> <p><u>How will you ensure parents and students understand the next steps to enable progress?</u> Through verbal confirmation and articulation of actions required during the lesson. Students will have to respond to the feedback during the lesson. Ensuring clear discussions on progression are had during parents evenings with both parents and students.</p> <p><u>Who should they contact and how?</u> Please contact you son/daughter's class teacher if you have any questions related to improvement/feedback. As an alternative, the head of department can also be contacted.</p>	

Curriculum Overview 2021/2022	Subject: GCSE PE	Year Group: 10/11
<p>Feedback <i>How students improve and progress</i></p> <p>(This section will be linked to SIMS reports)</p>	<p><u>How will students receive feedback in your subject? Frequency and form?</u> Students will received the following feedback: Verbal feedback throughout the lessons through introductions and mini-plenaries – every lesson. Feedback on homework, both written and verbal – every lesson.</p> <p>Peer feedback based on tasks throughout lessons – every lesson. Group feedback during mini-plenaries. Data drops during the term sent home. Written feedback on assessments – once a half term.</p> <p><u>How can parents help students? Where can parents access feedback?</u> Written feedback can be found on diagnostic sheets from assessments. Parents can encourage students to review their PLCs regularly. Parents can be encouraged to discuss and reflect on reports sent home with the aim of identifying areas for improvement.</p> <p><u>How will you ensure parents and students understand the next steps to enable progress?</u> Through verbal confirmation and articulation of actions required during the lesson. Students will have to respond to the feedback during the lesson. Ensuring clear discussions on progression are had during parents evenings with both parents and students. It is important that we highlight to parents where extensive resources can be found which will help with student progress.</p> <p><u>Who should they contact and how?</u> Please contact you son/daughter’s class teacher if you have any questions related to improvement/feedback, preferably via email. As an alternative, the head of department can also be contacted.</p>	

Curriculum Overview 2021/2022	Subject: A level PE	Year Group: 12/13
<p>Feedback <i>How students improve and progress</i> (This section will be linked to SIMS reports)</p>	<ol style="list-style-type: none"> <p><u>How will students receive feedback in your subject? Frequency and form? <i>(As a principle students should receive formal feedback once per half term)</i></u></p> <p>Verbal feedback on homework and work in lesson – every lesson Feedback on low stakes quizzes – once a week dependent on component. PEER feedback (guided by teacher modelling) on exam questions using mark schemes – once/twice a half term Teacher written feedback on assessments including SAMs – once a half term with diagnostic tool</p> <p><u>How can parents help students? Where can parents access feedback?</u></p> <p>Written feedback can be found on diagnostic feedback forms, attached to SAM assessments or EWQs each half term. Encourage students to review their PLCs regularly and discuss with parents</p> <p><u>How will you ensure parents and students understand the next steps to enable progress?</u></p> <p>Verbal confirmation and articulation of actions required during the lesson Students will have to respond to the feedback during the lesson Parent consultations to be ongoing and targeted emails/phone calls where needed</p> <p><u>How can parents support at home?</u></p> <p>Please contact you son/daughter’s class teacher if you have any questions related to improvement/feedback</p> 	