

## Physical Education Intent

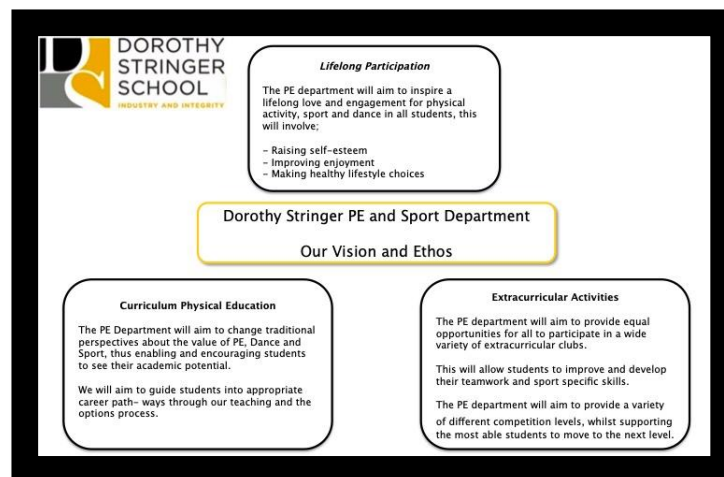
Physical activity is important. Through PE, students have the opportunity to develop their confidence, resilience, improve their physical and mental well-being and develop a range of practical and cognitive skills that will support them for the rest of their lives. In our PE department, we also understand the role that we play in developing student's lifelong love for physical activity. A love that will continue to shape their lives into old age.

In PE students develop skills and abilities that they cannot learn in other curriculum subjects. Our key stage 4 core PE curriculum aims to continue developing students practical and cognitive skills but now focuses on developing students lifelong love for physical activity, dance and sport. We do this by offering student more choice and developing pathways that suit their specific needs as learners in our subject. Our students need to develop habits that will stay with them, even after compulsory physical activity is no longer an option; we hope to ignite this passion through these two years. Our curriculum and pathways has been design around the needs of Dorothy Stringer students. Student voice plays a big part in the KS4 curriculum, with an annual questionnaire, which forms the basis for the curriculum design and planning for the next year. Each year we hope that students will have the opportunity to develop knowledge of outside resources and providers to support their future health and fitness. We have therefore used local facilities such as Withdean Sports Complex and Preston Park to support students learning.

At key stage 4 students also have the option to take our examinable options. In PE and Sport we run four examinable courses; GCSE PE, Sports Studies, Dance and Health and Social Care. Each exam board and course has been carefully chosen to meet the needs of our students and broaden their options for future employment and key stage 5 courses.

In key stage 4 we continue to be passionate about developing cross curricular links, supporting the whole school behaviour priorities and inbedding the teaching of literacy and numeracy. Our schemes of work and resources make reference to developing students in these areas. These have been explained in more detail for each examinable course.

The vision and ethos of the department is shown below;



### Extracurricular Opportunities and Development

In the PE department we are incredibly proud of our extracurricular provision and success. All students are encouraged to take part in some extracurricular Sport and/ or Dance. All of the PE team are incredibly committed to providing a quality experience for all students.

Recently the PE department have been working hard to offer clubs and competitions for all students, whatever their ability. In order to ensure this can happen, clubs are very rarely cancelled and students at clubs are known by name by the member of staff taking the club. Our hope is that every student who wants to represent the school in Sport or Dance, will have a chance to before they leave us in year 11.

We are also immensely proud of our competition records in extracurricular Sport and Dance. Dorothy Stringer student represent the school at the national, county and regional level. Football teams regularly enter the national and county cup competitions. Our Football teams are continually regarded as some of the most formidable in the county, recent successes seeing us lift multiple county cups and get to the final of the national cup on two occasions. Rugby, Basketball, Swimming, Badminton and Netball team have all competed at the national, county and regional level with a number of continued successes in recent years. Our extracurricular Dance program is also extensive. Students benefit from a wide variety of clubs and opportunities that culminate in the widely successful Dorothy Stringer Dance show. This show is widely regarded as one of the best in the county and takes place at the Brighton Dome each year with over 300 students taking part.

For many students representing their school, year group and their PE department is the reason they love Dorothy Stringer so much. We know this, and try to support our students in their development through Sport and Dance. We continue to recognise those students who are gifted and talented providing them with support through mentoring, fitness advice and support with academic programs where needed. We have students who have represented profession football clubs (including Brighton and Hove Albion, Fulham and Charlton), their counties and in some cases their countries. These students are continually supported through both their academics and sport by Dorothy Stringer School.

In Key Stage 4 students can also apply to be part of the Sport Captain, Dance Captain or GCSE PE/ Sports Studies prefect team. This program supports students in developing their leadership skills, whilst also showing younger students the positive role models, which exist in their school. Sports Captains form a vital role in supporting extracurricular clubs, whilst they develop their coaching and refereeing. Dance Captains play a huge role in the organisation and development of pieces for the Dance Show. Our GCSE and Sports Studies prefects are ambassadors for our KS4 subjects and support the options choices process.

### Key Stage 4 Core PE

Students in year 10 will have 3 hours of practical PE every fortnight. Groups are organised based on student choice.

In year 9 students complete a questionnaire about their physical activity preferences. They then make a selection about the sort of PE and physical activity that they will get in their year 10 lessons. Choice is a key factor in developing lifelong participation and Dorothy Stringer PE department are dedicated to meeting student practical and cognitive needs when it comes to their activity time.

Students in year 10 will have the option of 6 major pathways. Each will be taught with a slight different cognitive focus whilst having a unique set of practical skills developed throughout.

#### **1. Competitive**

Students will compete in a range of competitive sports/ activities and look to develop their practical skills to enhance their performance. This pathway is suited to students who compete in a range of sports both for the school and outside of school and who are motivated to become successful. All sports and activities taught are included on the GCSE PE specification. Students on the GCSE PE course will also do this option so they can be marked for their practical activities. This group is for anyone NOT JUST GCSE PE Students!

Cognitive focus for this group will be based around the knowledge of advanced tactics and teamwork, whilst developing their resilience. Practical focus will be based on the specific skills required for activities on the GCSE specification and then the ability to apply these in the full context setting.

#### **2. Enjoyment**

We understand that some students do not enjoy the competitive nature of sports so this pathway will focus on their enjoyment of physical activity. Students on the enjoyment pathway will take part in a range of activities, these include a mixture of traditional and alternative activities. There are also times when the class are allocated a space and the teacher will decide with the group the most appropriate activities for the group.

The cognitive focus for this group will be on developing teamwork, confidence and communication. Practical skills will include the development of activity specific skills and fitness.

#### **3. Health & Fitness**

This pathway will allow students to participate in activities that allow them to take more responsibility for their own physical activity. They will participate in a range of activities both competitive and fitness based. Students will be led through activities by the teacher to start with but will then be given the responsibility to plan and lead their own sessions. Students on the Sport Studies course, Drama or Music may take this course to develop their confidence and ability to lead others.

The cognitive focus for this group will be on developing planning skills, confidence, teamwork skills and leadership skills. Practical skills will include the development of activity specific skills and fitness. Student will have the opportunity to lead parts of the lesson throughout their time on this pathway. A unit of work may include a teacher introducing an activity with students leading warm up, then the teacher facilitating student to lead parts of the lesson to develop others.

4. Aesthetic

Students who choose this pathway will get the opportunity to learn a range of performance-based activities focused on refinement of movement and exploring how their body works. Activities will include trampolining, cheerleading and some fitness activities. They will explore different technical skills and choreographic devices in routines.

The cognitive focus for this group will be to develop confidence, creativity, and teamwork skills. Students will be required to work in groups and individually to create routines that will be performed at the end of the module. Practical skills will include developing skills specific to aesthetic activities.

5. Football Academy

Students choosing this pathway will look to develop their ability and skills specific to football. Each lesson will have a specific skill focus, with time throughout the lesson to apply these skills in conditioned games. This pathway is for any students who are looking to progress their development in football.

The cognitive focus for this group will look to develop skills related to teamwork, communication, and problem solving. The practical focus will look to develop advanced skills specific to football and look to see how students can apply strategies and tactics to outwit their opponent.

6. Dance

This pathway is for those students who have a strong interest in Dance but were unable to choose it as a GCSE. Predominantly choreography based, students are taught some routines and performance skills and then asked to create their own choreography. Students will work alongside those taking GCSE dance and are given the opportunity to create and perform at a high level.

Working in groups the cognitive focus for this pathway will look to develop student's teamwork, communication, creativity, and leadership skills. Students will be required to listen to other ideas and lead their group through choreography. The practical focus will look to develop some dance specific performance skills and look to see how these are incorporated into the students choreography.

### GCSE Physical Education

Students who choose to study GCSE Physical Education are taught 5 lessons per fortnight over a two-year KS4. Learning in GCSE PE consists of 4 classroom-based theory lessons and one practical lesson where theory from previous lessons is applied to practical examples. Assessment of the student's practical activities (30% of the course) takes place in their core PE and extracurricular sport time. These assessments are regularly shared across the PE teaching team to establish a holistic picture of the student's progress in GCSE PE.

Teaching in GCSE PE introduces new knowledge over time ensuring that students have understood previous content before applying it. Exam skills are continually developed over the two-year course ensuring that students understand the important command words and assessment objectives that will be used in the final assessments. Teachers in the PE department regularly employ recall and retention strategies and interleaving to ensure that learnt content is revisited and revised by students. Students are also taught to use the AQA GCSE assessment objectives. Teaching of exam skills and content is regularly linked back to the 3 assessment objectives used by AQA and this supports students' understanding of what is required for each question. These assessment objectives remain the same for A-Level PE, so help to prepare the students for life after Dorothy Stringer.

In the AQA GCSE PE course students are assessed 60% by their theory knowledge, 30% by their practical ability in 3 activities and 10% by their ability to analyse and evaluate their performance in one of their 3 practical activities. Students are regularly assessed through end-of-unit assessments. Students have a GCSE mock exam at the end of year 10 (June), which assesses their knowledge of all paper 1 content. This includes unit 1 and 2 (applied anatomy and physiology, movement analysis, physical training and use of data). Students are then taught the paper 2 content in year 11 (Sport psychology, socio-cultural influences, health and fitness and use of data) before sitting the final exams in May. Students complete their NEA Analysis and Evaluation Coursework in the summer of Year 10. This assesses their ability to analyse and evaluate their own performance in one sport and uses content from Unit 2, which is taught in the spring of year 10. These skills are vital for the transition on to key stage 5 courses, such as A-Level PE.

Students in GCSE PE are encouraged to use their green pens often in lessons. Dedicated Improvement and Reflection Time (DIRT) is built into most lessons with time to either reflect on whole class feedback, peer feedback or teacher feedback which can take two main forms; verbal and written. Students receive written feedback on all end-of-unit tests and most long answer questions in lessons. Spelling and grammar are always corrected in written feedback.

The teaching of literacy and numeracy is especially important in GCSE PE, students are provided with key words and are encouraged to use oracy skills in lessons to articulate their answers and the use of data including the plotting of graphs and interpretation of data is important. Students will also experience a number of cross-curricular links with biology.

### Sports Studies

Students who chose to study Sports Studies are taught 5 lessons per fortnight over a two-year key stage 4. Learning in Sports Studies lessons will consist of a range of practical and theory lessons depending on the units that are being taught. Assessment for the course is split across 4 units of work, these include; developing sports skills (practical assessment), contemporary studies (exam assessment), sports leadership (practical and coursework assessment) and working in the sports industry (coursework assessment). Each of these is weighted at 25% though the methods of assessment vary.

The teaching of sports studies is usually split across two teachers in PE. Each has a responsibility for specific units of work. In contemporary studies, students will have classroom-based theory lessons that focus on the introduction of knowledge over time. Teaching and learning strategies used in lessons include interleaving, low-stakes testing, mnemonics and retrieval practice are used to ensure that students have fully understood new content before moving on. Exam technique is taught through past questions and written feedback is given to support student's progress. In sports leadership, students will experience a range of practical and theory lessons. Practically, students will be taught the fundamentals of leading young people by developing their communication and planning skills, this will then be related back to examples from their favourite sports in theory lessons. Students will also develop skills in evaluating their own practice through a review of performance assignment. Developing sports skills is a predominantly practical unit where students will practice in their chosen activities and be asked to review their own performance in two practical activities. Finally, working in the sports industry will prepare students for a life after Dorothy Stringer. Students will be taught how to search, apply and interview for roles within the sports industry and experience a mock interview in front of a panel. This unit is assessed through written coursework and written statements on the quality of interviews.

The sports studies course uses a range of feedback techniques to ensure students make good progress. Verbal, peer and written feedback will be used in lessons and students are encouraged to regularly use green pens during DIRT time, particularly in the exam unit.

The teaching of literacy and numeracy is especially important in sports studies, students are provided with key words and are encouraged to use oracy skills in lessons to articulate their answers. Students also experience a range of experience in communicating with others and leading groups of people. Through the course students will have experience in leading each other, year 7 students and primary school students through a partnership with Balfour Juniors.

### GCSE Dance

Students who choose to study GCSE Dance are taught 9 lessons per fortnight over a two year KS4, 5 lessons in the option block allocation, and 4 in core PE lessons. Learning in GCSE Dance consists of 2 classroom based theory lessons, 3 performance based practical lessons and 4 choreography based practical lessons.

Teaching in GCSE Dance introduces knowledge on performance, choreography and analysis of Dance. Exam skills are continually developed over the two-year course ensuring that the student understands the important command words, question structuring, and mark allocation, also the ability to talk about knowledge and personal experience in performance and choreography. The teacher will regularly employ recall and retention strategies to ensure that learnt content is revisited and revised by students. Students are also taught to use the AQA GCSE practical assessment criteria. Teaching of exam skills and content is regularly linked back to the marking criteria used by AQA and this supports the students understanding of what is required for each question.

In the AQA GCSE Dance course students are assessed 60% on their practical ability. This is divided 30% choreography and 30% performance. The remaining 40% is assessed through their theoretical knowledge of their own GCSE Dance experience, and on their knowledge of the six Dance Anthology works. This is assessed through one 1 1/2 hour paper.

Students are regularly assessed through end of topic assessments. Students have a GCSE mock exam at the end of year 10 (June), this assesses their knowledge of the practical and theoretical content covered to that date.

Student assessment towards final GCSE levels can you be assessed in their final year of examination therefore in year 10 content is teaching them the skills and preparing them for what they will be assessed on in year 11. This will take the form of learning set material, using a variety of starting points and methods to create successful choreography pieces and studying the Dance anthology works. In the December of year 11 the students will be marked on their two practical set phrases. Before sitting the final exams in May, they will also have practical assessments in both their choreography and performance piece. complete their NEA Analysis and Evaluation Coursework in the summer of Year 10.

Students in GCSE Dance are encouraged to use their green pens often in lessons. Dedicated Improvement and Reflection Time (DIRT) is build into lessons with time to either reflect on whole class feedback, peer feedback or teacher feedback which can take two main forms; verbal and written. Students receive written feedback on all of their work. Spelling and grammar is always corrected in written feedback.

The teaching of literacy and numeracy is important in GCSE Dance, students are provided with key words and are encouraged to use oracy skills in lessons to articulate their answers and the use of counting, phrasing and structuring is important in their practical work. There are links with music through timing, musicality and expression and the ability to choose appropriate music to choreograph to. There is also the requirement to analyse pieces of music in relation to the movement and the choreographic intent in professional works. Creativity is necessary and strongly encouraged and developed through their work. Students will also experience a number of cross-

curricular links with mechanics of the body and anatomy. Through choreographic starting points pupils will explore literacy, language, art, history, world events, the environment around us etc.

### Health and Social Care

Students who choose to study Health and Social Care will receive a balanced learning experience that takes into account the importance of both the theory and practical elements of the OCR Cambridge National. Since taking on the course the PE department have sought to make the course as practical an experience as possible. Although the theory side is important many of the units we have chosen involve a heavily practical element. This choice plays on the strength of the team delivering the units of work, but also makes learning more engaging and better prepares learners for their potential career pathways.

Students will be taught 5 lesson per fortnight over a two year key stage 4. Student will develop knowledge and skills in 4 main areas; The Essential Values of Care (Exam Unit - Theory), Communicating and working with individuals in health, social care and early years settings (Coursework, guest speakers and practical unit), Understanding the Body Systems and Disorders (Coursework and presentation unit) and Creative Activities to support individuals in health, social care and early years settings (Practical, guest speakers and coursework). Each of these units has an equal weighting of 25%.

One of the key aims of the course is to develop student's confidence in communicating to those in a health and social care setting. In order to do this some lesson will focus on role-plays, practical activities and given student's positive encouragement and verbal feedback. Units will also benefit from some industry examples in the city, Brighton and Hove as a plethora of creative and inspiring care agencies that we will talk to through videos, streams or visits. Obviously, much of the students work will have to be word processed for assignments. To ensure that this is managed carefully we use chunking to ensure that students do not fall too far behind.

The health and social care course uses a range of feedback techniques to ensure students make good progress. Verbal, peer and written feedback will be used in lessons and students are encouraged to regularly use green pens during DIRT time, particularly in the exam unit.

The teaching of literacy and numeracy is especially important in Health and Social Care, students are provided with key words and are encouraged to use oracy skills in lessons to articulate their answers. Students also experience a range of experience in communicating with others and leading groups of people. Through the course students will have experience in leading each other, primary school pupils and others from a care setting.



## KS4 Curriculum Intent and Design Statement

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