

<b>Cultural capital and local context</b>	<p>In all physical activities students are encouraged to take ownership of their learning, urging them to discover and highlight skills such as problem solving, team work and leadership. This will include the different roles that can be adopted within sport i.e. a coach, manager, referee. Students will therefore have a better understanding of the functionality of the sporting arena.</p> <p>Students have the opportunity to take part in any of our extra-curricular clubs - we offer both competitive teams and some leisure clubs. Our links with local clubs give students access to expert coaching and competition, creating pathways to success as a performer.</p> <p><b>Example:</b> Students are selected in Year 8 to become a young leader and are trained to take up various positions in events. These include primary events, secondary events and some district events. This will include the different roles that can be adopted within sport i.e. a coach, manager, referee.</p>
<b>Ambitious</b>	<p>All students are challenged both practically and theoretically within all lessons. Students are set goals and tasks by the teachers, but are also encouraged to set their own. BTEC terminology is presented to the students during KS3 practical lessons and is included within end of unit tests taken online.</p> <p>Students are asked to consider whether they would consider a career within the sports industry and where possible they are able to adopt those roles in the lessons.</p> <p><b>Example:</b> A survey is taken twice a year regarding sports careers with a view to providing opportunities to interact with individuals from relevant industries.</p>
<b>Logically structured</b>	<p>Our curriculum is sequenced with the focus of maximum success at Key stage 4, a successful performer and maintaining a healthy active lifestyle. Students are taught the different aspects to living healthily, the fundamental skills in sports performance whilst familiarising themselves with the core aspects of the BTEC content.</p> <p><b>Example:</b> KS3 has been reconstructed to include the BTEC terminology, this will enable a smooth transition from KS3 practical lessons to the inclusions of theory lessons in KS4 and KS5.</p>
<b>Intelligent assessment</b>	<p>Our schemes of work and learning objectives are structured to challenge and improve a student's ability to perform in various different sports. Lessons include the relevant BTEC content and its assessment strategies. These are built around both practical and theoretical aspects of Physical Education and Sport.</p> <p><b>Example:</b> Currently, in KS3 we assess students in three ways.</p> <ol style="list-style-type: none"> <li>1) Students are assessed in their practical ability from levels 1-9</li> <li>2) Students are sent a google test at the end of each topic based on skill analysis, rules and regulations and healthy living.</li> <li>3) Students will sit an exam during the calendared week, this will be largely focused on 6-12 mark questions.</li> </ol>
<b>Breadth and Depth</b>	<p>In Physical Education each student will study 8 lessons of a particular sport. This includes a variety of team games, individual games, dance, athletics and health related exercise. Each year they progress within their skill requirement and increase the competition element and roles and responsibilities within. Each year group has a term which is used for a different sport each year to widen the curriculum. They are encouraged to extend this skill acquisition at one of extra-curricular clubs if they show particular talent.</p> <p><b>Example:</b> We offer a variety of extra-curricular activities which change seasonally apart from the lunch time club which remains as badminton. These clubs are often supported by outside coaches with links to local clubs. For example, the rugby club is run at Ilford Wanderers on a Tuesday evening.</p>
<b>Retention</b>	<p>Key terminology is revisited each lesson through targeting questions and performance analysis. It is also revisited through homeworks and end of unit tests. Key words are displayed around the school building and are listed on self and peer analysis sheets to encourage usage in all contexts.</p> <p><b>Example:</b> At the beginning of each unit new components of fitness are displayed outside the changing room. These components are embedded into the learning objectives and revisited many times throughout. At the end of the lesson, examples of where this has been displayed are written on the boards.</p>
<b>Equality</b>	<p>As a department our vision is to provide an opportunity for all students to succeed in Physical Education. We have no selection process for those who wish to progress into taking our vocational course at KS4 and will give every student the support they require. Lessons are adapted to suit the students. This is done by allocating the correct teacher to an area of expertise where possible to ensure students have access to the highest quality of PE and sport.</p> <p><b>Example:</b> Our extra-curricular clubs are open to everyone and where possible each member of the club will be given the opportunity to compete if they wish, although students may also attend for leisure too.</p>