

Sandhill View

Physical Education Curriculum Policy

Achieve Aspire Enjoy

Aim

Here at Sandhill View Academy, we aim to securely equip **all** of our students for life beyond school as successful, confident, responsible and respectful citizens. We believe that education provides the key to **social mobility** and our curriculum is designed to build strong foundations in the knowledge, understanding and skills which lead to **academic and personal success**. We want our students to **enjoy** the challenges that learning offers.

Our aims are underpinned by a culture of **high aspirations**. Through developing **positive relationships**, we work towards every individual having a strong belief in their own abilities so that they work hard, build resilience and **achieve** their very best.

Intent

The curriculum includes formal teaching through subject areas, assemblies and extracurricular activities. We regularly review content to ensure we continue to meet our curriculum aims. The Physical Education curriculum is planned to enable all students to develop **knowledge and skills** in the following areas:

- To develop competence to excel in a broad range of team and individual games
- To engage in competitive sports and activities
- To gain an experience as a participant, coach and umpire.
- To analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- To be physically active for sustained periods of time
- Lead healthy, active lives
- To take part in competitive sports and activities outside school through community links or sports clubs
- Use physical activity as a way to help to combat mental health, releasing emotions, feeling good.
- **Pupils are given opportunities to practise, refine and revisit content.**
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Physical Education and a well-rounded curriculum are important not just in school but embedding health related knowledge through school and beyond education to encourage students to continue a healthy lifestyle into their adult lives. There are many benefits to Physical Education and a healthy lifestyle which include:

- Physical health and wellbeing and providing health related knowledge and health benefits of a active lifestyle.
- Psychological benefits of being physically active and the positive affect Physical Education can have on mental health and cognitive abilities.
- Social and emotional benefits by encouraging team work, communication, leadership skills and improving self confidence.
- Improve cognition and academic performance, exercise can help improve concentration and cognitive development including memory and focus.
- Helping to improve mood, anxiety and lowering stress levels, due to the release of endorphins during physical activity leading to a boost in mood and an outlet for anxiety and stress.

Throughout our programmes of study, every attempt is made to make explicit links to careers and the world of work. In addition to subject specific links, we aim to explicitly reinforce the skills and aptitudes which support employers say are important in the workplace;

- Resilience (Aiming High Staying Positive Learning from Mistakes)
- Collaboration (Teamwork Leadership Communication)
- Creativity (Originality, Problem Solving, Independent Study)

The British values of democracy, the rule of law, individual liberty, and mutual respect of those with different faiths and beliefs are taught explicitly and reinforced in the way in which the school operates.

Sequence and structure

Our curriculum is split into Key Stage 3 (years 7, 8 and 9) and Key Stage 4 (years 10 and 11). Our core PE lessons cover a 5 year curriculum with 2 lessons per week year 7-9 and 1 lesson per week in year 10 and year 11.

At KS4 we also offer NCFE Level 2 Technical Award in Health and Fitness as a option subject which consists of 3 lessons per week which are a mixture of theory and practical lessons. In Year 11 all pupils follow the BTEC Tech Award in Sport, this is completed in 2 lessons per week.

KNOW MORE: Our Key Stage 3 PE Curriculum includes the following areas of study:

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life and understand and apply the long-term health benefits of physical activity.

KS3	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Students will complete a 6-week rotation of the following activities of 2 x 55-minute lesson per week. <u>Skills are developed in isolation to master techniques.</u> Trampolining, development and Game – football (boys) Swimming (girls). <u>Trampolining</u> In this half term pupils will take part in trampolining and develop	All students take part in an annual cross country week. During 2 x 55 minute lessons students complete 2 x 3km cross country course and 2 OAA lessons. <u>Skills are developed in isolation to master techniques.</u> Swimming (boys), Trampolining, netball (girls) <u>Trampolining</u> In this half term pupils will take part in trampolining and develop skills in	Students will complete a 6-week rotation of the following activities of 2 x 55 -minute lesson per week. <u>Skills are developed in isolation to master techniques.</u> swimming stroke development top up, Badminton and table tennis <u>Swimming top up</u> <u>Swimming top up – for pupils who missed it in 1st term or who need more experience in the water</u>	. Students will complete a 6-week rotation of the following activities of 3 x 55 -minute lesson per week. <u>Skills are developed in isolation to master techniques.</u> swimming stroke development – top up, fitness and exercise to music (Dance elements) – including methods, <u>Rugby</u> In this half term pupils will take	Students will complete a 6-week rotation of the following activities of 3 x 55 -minute lesson per week. Focus is based upon <u>skill and technique mastery</u> development of cricket, athletics Individual athletics events, 100m, 200m, 400m, relay, hurdles <u>Cricket</u> In this half term pupils will take part in cricket and develop skills and competitive game	Students will complete a 6-week rotation of the following activities of 3 x 55 -minute lesson per week. Focus is based upon <u>skill and technique mastery</u> development of throwing, catching and fielding techniques in rounders/softball, Individual athletics events focusing on correct technique will be covered through athletics in track events (field events through shot putt, javelin, discuss, long jump and high jump and relays

<p>skills in isolation and in a routine this is including; Basic jumps and shapes and seat landings. They will also practice more complex skills such as back and front landings and be assessed in a 5 bounce routine including the basic shapes and skills.</p> <p>Football In this half term pupils will take part in the team game football and develop skills and competitive game situations including short passing using the inside of the foot and be able to pass then successfully move into a new position. They will also develop skills in shooting and defending. Each of the above skills will be practiced in isolation and in competitive situations.</p> <p>Swimming In this half term pupils will improve their competency in water, these lessons will include a variety of strokes</p>	<p>isolation and in a routine this is including; Basic jumps and shapes and seat landings. They will also practice more complex skills such as back and front landings and be assessed in a 5 bounce routine including the basic shapes and skills.</p> <p>Netball In this half term pupils will take part in the team game netball and develop skills and competitive game situations including the 3 types of passing and footwork rule. They will start to understand how to attack and defend from different positions and their roles in the game and which tactics of create space are beneficial during certain situations in a game.</p> <p>Swimming In this half term pupils will improve their competency in water, these lessons will include a variety of strokes including; backcrawl, breast stroke, butterfly and front call arm and leg action. They will also complete sculling and treading</p>	<p>In this half term pupils will improve their competency in water, these lessons will include a variety of strokes including; backcrawl, breast stroke, butterfly and front call arm and leg action. They will also complete sculling and treading water. Pupils will be assessed on each stroke throughout the topic.</p> <p>Badminton In this half term pupils will take part in the individual net game badminton and develop skills and competitive game situations. This includes, the basic badminton grips and ready position. They will experience the basic shots of overhead clear, underarm and flick and drop shot, these will all be practiced in isolation and then in a competitive situation.</p> <p>Fitness In this half term pupils will focus on Sustained running – cooper test/MSFT. They will explore Components of skill related fitness and apply them to exercises. Pupils will focus on Basic circuit and heart rate monitoring, what</p>	<p>part in the team game rugby and develop skills and competitive game situations. Pupils in year 7 will start with ball familiarisation and passing and receiving using the width of the pitch. They will also begin to understand safe tackling and how to attack and outwit opponents in a competitive game.</p> <p>Table Tennis In this half term pupils will take part in the individual net game table tennis and develop skills and competitive game situations. This includes, back hand push and forehand push technique, they will also understand the service rules and forehand serve. They will also begin to try different placements of the ball on the table and game play including basic rules to be able to umpire their own games.</p>	<p>situations including; Ball Familiarisation with short and long distance throws, they will begin to use the basic batting and bowling technique. They will also begin to understand basic tactics and fielding techniques and show the skill sin isolation and competitive situations.</p> <p>Athletics In this half term pupils will take part in track events such as; Standing and crouch starts, 200m sprints and 400m run. They will also complete standing long jump and triple jump into the pit and endurance events 800m and 1500m.</p>	<p>Rounders In this half term pupils will take part in rounders and develop skills and competitive game situations including; Ball Familiarisation with short and long distance throws, they will begin to use the basic batting and bowling technique. They will also begin to understand basic tactics and fielding techniques and show the skill sin isolation and competitive situations.</p> <p>Softball In this half term pupils will take part in softball and develop skills and competitive game situations including; understanding the basic rules of softball, catching using the finger down technique. They will cover the basic bowl and batting technique used and begin to understand basic fielding tactics and strategies. At the end of the topic pupils will be assessed against the end points in a competitive game situation.</p> <p>Athletics In this half term pupils will take part in athletics field events; Throwing events such as shot putt, javelin and discus. Jumping event such a high jump, they will also</p>
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	<p>including; backcrawl, breast stroke, butterfly and front crawl arm and leg action. They will also complete sculling and treading water. Pupils will be assessed on each stroke throughout the topic.</p> <p>Recovery: Use of Baseline to map where students are, connect starters to incorporate content and second order concepts from KS2,</p>	<p>water. Pupils will be assessed on each stroke throughout the topic.</p>	<p>interval training and Boxercise training is then finish with circuits assessment.</p>			<p>take part in track events 4 x 100m relay and hurdles.</p>
Year 8	<p>Students will complete a 6-week rotation of the following activities of 2 x 55-minute lesson per week. <u>Skills are developed in isolation to master techniques.</u></p> <p>Trampolining, development and Game – football (boys) Swimming (girls).</p> <p><u>Trampolining</u> In this half term pupils will take part in trampolining and develop skills in isolation and in a routine this is including skill development of basic jumps and turns in</p>	<p>All students take part in an annual cross country week. During 2 x 55 minute lessons students complete 2 x 3km cross country course followed by 2 x OAA session.</p> <p><u>Skills are developed in isolation to master techniques.</u></p> <p>Swimming (boys), Trampolining, netball (girls)</p> <p><u>Trampolining</u> In this half term pupils will take part in trampolining and develop skills in isolation and in a routine this is including skill development of basic jumps and turns in isolation and in routines.</p>	<p>Students will complete a 6-week rotation of the following activities of 2 x 55 -minute lesson per week. <u>Skills are developed in isolation to master techniques.</u></p> <p>Badminton, table tennis, swimming stroke development top up <u>Swimming top up – for pupils who missed it in 1st term or who need more experience in the water</u></p> <p>In this half term pupils will improve their competency in water, these lessons will include a variety of strokes including;</p>	<p>. Students will complete a 6-week rotation of the following activities of 2 x 55 -minute lesson per week. <u>Skills are developed in isolation to master techniques.</u></p> <p>swimming stroke development top up, basketball, Fitness – including fitness testing and exercise to music (<u>Dance elements</u>) <u>Rugby</u></p> <p>In this half term pupils will take part in the team game rugby and develop skills and competitive game situations. Pupils in year 8</p>	<p>Students will complete a 6-week rotation of the following activities of 2 x 55 -minute lesson per week. Focus is based upon <u>skill and technique mastery</u></p> <p>development of throwing, catching and fielding tactics in cricket and Individual athletics events focusing on correct technique will be covered through athletics in track events (long and short distance, techniques and tactics) Field events through shot putt, javelin, discuss, long jump/triple jump, hurdles, relays.</p> <p><u>Cricket</u> In this half term pupils will take part in cricket and develop skills and competitive game</p>	<p>Students will complete a 6-week rotation of the following activities of 2 x 55 -minute lesson per week. Focus is based upon <u>skill and technique mastery</u></p> <p>development of throwing, catching and fielding techniques in rounders/softball. Individual athletics events focusing on correct technique will be covered through athletics in track events (long and short distance, techniques and tactics) Field events through shot putt, javelin, discuss, long jump/triple jump, hurdles, relays.</p> <p><u>Rounders</u> In this half term pupils will take part in rounders and</p>

<p>isolation and in routines. They will progress from basic Seat, front and back landings into combinations such as turns into seat, back and front landings and swivel hips. Pupils will then master how to place complex moves into a routine.</p> <p>Football In this half term pupils will take part in the team game football and develop skills and competitive game situations including short passing while on the move and be able to show consistency and control of the ball while receiving and turning. They will also develop skills in shooting from a distance and defending and attacking as a team. Each of the above skills will be practiced in isolation and in competitive situation</p> <p>Swimming As part of this topic pupils will improve their water competency while learning basic personal survival skills.</p>	<p>They will progress from basic Seat, front and back landings into combinations such as turns into seat, back and front landings and swivel hips. Pupils will then master how to place complex moves into a routine.</p> <p>Netball In this half term pupils will take part in the team game netball and develop skills and competitive game situations including the fundamental rules of netballs and positioning of players. They will also understand running onto the ball and timing of the pass and play and how to attack, including shooting skills and how to defend players and areas.</p> <p>Swimming As part of this topic pupils will improve their water competency while learning basic personal survival skills. Pupils will be expected to complete the following skills while clothed in the water including treading water, help and huddle positions, endurance</p>	<p>backcrawl, breast stroke, butterfly and front crawl arm and leg action. They will also complete sculling and treading water. Pupils will be assessed on each stroke throughout the topic.</p> <p>Badminton In this half term pupils will take part in the individual net game badminton and develop skills and competitive game situations. This includes the basic badminton recap of grips and ready position. They will experience the shots of overhead clear, underarm and flick serve and under arm serve and drop shot, these will all be practiced in isolation and then in a competitive situation.</p> <p>Fitness In this half term pupils will explore what Cardiovascular endurance is and how its measured in and multi stage fitness test. Focus on a variety of Components of health related fitness and applying them in a circuit and heart rate monitoring. Pupils will complete a number of Fitness testing in a carousel and then end the topic with an</p>	<p>will start with refining handling skills and developing passing and tackling skills. They will also develop their understanding on how to attack and outwit opponents in a competitive game.</p> <p>Table Tennis In this half term pupils will take part in the individual net game table tennis and develop skills and competitive game situations. This includes, back hand push and forehand push technique used confidently in isolation and in a competitive game, they will also understand the service rules and perform the backhand serve. They will also begin to try different placements of the ball on the table using the forehand and back hand drive and game play including basic rules to be able to umpire their own games and experience doubles play and officiating.</p>	<p>situations including; the rules of cricket and how to catch high and low balls, pupils will experience batting in the nets. They will also begin to use a more complex bowl which is the spin bowl and experience more fielding tactics to help be successful in a game situation.</p> <p>Athletics In this half term pupils will take part in track events such as; Sprinting techniques Week 1,2 and 3 (100m and 200m) short distance runs, they will then complete long jump and triple with a run up focus. They will also complete endurance runs focusing on pacing and then take part in a competitive assessment after each, comparing to normative data.</p>	<p>develop skills and competitive game situations including; Catching the ball at differing heights, long barrier and roll back fielding techniques, bowling and batting with accuracy and continue to build on tactics and strategies to outwit opponents.</p> <p>Softball In this half term pupils will take part in rounders and develop skills and competitive game situations including; Basic rules of softball reminder and baseline assessments, starting to use the spin bowl and batting against a more difficult bowl, they will also compete in more games for understanding to incorporate more fielding tactics and how to outwit opponents in a game by scoring more point or getting pupils out using tactics.</p> <p>Athletics In this half term pupils will take part in athletics field events; they will complete several throwing events, shot putt, javelin and discus, this term focus on a dynamic starting position. In high jump they will investigate the scissor technique</p>
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	<p>Pupils will be expected to complete the following skills while clothed in the water including treading water, help and huddle positions, endurance swimming and surface dives. They will also develop partner skills on towing of casualties both conscious and unconscious.</p>	<p>swimming and surface dives. They will also develop partner skills on towing of casualties both conscious and unconscious.</p>	<p>assessment in creating a training session for muscular strength or muscular endurance</p>			<p>and how to improve their height. They will also compete in hurdles and maintaining their speed over hurdles to improve their personal best.</p>
Year 9	<p>Students will complete a 6-week rotation of the following activities of 2 x 55-minute lesson per week Focus is based upon <u>skill and technique mastery</u> Rotation:</p> <p>4 classes:</p> <p>Trampolining, Waterpolo, basketball, handball (outside).</p> <p>3 classes: Trampolining, Waterpolo, Handball</p> <p><u>Waterpolo</u> In this half term pupils will take part in the team game waterpolo and develop skills and competitive game situations including; dribbling,</p>	<p>All students take part in an annual cross country week. During 2 x 55 minute lessons students complete 2 x 3km cross country course followed by 2 x OAA session. Students will complete a 6-week rotation of the following activities of 2 x 55 -minute lesson per week Focus is based upon <u>skill and technique mastery</u> Rotation:</p> <p>4 classes: Trampolining, Waterpolo, basketball, handball (outside).</p> <p>3 classes: Trampolining Waterpolo Handball (outside) Waterpolo In this half term pupils will take</p>	<p>Students will complete a 6-week rotation of the following activities of 2 x 55 -minute lesson per week Understand the 3 parts of a warm up and how to successfully lead one. Develop individual skills in badminton and table tennis, serving, game play, umpiring. Understand the rules and regulations of Badminton.</p> <p>Focus is based upon <u>skill and technique mastery</u> <u>Table tennis</u>, In this half term pupils will take part in the individual net game table tennis and develop skills and competitive game situations. This includes, back hand push and forehand push technique</p>	<p>Students will complete a 6-week rotation of the following activities of 2 x 55 -minute lesson per week. Develop individual skills in badminton and table tennis, serving, game play, umpiring. Understand the rules and regulations of Badminton. Fitness – exercise to music (Dance elements)</p> <p>Focus is based upon <u>skill and technique mastery</u>.</p> <p>Rugby In this half term pupils will take part in the team game rugby and develop skills and competitive game situations. Pupils in year will start with</p>	<p>Students will complete a 6-week rotation of the following activities of 2 x 55 -minute lesson per week. Focus is based upon <u>skill and technique mastery</u> development of rounders/softball, cricket and athletics.</p> <p><u>Rounders</u> In this half term pupils will take part in rounders and develop skills and competitive game situations including; Accuracy of bowling and bowling rules and how to avoid no balls, batting accuracy and ball placement using tactics, fielding roles and being able to field on bases, out field and bowling and how to outwit opponents in both fielding and batting.</p> <p><u>Softball</u></p>	<p>Students will complete a 6-week rotation of the following activities of 2 x 55 -minute lesson per week. Focus is based upon <u>skill and technique mastery</u> development of rounders/softball, cricket and athletics.</p> <p><u>Rounders</u> In this half term pupils will take part in rounders and develop skills and competitive game situations including; Accuracy of bowling and bowling rules and how to avoid no balls, batting accuracy and ball placement using tactics, fielding roles and being able to field on bases, out field and bowling and how to outwit opponents in both fielding and batting.</p> <p><u>Softball</u></p>

<p>passing and receiving, walking/treading water and shooting and placing skills into a competitive game.</p> <p><u>Trampolining</u> In this half term pupils will take part in trampolining and develop skills in isolation and in a routine this is including skill development of basic jumps and seat drop combinations including swivel hips. Front and back drop Combinations with rotations in and out and implementing combinations into a 10 bounce routine.</p> <p><u>Basketball</u> In this half term pupils will take part in the team game basketball and develop skills and competitive game situations including; Attacking and outwitting opponents. More complex shooting on the move and basics of a layup. They will also begin to understand strategies and how to defend zone and attack</p>	<p>part in the team game waterpolo and develop skills and competitive game situations including; dribbling, passing and receiving, walking/treading water and shooting and placing skills into a competitive game.</p> <p><u>Trampolining</u> In this half term pupils will take part in trampolining and develop skills in isolation and in a routine this is including skill development of basic jumps and seat drop combinations including swivel hips. Front and back drop Combinations with rotations in and out and implementing combinations into a 10 bounce routine.</p> <p><u>Basketball</u> In this half term pupils will take part in the team game basketball and develop skills and competitive game situations including; Attacking and outwitting opponents. More complex shooting on the move and basics of a layup. They will also begin to understand strategies and how to defend</p>	<p>used confidently in isolation and in a competitive game, they will also understand the service rules and perform the forehand and backhand serve. They will also begin to try different placements of the ball on the table using the forehand top spin and back hand top spin and game play including basic rules to be able to umpire their own games and experience doubles play and officiating.</p> <p><u>Rugby</u> In this half term pupils will take part in the team game rugby and develop skills and competitive game situations. Pupils in year will start with passing effectively, they will also begin to understand how space can be used to develop play. They will also develop their understanding and safety of tackling in a full sided game. They will also develop attacking and defensive strategies in a full sided competitive game and begin to officiate game play.</p> <p><u>Badminton</u> In this half term pupils will take part in the</p>	<p>passing effectively, they will also begin to understand how space can be used to develop play. They will also develop their understanding and safety of tackling in a full sided game. They will also develop attacking and defensive strategies in a full sided competitive game and begin to officiate game play.</p> <p><u>Table tennis</u> In this half term pupils will take part in the individual net game table tennis and develop skills and competitive game situations. This includes, back hand push and forehand push technique used confidently in isolation and in a competitive game, they will also understand the service rules and perform the forehand and backhand serve. They will also begin to try different placements of the ball on the table using the forehand top spin and back hand top spin and game play including basic rules to be able to umpire their</p>	<p>opponents in both fielding and batting.</p> <p><u>Softball</u> In this half term pupils will take part in rounders and develop skills and competitive game situations including; Accuracy of pitching and pitching rules and how to avoid no balls and increase batting strikes, batting accuracy and ball placement using tactics to avoid fielders, fielding roles and being able to field on bases, out field and bowling and how to outwit opponents in both fielding and batting.</p> <p><u>Cricket</u> In this half term pupils will take part in cricket and develop skills and competitive game situations including; Fielding practice and positioning on the field, using the drive shot and pull shot to outwit fielders and be able to being to call batting calls and field placement to be a successful team.</p> <p><u>Athletics</u> In this half term pupils will take part in track events such as; Sprinting techniques Week</p>	<p>In this half term pupils will take part in rounders and develop skills and competitive game situations including; Accuracy of pitching and pitching rules and how to avoid no balls and increase batting strikes, batting accuracy and ball placement using tactics to avoid fielders, fielding roles and being able to field on bases, out field and bowling and how to outwit opponents in both fielding and batting.</p> <p><u>Cricket</u> In this half term pupils will take part in cricket and develop skills and competitive game situations including; Fielding practice and positioning on the field, using the drive shot and pull shot to outwit fielders and be able to being to call batting calls and field placement to be a successful team.</p> <p><u>Athletics</u> In this half term pupils will take part in athletics field events; they will complete several throwing events, shot putt, javelin and discus, this term focus on a dynamic starting position. In high jump they will investigate the scissor technique and how to improve their height. They will also compete in hurdles and</p>
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	<p>using the 3 man weave.</p> <p>Handball In this half term pupils will take part in the team game handball and develop skills and competitive game situations including; Understanding the basic rules of the game and how to pass the ball legally in a game using shoulder, hip and bounce pass. They will also gain competency in moving with the ball and dribbling with control and turning to avoid opponents using tactics and strategies.</p>	<p>zone and attack using the 3 man weave.</p> <p>Handball In this half term pupils will take part in the team game handball and develop skills and competitive game situations including; Understanding the basic rules of the game and how to pass the ball legally in a game using shoulder, hip and bounce pass. They will also gain competency in moving with the ball and dribbling with control and turning to avoid opponents using tactics and strategies.</p>	<p>individual net game badminton and develop skills and competitive game situations. They will experience the shots of overhead clear, underarm and flick serve and under arm serve and smash shot and long/high serves, these will all be practiced in isolation and then in a competitive situation.</p> <p>Fitness In this unit, pupils will explore what VO2 max is and how it links to cardiovascular endurance. They will focus on Components of skill related fitness speed and agility and how they can be measured in a range of fitness tests. Explore how heart rates differ in different methods of training like Fartlek training. Explore the terms validity and reliability in relation to fitness testing. They will end on an assessment by carrying out a number of fitness tests which have been covered during the scheme of work.</p>	<p>own games and experience doubles play and officiating.</p> <p>Badminton In this half term pupils will take part in the individual net game badminton and develop skills and competitive game situations. They will experience the shots of overhead clear, underarm and flick serve and under arm serve and smash shot and long/high serves, these will all be practiced in isolation and then in a competitive situation.</p> <p>Fitness In this unit, pupils will explore what VO2 max is and how it links to cardiovascular endurance. They will focus on Components of skill related fitness speed and agility and how they can be measured in a range of fitness tests. Explore how heart rates differ in different methods of training like Fartlek training. Explore the terms validity and reliability in relation to fitness testing. They will end on</p>	<p>1,2 and 3 (100m and 200m) short distance runs with, they will then complete long jump and triple with a run up focus. They will also complete endurance runs/middle distance runs focusing on pacing and then take part in a competitive assessment, each pupil will be comparing to their person best and others in their year group competing to be Sandhill View Stars of Athletics. All athletics events will be linked to components of fitness as part of bridging the gap for Y10 option.</p>	<p>maintaining their speed over hurdles to improve their personal best. Each pupil will be comparing to their person best and others in their year group competing to be Sandhill View Stars of Athletics. All athletics events will be linked to components of fitness as part of bridging the gap for Y10 option.</p>
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				an assessment by carrying out a number of fitness tests which have been covered during the scheme of work.		
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We know that students who read well achieve well. As such all subject areas are committed to providing regular opportunities to read extensively. We provide many opportunities for students to read, such as using resource/coaching cards for peer/self-assessment to help them access subject specific vocabulary and they have assessments based on their previous learning and using SMART Readers when appropriate. Students are also extensively subjected to oracy in this subject, this is in the form of mini plenaries throughout the lessons.

KNOW more: Our Key Stage 4 Curriculum

At Key Stage 4 all option students in year 10 follow the NCFE Technical Award Level 1 and Level 2 in health and fitness which includes 3 lessons per week. All students have 1 hour of core PE per week.

In Year 11 all pupils have 2 lessons per week completing BTEC TECH 2022 in Sport.

KS 4	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10 CORE PE	<p>Students will complete a 6-week rotation of the following activities of 1 x 55-minute lesson per week Focus is based upon <u>skill and technique mastery</u></p> <p>Rotation: <u>Trampolining</u> In this half term pupils will take part in trampolining and develop skills in isolation and in a routine. The lessons will include a basic jumps and seat drop combinations</p>	<p>All students take part in an annual cross country week. During 2 x 55 minute lessons students complete 2 x 3km cross country course followed by 2 x OAA session. Students will complete a 6-week rotation of the following activities of 1 x 55-minute lesson per week Focus is based upon <u>skill and technique mastery</u></p> <p>Rotation: <u>Trampolining</u> In this half term pupils will take part in</p>	<p>Students will complete a 6-week rotation of the following activities of 1 x 55-minute lesson per week Focus is based upon <u>skill and technique mastery</u></p> <p>Rotation: <u>Table tennis</u> In this half term pupils will take part in the individual net game table tennis and develop skills and competitive game situations. This includes, back hand push and forehand push technique used confidently in isolation and in</p>	<p>Students will complete a 6-week rotation of the following activities of 1 x 55-minute lesson per week Focus is based upon <u>skill and technique mastery</u></p> <p>Rotation: <u>Table tennis</u> In this half term pupils will take part in the individual net game table tennis and develop skills and competitive game situations.</p>	<p>Students will complete a 6-week rotation of the following activities of 1 x 55 -minute lesson per week. (Bridging lesson gained part way through to make it 3 lessons per week). Focus is based upon <u>skill and technique mastery</u> development of of rounders softball, cricket</p> <p><u>Rounders</u> In this half term pupils will take part in rounders and develop skills and competitive game situations including; Accuracy and completing a legal bowl and how to avoid no balls, batting</p>	<p>Students will complete a 6-week rotation of the following activities of 1 x 55 -minute lesson per week. (Bridging lesson gained part way through to make it 3 lessons per week). Focus is based upon <u>skill and technique mastery</u> development of of rounders softball, cricket</p> <p><u>Rounders</u> In this half term pupils will take part in rounders and develop skills and competitive game situations including; Accuracy and completing a legal bowl and how to avoid no balls, batting</p>

<p>and safety and more advanced combinations and development of seat rollers, cradles, turn tables, somersaults and rotations including a complex 10 bounce routine from competition level.</p> <p><u>Football</u> In this half term pupils will take part in the team game football and develop skills and competitive game situations including the attacking and defensive role in a game situation and use of wide play including shooting and incorporating advanced rules into game play.</p> <p><u>Basketball</u> In this half term pupils will take part in the team game basketball and develop skills and competitive game situations including; Implementing layups and jump shots into a game situation and showing attacking skills and defensive</p>	<p>trampolining and develop skills in isolation and in a routine. The lessons will include a basic jumps and seat drop combinations and safety and more advanced combinations and development of seat rollers, cradles, turn tables, somersaults and rotations including a complex 10 bounce routine from competition level.</p> <p><u>Football</u> In this half term pupils will take part in the team game football and develop skills and competitive game situations including the attacking and defensive role in a game situation and use of wide play including shooting and incorporating advanced rules into game play.</p> <p><u>Basketball</u> In this half term pupils will take part in the team game basketball and develop skills and competitive game situations including;</p>	<p>a competitive game, they will also understand the service rules and perform the forehand and backhand serve. They will also begin to try different placements of the ball on the table using the forehand top spin and back hand top spin and slice and game play including basic rules for singles and doubles to be able to umpire their own games and experience doubles play and officiating.</p> <p><u>Badminton</u> In this half term pupils will take part in the individual net game badminton and develop skills and competitive game situations. They will experience the shots of overhead clear and back hand clear, short and low serves tactics and game play and umpiring in games. Each of these skills will all be practiced in isolation and then in a competitive situation.</p> <p><u>Fitness</u></p>	<p>This includes, back hand push and forehand push technique used confidently in isolation and in a competitive game, they will also understand the service rules and perform the forehand and backhand serve. They will also begin to try different placements of the ball on the table using the forehand top spin and back hand top spin and slice and game play including basic rules for singles and doubles to be able to umpire their own games and experience doubles play and officiating.</p> <p><u>Badminton</u> In this half term pupils will take part in the individual net game badminton and develop skills and competitive game situations. They will experience the shots of overhead</p>	<p>game situations including; Accuracy and completing a legal bowl and how to avoid no balls, batting accuracy and ball placement using power, forehand and backhand batting technique, be aware of fielding roles and being able to field on bases, out field and bowling and how to outwit opponents in both fielding and batting. Using complex tactics to outwit the opponent in competitive game situations.</p> <p><u>Softball</u> In this half term pupils will take part in softball and develop skills and competitive game situations including; Accuracy of pitching and pitching rules ensuring that a legal bowl is completed each time, batting strikes, batting accuracy and ball placement using power and tactics to avoid fielders to score maximum points and minimise outs. Understand and use strategies for fielding roles and being able to field on bases, out field and bowling and how to outwit opponents in both fielding and batting in competitive situations.</p> <p><u>Cricket</u> In this half term pupils will take part in cricket and develop skills and competitive game situations including; Fielding practice using the slip catch and developing the straight shot and</p>
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	strategies using advanced rules to in competitive situations.	Implementing layups and jump shots into a game situation and showing attacking skills and defensive strategies using advanced rules to in competitive situations.		<p>clear and back hand clear, short and low serves tactics and game play and umpiring in games. Each of these skills will all be practiced in isolation and then in a competitive situation.</p> <p><u>Fitness</u></p>	<p>out field and bowling and how to outwit opponents in both fielding and batting in competitive situations.</p> <p><u>Cricket</u></p> <p>In this half term pupils will take part in cricket and develop skills and competitive game situations including; Fielding practice using the slip catch and developing the straight shot and pull shot to outwit fielders and be able to begin to umpire games using official cricket rules to develop leadership skills.</p> <p><u>Athletics</u></p> <p>In this half term pupils will take part in track events such as; Sprinting techniques Week 1,2 and 3 (100m and 200m) short distance runs with, they will then complete long jump and triple with a run up focus. They will also complete endurance runs/middle distance runs focusing on pacing and then take part in a competitive assessment, each pupil will</p>	pull shot to outwit fielders and be able to begin to umpire games using official cricket rules to develop leadership skills.
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					be comparing to their person best and others in their year group competing to be Sandhill View Stars of Athletics. All athletics events will be linked to components of fitness as part of bridging the gap for Y10 option	
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KS 4	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 10 OPTION PE	<p>Topic - Content area 3: Health and fitness and the components of fitness</p> <p>In this content area the lessons will include: Understanding health and fitness, Components of fitness, Health-related fitness components and the Skill-related fitness components and relate them to practical examples.</p> <p>Topic Content area 5: Testing and developing components of fitness</p> <p>In this content area the</p>	<p>Topic - Content area 5: Testing and developing components of fitness</p> <p>Lessons in this area will include, various training methods linked to the components of fitness from previous learning. They will also start to devise a health and fitness programme based in a athletes needs relating to the recommended training zones and heart rates and understand repetitions and sets.</p> <p>Topic Content area 4:</p>	<p>Topic- Content area 6: Impact of lifestyle on health and fitness</p> <p>Lessons in this content area will include the understanding how lifestyle factors can affect health and fitness which includes, diet, drugs, alcohol and rest and recovery.</p> <p>Topic - Content area 7: Applying health and fitness analysis and setting goals</p> <p>Lessons in this content area will include, how to analyse a persons health and fitness and</p>	<p>Topic - Content area 8: Structure of a health and fitness programme and how to prepare safely</p> <p>Lessons in this content area will include how pupils will structure and plan a health and fitness training programme and apply all health and safety aspects to keep participants safe. This plan will include a warm up and cool down and a session plan appropriate for the named participant,</p>	<p>Topic - Content area 2: Effects of health and fitness activities on the body</p> <p>Lessons in this content area will include, the effects of health and fitness activities on the body and it's response. They will also understand the short and long term effects of health and fitness activities on the body during and after exercise.</p>	<p>Topic - Content area 1: Structure and function of body systems</p> <p>Lessons in this content area will include the structure and function of body systems including the skeletal system, which is broken down into several smaller topic areas which is the structure and function of the skeleton, types of bones and joints and the structure of the spine. They will also cover the muscular system including types of muscle and their structure, movement and contractions of the muscle. The cardiovascular system and the respiratory system.</p>

	lessons will include; different fitness testing methods for both health and skill related components of fitness and how the pupils scores compare to normative data.	Principles of training Lessons in this topic area will include the knowledge of the principles of training and how to apply them to a fitness training programme successfully.	how to set appropriate goal setting. They will also have to collect data from fitness test and analyse and evaluate their results against normative data.	taking into account their individual needs and review the session after each practical and adapt to suit the participant.		
Year 11 – NCFE H&F	<u>Non-exam assessment</u> In early September the coursework scenario will be released. You will analyse the scenario and begin fitness testing on the client. You will then analyse their health and fitness levels in order to create achievable goals for you client to meet. Once the goals have been set, you will plan and create a training programme and diet plan based around the scenario to help your client achieve their goals. You will then complete the training programme and diet plan and finally you will review and evaluate the overall effectiveness of your training programme and	<u>Non-exam assessment</u> In early September the coursework scenario will be released. You will analyse the scenario and begin fitness testing on the client. You will then analyse their health and fitness levels in order to create achievable goals for you client to meet. Once the goals have been set, you will plan and create a training programme and diet plan based around the scenario to help your client achieve their goals. You will then complete the training programme and diet plan and finally you will review and evaluate the overall effectiveness of your training programme and diet plan based	<u>External Exam revision</u> Revision of Content area: 1 - The structure and function of the body systems 2 – The effects of health and fitness activities on the body 3 - Health and fitness and the components of fitness 4 - Principles of training 5: Testing and developing components of fitness	<u>External Exam revision</u> Revision of Content area: 3 - Health and fitness and the components of fitness 4 - Principles of training 5: Testing and developing components of fitness	<u>External Exam revision</u> Revision of content areas: 6 - Impact of lifestyle on health and fitness 7 - Applying health and fitness analysis and setting goals. 8 - The structure of a health and fitness programme	External exam for second attempt/resit. 8 th May 2025

	diet plan based on the results of what you have created.	on the results of what you have created.				
Y11 – PE Core	<p>Students will complete a 6-week rotation of the following activities of 1 x 55-minute lesson per week. Focus is based upon <u>skill, technique and tactics mastery</u></p> <p><u>Trampolining</u></p> <p>This half term, pupils will develop trampolining skills through isolated drills and routine work. They will build on core movements such as basic jumps and seat drops, progressing to advanced elements like seat rollers, cradles, turn tables, somersaults, and rotations. The focus will be on improving control, coordination, and safe practice. Pupils will work towards performing a complex 10-bounce routine to a competition-level standard, developing confidence, resilience, and</p>	<p>All students take part in an annual cross-country week. During 2 x 55 minute lessons students complete 2 x 3km cross country course followed by 2 x OAA session.</p> <p>Students will complete a 6-week rotation of the following activities of 1 x 55-minute lesson per week. Focus is based upon <u>skill, technique and tactics mastery</u></p> <p><u>Trampolining</u></p> <p>This half term, pupils will develop trampolining skills through isolated drills and routine work. They will build on core movements such as basic jumps and seat drops, progressing to advanced elements like seat rollers, cradles, turn tables, somersaults, and rotations. The focus will be on improving control, coordination, and safe practice. Pupils will work towards</p>	<p>Over this half term, Year 11 pupils will complete a 6-week rotation consisting of one 55-minute lesson per week.</p> <p><u>Rotation of:</u></p> <p>Table Tennis Pupils will develop technical competence in core strokes including the backhand push, forehand push, and correct service technique. They will apply these skills in game scenarios, including singles and doubles play. The focus will extend to more advanced elements such as forehand and backhand topspin, slice, and strategic ball placement. Pupils will also gain the knowledge and confidence to officiate their own games, applying basic rules consistently and fairly.</p> <p>Badminton Pupils will refine their execution of key shots including the overhead clear, backhand clear,</p>	<p>Over this half term, Year 11 pupils will complete a 6-week rotation consisting of one 55-minute lesson per week.</p> <p><u>Rotation of:</u></p> <p>Table Tennis Pupils will develop technical competence in core strokes including the backhand push, forehand push, and correct service technique. They will apply these skills in game scenarios, including singles and doubles play. The focus will extend to more advanced elements such as forehand and backhand topspin, slice, and strategic ball placement. Pupils will also gain the knowledge and confidence to officiate their own games, applying basic rules</p>	<p>Over this half term, Year 11 pupils will complete a 6-week rotation consisting of one 55-minute lesson per week.</p> <p>During this half term, Year 11 pupils will participate in a rotation of striking and fielding games and athletics. The focus will be on refining advanced techniques, applying tactical understanding, and enhancing performance through competitive situations. Pupils will continue to develop leadership, teamwork, and resilience, while also making connections to fitness components and Year 10 examination PE content.</p> <p><u>Rounders</u> Pupils will develop advanced bowling, batting, and fielding skills, focusing on accuracy, technique, and tactical awareness. This includes performing legal bowls, executing forehand and backhand batting techniques, and placing the ball strategically to avoid fielders. Pupils will explore fielding roles on bases, in the outfield, and in bowling positions, using complex tactics to outwit</p>	<p>Over this half term, Year 11 pupils will complete a 6-week rotation consisting of one 55-minute lesson per week.</p> <p>During this half term, Year 11 pupils will participate in a rotation of striking and fielding games and athletics. The focus will be on refining advanced techniques, applying tactical understanding, and enhancing performance through competitive situations. Pupils will continue to develop leadership, teamwork, and resilience, while also making connections to fitness components and Year 10 examination PE content.</p> <p><u>Rounders</u> Pupils will develop advanced bowling, batting, and fielding skills, focusing on accuracy, technique, and tactical awareness. This includes performing legal bowls, executing forehand and backhand batting techniques, and placing the ball strategically to avoid fielders. Pupils will explore fielding roles on bases, in the outfield, and in bowling positions, using complex tactics to outwit</p>

<p>performance skills.</p> <p><u>Football</u></p> <p>This half term, pupils will develop advanced football skills and tactical understanding through competitive team play. Focus areas include attacking and defensive roles, use of width, shooting techniques, and the application of advanced rules in game situations. The unit aims to enhance decision-making, teamwork, and game awareness, while fostering resilience, communication, and leadership in a competitive context.</p> <p><u>Basketball</u></p> <p>This half term, pupils will develop advanced basketball skills and apply them in competitive game situations. The focus will be on executing layups and jump shots under pressure, as well as applying tactical attacking and defensive strategies. Pupils will also refine their</p>	<p>performing a complex 10-bounce routine to a competition-level standard, developing confidence, resilience, and performance skills.</p> <p><u>Football</u></p> <p>This half term, pupils will develop advanced football skills and tactical understanding through competitive team play. Focus areas include attacking and defensive roles, use of width, shooting techniques, and the application of advanced rules in game situations. The unit aims to enhance decision-making, teamwork, and game awareness, while fostering resilience, communication, and leadership in a competitive context.</p> <p><u>Basketball</u></p> <p>This half term, pupils will develop advanced basketball skills and apply them in competitive game situations. The focus will be on executing layups and jump shots under</p>	<p>and short serve. Tactical awareness will be developed through game play and decision-making under pressure. Lessons will include both skill isolation and competitive scenarios, with pupils encouraged to apply and adapt techniques based on game context. Officiating and rule knowledge will be embedded to promote independence and fairness in play.</p> <p>Fitness</p> <p>During this half term, pupils will explore a range of fitness training methods aimed at improving components of physical fitness, including cardiovascular endurance, muscular strength, muscular endurance, flexibility, and speed. The focus will be on understanding and applying appropriate methods of training such as continuous training, interval training, circuit training, resistance training, and flexibility work.</p>	<p>consistently and fairly.</p> <p>Badminton</p> <p>Pupils will refine their execution of key shots including the overhead clear, backhand clear, and short serve. Tactical awareness will be developed through game play and decision-making under pressure. Lessons will include both skill isolation and competitive scenarios, with pupils encouraged to apply and adapt techniques based on game context. Officiating and rule knowledge will be embedded to promote independence and fairness in play.</p> <p>Fitness</p> <p>During this half term, pupils will explore a range of fitness training methods aimed at improving components of physical fitness, including cardiovascular</p>	<p>bowls, executing forehand and backhand batting techniques, and placing the ball strategically to avoid fielders. Pupils will explore fielding roles on bases, in the outfield, and in bowling positions, using complex tactics to outwit opponents during competitive game play.</p> <p>Softball</p> <p>Pupils will build on their understanding of striking and fielding through the application of legal pitching, power hitting, and tactical batting strategies to maximise scoring and avoid outs. Fielding roles and positional awareness will be developed, with emphasis on teamwork, quick decision-making, and outwitting opponents through tactical field placement and communication.</p> <p>Cricket</p> <p>Pupils will refine batting techniques such as the straight drive and pull shot, as well as fielding skills including slip catching and throwing accuracy. The unit will introduce basic umpiring using official rules, supporting leadership and game management. Pupils will apply advanced tactics in competitive settings to outsmart the opposition and strengthen their understanding of the sport.</p> <p>Athletics</p> <p>Pupils will participate in both track and field events, developing key techniques in short sprints (100m and 200m), jumping events (long jump</p>	<p>opponents during competitive game play.</p> <p>Softball</p> <p>Pupils will build on their understanding of striking and fielding through the application of legal pitching, power hitting, and tactical batting strategies to maximise scoring and avoid outs. Fielding roles and positional awareness will be developed, with emphasis on teamwork, quick decision-making, and outwitting opponents through tactical field placement and communication.</p> <p>Cricket</p> <p>Pupils will refine batting techniques such as the straight drive and pull shot, as well as fielding skills including slip catching and throwing accuracy. The unit will introduce basic umpiring using official rules, supporting leadership and game management. Pupils will apply advanced tactics in competitive settings to outsmart the opposition and strengthen their understanding of the sport.</p> <p>Athletics</p> <p>Pupils will participate in both track and field events, developing key techniques in short sprints (100m and 200m), jumping events (long jump</p>
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	<p>understanding of advanced rules and use them effectively during gameplay. The unit aims to build confidence, teamwork, and decision-making, while encouraging resilience and leadership in a fast-paced team environment.</p>	<p>pressure, as well as applying tactical attacking and defensive strategies. Pupils will also refine their understanding of advanced rules and use them effectively during gameplay. The unit aims to build confidence, teamwork, and decision-making, while encouraging resilience and leadership in a fast-paced team environment.</p>		<p>endurance, muscular strength, muscular endurance, flexibility, and speed. The focus will be on understanding and applying appropriate methods of training such as continuous training, interval training, circuit training, resistance training, and flexibility work.</p>	<p>accuracy. The unit will introduce basic umpiring using official rules, supporting leadership and game management. Pupils will apply advanced tactics in competitive settings to outsmart the opposition and strengthen their understanding of the sport.</p> <p>Athletics Pupils will participate in both track and field events, developing key techniques in short sprints (100m and 200m), jumping events (long jump and triple jump with run-up), and middle-distance running with a focus on pacing. Performance will be assessed against personal bests and peer benchmarks in a competitive "Sandhill View Stars of Athletics" event. Links will be made to key components of fitness and principles of training, bridging theory from Year 11 option PE.</p>	<p>and triple jump with run-up), and middle-distance running with a focus on pacing. Performance will be assessed against personal bests and peer benchmarks in a competitive "Sandhill View Stars of Athletics" event. Links will be made to key components of fitness and principles of training, bridging theory from Year 11 option PE.</p>
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DO MORE: Milestone assessment end points

Curriculum Area: PE and Sport

Subject: PE

Year Group	Basic (Lower Ability End Points)	Clear (Middle Ability End Points)	Detailed (Higher Ability End Points)
7	<ul style="list-style-type: none"> Pupils copy, repeat and explore simple skills and actions with basic control and coordination. They start to link these in ways that suit the activities. They describe and comment on their own and others' actions. They talk about how to take part in physical activity safely, and how their bodies feel during an activity. They work with others in practices and suggest some simple ideas on how to make changes 	<ul style="list-style-type: none"> Pupils explore simple skills. They copy, remember, repeat and explore simple actions with control and coordination. They vary skills, actions and ideas and their deployment and link them in ways that suit the activities. They begin to show some understanding of simple tactics and basic compositional ideas. They talk about differences between their own and others' performance and suggest improvements. They understand how to take part in physical activity safely, and describe how their bodies feel during different activities. They work with others, devising simple ideas for practices and rules 	<ul style="list-style-type: none"> Pupils select and use skills, actions and ideas appropriately, applying them with control and coordination. They show that they understand tactics and composition by starting to vary how they respond. They can see how their work is similar to and different from others' work, and use this understanding to improve their own performance. They give reasons why warming up before an activity is important, and why physical activity is good for their health. They are able to take the lead in pairs and small groups when carrying out practices or deciding upon their own games, challenges, tactics and sequences
8	<ul style="list-style-type: none"> Pupils link skills, techniques and ideas and apply them accurately and appropriately. When performing, they show precision, control and fluency. They show that they understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. They explain and apply basic safety principles when preparing for exercise. They describe how exercise affects their bodies, and why regular, safe activity is good for their health and wellbeing. They work with others to plan and lead simple practices and activities for themselves and others. 	<ul style="list-style-type: none"> Pupils select and combine skills, techniques and ideas and apply them accurately and appropriately in different physical activities. When performing in different physical activities, they consistently show precision, control and fluency. They show that they can draw on what they know about strategy, tactics and composition to produce effective outcomes. They modify and refine skills and techniques to improve their performance and adapt their actions in response to changing circumstances. They analyse and comment on skills, techniques and ideas and how these are applied in their own and others' work. They explain how the body reacts during different types of activity, and why physical activity is an essential component of a healthy lifestyle. They plan, organise and lead practices and activities safely, helping others to improve their performance 	<ul style="list-style-type: none"> Pupils select and combine skills, techniques and ideas and use them in a widening range of familiar and unfamiliar physical activities and contexts, performing with consistent precision, control and fluency. They use imaginative ways to solve problems, overcome challenges and entertain audiences. When planning their own and others' work, and carrying out their own work, they draw on what they know about strategy, tactics and composition in response to changing circumstances, and what they know about their own and others' strengths and weaknesses. They analyse and comment on how skills, techniques and ideas have been used in their own and others' work, and on compositional and other aspects of performance and suggest ways to improve. They understand how the different components of fitness affect performance and explain how different types of exercise contribute to their fitness and health. They describe their involvement in regular, safe physical activity for the benefit of their health and wellbeing. When leading practices and activities, they apply basic rules, conventions and/or compositional ideas consistently.

9	<ul style="list-style-type: none"> • Pupils select and combine advanced skills, techniques and ideas, adapting them accurately and appropriately to meet the demands of increasingly complex situations. • They consistently show precision, control, fluency and originality. • They apply the principles of advanced strategies, tactics and compositional ideas in their own and others' work and modify them in response to changing circumstances and other performers. • They analyse and comment on their own and others' work as individuals and team members, showing that they understand how skills, tactics, composition and fitness relate to the quality of the performance. • They plan ways to improve their own and others' performance and act on these decisions in order to bring about the improvements. • They explain the principles of practice and training and apply them effectively. • They explain the benefits of regular, safe and planned physical activity on physical, mental and social well-being, and carry out their own physical activity programmes based on their choices and preferences of activities and roles within activities. • They take on different roles within an activity, showing an ability to organise and communicate effectively, and applying rules fairly and consistently or adhering to the conventions and codes of conduct for activities. 	<ul style="list-style-type: none"> • Pupils consistently distinguish between and apply advanced skills, techniques and ideas, always showing high standards of precision, control, fluency and originality. • Drawing on what they know of the principles of advanced strategies, tactics or composition, they apply them with expertise, flair and originality in their own and others' work. • When adapting and responding to changing circumstances and other performers, they maintain the quality of a performance. • They critically evaluate their own and others' work, showing that they understand the impact of skills, strategy, tactics or composition and fitness on the quality and effectiveness of performance. • They use this information to plan and monitor ways in which their own and others' performance could be improved, acting on these decisions to bring about the improvements. • They use their knowledge of health, fitness and social wellbeing to plan and evaluate their own and others' exercise and physical activity programmes. • They take on different roles within an activity and plan pathways into performance, leadership or officiating based on their choices and preferences. 	<ul style="list-style-type: none"> • Pupils consistently use advanced skills, techniques and ideas with precision, control, fluency and originality. • Drawing on what they know of the principles of advanced strategies, tactics or composition, they consistently apply these principles with originality, capability and flair in their own and others' work. • They are increasingly independent in finding imaginative, and different solutions to problems posed by themselves and others. • They critically analyse and judge their own and others' work, showing that they understand how skills, strategy, tactics or composition and fitness relate to and affect the quality and originality of performance in different physical activities. • They reach judgements independently about how their own and others' performance could be improved, prioritising aspects for further development. • They consistently apply appropriate knowledge and understanding of health and fitness in all aspects of their work. • They understand the contribution physical activity makes to their physical, mental and social wellbeing and participate regularly in physical activity both in and out of school for the benefit of their health and wellbeing
10 CORE	<ul style="list-style-type: none"> • Pupils select and combine advanced skills, techniques and ideas, adapting them accurately and appropriately to meet the demands of increasingly complex situations shows limited knowledge of complex skills across a range of sports. 	<ul style="list-style-type: none"> • Pupils consistently distinguish between and apply advanced skills, techniques and ideas, always showing high standards of precision, control, fluency and originality. They can show a degree of fluency of skills and some complex skills across a range of sports. • Drawing on what they know of the principles of advanced 	<ul style="list-style-type: none"> • Pupils consistently and concisely use a combination of advanced skills, techniques and ideas with precision, control, fluency and originality across a range of sports. • Pupils use past experiences and advanced strategies, tactics or composition, they consistently apply them showing their own flair and creativity and originality.

	<ul style="list-style-type: none"> • They can often show precision, control, fluency and originality with limited understanding. • They apply the principles of advanced strategies, tactics and compositional ideas in their own and others' work and modify them in response to changing circumstances and other performers, often choose the correct tactic but sometimes needs support. • They analyse and comment on their own and others' work as individuals and team members, showing that they understand how skills, tactics, composition and fitness relate to the quality of the performance often with limited success of improvements. • They explain the principles of practice and training and apply them effectively but need support to implement them. • They explain the benefits of regular, safe and planned physical activity on physical, mental and social well-being, and carry out their own physical activity programmes based on their choices and preferences of activities and roles within activities. • They take on different roles within an activity, showing an ability to organise and communicate effectively, and applying rules fairly and consistently or adhering to the conventions and codes of conduct for activities in a limited number of sports. • They understand the role of the official in a game situation and understands most of the rules but needs support to be successful. • They understand the 3 parts of a warm up and can demonstrate each part as part of a group. 	<p>strategies and frequently show good use of tactics or composition, they apply them with expertise, flair and originality in their own and others' work.</p> <ul style="list-style-type: none"> • When adapting and responding to changing circumstances and other performers, they can usually maintain the quality of a performance with support. • They critically evaluate their own and others' work, showing that they understand the impact of skills, strategy, tactics or composition and fitness on the quality and effectiveness of performance and can often suggest improvements and show some problem solving skills. • They use this information to plan and monitor ways in which their own and others' performance could be improved, acting on these decisions to bring about some improvements with support. • They use their knowledge of health, fitness and social wellbeing to plan and evaluate their own and others' exercise and physical activity programmes and understand the benefits of leading a healthy active lifestyle. • They can play the role of the official in a game situation and understands the majority of rules with little support. • They can lead a warm up to a small group of students with little to no support. 	<ul style="list-style-type: none"> • They are fully independent in finding imaginative solutions and solve problems quickly and efficiently. • Pupils can critically analyse their own and others' work, showing a strong understanding of skills, strategy, tactics or composition and can then act on this and show improvement. • They can independently make suggestions on how their own and others' performance could be improved and being able to lead on this and suggest successful strategies and techniques to show improvement. • They understand the contribution physical activity makes to their physical, mental and social wellbeing and participate regularly in physical activity both in and out of school for the benefit of their health and wellbeing. • They understand the positive effects of exercise, short and long term on the body and how this contributes to their physical health and wellbeing. • They can confidently and independently play the role of the official applying all rules of the game efficiently and correctly with no support. • They can confidently and independently lead the 3 parts of a warm up effectively for a large group with no support.
Y10 NCFE	<ul style="list-style-type: none"> • Demonstrate limited recall and application of 	<ul style="list-style-type: none"> • Demonstrate a generally accurate recall and application of mostly relevant knowledge and 	<ul style="list-style-type: none"> • Demonstrate a thorough understanding and application of in-depth knowledge related to body

	<p>knowledge and understanding, with some relevance and minimal detail, related to body system functions, training principles, the body's short- and long-term responses to fitness activities, the use of lifestyle analysis tools, and the creation of a fitness programme for an individual with specific goals.</p> <ul style="list-style-type: none"> Analyse and evaluate information to form adequate but basic judgments, using some reasoning to reach straightforward conclusions about body system functions, training principles, physical responses to exercise, application of lifestyle analysis tools, and the development of fitness programmes tailored to individual goals. Safely and effectively demonstrate a basic level of relevant skills, techniques, and processes when using a variety of equipment during the planning, development, and participation in a health and fitness programme. Analyse and evaluate their own performance in demonstrating sector-relevant skills, techniques, 	<p>understanding, with reasonable detail, relating to the functions of body systems, principles of training, short- and long-term effects of fitness activities on the body, the use of lifestyle analysis tools, and the design of fitness programmes tailored to specific goals.</p> <ul style="list-style-type: none"> Analyse and evaluate information to make generally well-reasoned judgments and form coherent conclusions about body system functions, training principles, the body's responses to fitness activities, the application of lifestyle analysis tools, and the development of goal-specific fitness programmes. Safely and competently demonstrate mostly relevant skills, techniques, and procedures associated with the health and fitness sector, including the effective use of a wide range of equipment during the planning, development, and participation in a health and fitness programme. Analyse and evaluate their own performance in demonstrating relevant sector-specific skills, techniques, and processes during the planning and execution of a health and fitness programme. 	<p>system functions, training principles, the body's short- and long-term responses to physical activity, the use of lifestyle analysis tools, and the development of fitness programmes tailored to specific individual goals.</p> <ul style="list-style-type: none"> Critically analyse and evaluate information to form well-reasoned judgments and draw strong, evidence-based conclusions regarding body system functions, training principles, physiological responses to exercise, lifestyle assessment, and the creation of personalised fitness plans. Safely and effectively showcase advanced skills, techniques, and procedures relevant to the health and fitness sector, using a broad range of equipment during the planning, execution, and participation in fitness programmes. Perform a comprehensive analysis and evaluation of their own use of skills, techniques, and methods relevant to the sector when planning, delivering, and engaging in health and fitness programmes.
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	and processes with some detail and a reasonable level of insight during the planning and delivery of a health and fitness programme.		
11 NCFE	<p><u>Task 1: Fitness assessment of client</u></p> <p>AO3- Reasonable analysis and evaluation of client's results when comparing them to normative data. Analysis and evaluation has some detail.</p> <p>AO4 - Reasonable demonstration and application when administering fitness tests with client (which includes components of fitness, that have some relevance). Lack of confidence when administering fitness tests.</p> <p><u>Task 2: General assessment of client</u></p> <p>AO4 - Reasonable demonstration and application when administering fitness analysis tools with client. Lack of confidence when administering fitness analysis tools.</p> <p>AO3 - Makes judgements on the results of the fitness analysis tools, that are reasonable, have some detail and some relevance to the client.</p> <p>AO2 - Applies a reasonable understanding of fitness analysis tools to formulate a general assessment of the client, that has some detail and some relevance.</p> <p><u>Task 3: Setting of appropriate goals</u></p> <p>AO3 - Makes judgements on the fitness and general assessments of their client, to inform their SMART targets, that are reasonable, have some detail and have some relevance to their client.</p> <p>AO2 - Applies a reasonable understanding of goal setting knowledge to formulate SMART targets for the identified components of fitness with some detail.</p> <p>AO1 - Demonstrates a reasonable understanding of goal setting.</p>	<p><u>Task 1: Fitness assessment of client</u></p> <p>AO3 - Good analysis and evaluation of client's results when comparing them to normative data. Analysis and evaluation is mostly detailed.</p> <p>AO4 - Good demonstration and application when administering fitness tests with client (which includes mostly relevant components of fitness). Evidence of some confidence when administering fitness tests.</p> <p><u>Task 2: General assessment of client</u></p> <p>AO4 - Good demonstration and application when administering fitness analysis tools with client. Evidence of some confidence when administering fitness analysis tools.</p> <p>AO3 - Makes judgements on the results of the fitness analysis tools, that are good, mostly detailed, and mostly relevant to the client.</p> <p>AO2 - Applies a good understanding of fitness analysis tools to formulate a general assessment of the client, that is mostly detailed and mostly relevant.</p> <p><u>Task 3: Setting of appropriate goals</u></p> <p>AO3 - Makes good judgements on the fitness and general assessments of their client, to inform their SMART targets, that are mostly detailed, and mostly relevant to their client.</p> <p>AO2 - Applies a good understanding of goal setting knowledge to formulate mostly detailed SMART targets for the identified components of fitness.</p> <p>AO1: Demonstrates a good understanding of goal setting. Overview of goal setting is mostly detailed.</p>	<p><u>Task 1: Fitness assessment of client</u></p> <p>AO3 - Excellent analysis and evaluation of client's results when comparing them to normative data. Analysis and evaluation is comprehensive and highly detailed.</p> <p>AO4 - Excellent demonstration and application when administering fitness tests with client (which includes highly relevant components of fitness). Evidence of high levels of confidence when administering fitness tests.</p> <p><u>Task 2: General assessment of client</u></p> <p>AO4 - Excellent demonstration and application when administering fitness analysis tools with client. Evidence of high levels of confidence when administering fitness analysis tools.</p> <p>AO3 - Makes judgements on the results of the fitness analysis tools, that are excellent, highly detailed, and highly relevant to the client.</p> <p>AO2 - Applies an excellent understanding of fitness analysis tools to formulate a general assessment of the client, that is highly detailed and highly relevant.</p> <p><u>Task 3: Setting of appropriate goals</u></p> <p>AO3 - Makes judgements on the fitness and general assessments of their client, to inform their SMART targets, that are excellent, highly detailed, and highly relevant to their client.</p> <p>AO2 - Applies an excellent understanding of goal setting knowledge to formulate highly detailed and highly relevant SMART targets for the identified components of fitness.</p> <p>AO1 - Demonstrates an excellent understanding of goal setting. Overview of goal setting is comprehensive.</p> <p><u>Task 4 (a): Development of a health and fitness training programme</u></p>

<p>Overview of goal setting has some detail.</p> <p><u>Task 4 (a): Development of a health and fitness training programme</u></p> <p>AO3 - Reasonable explanation of reasons why the selected 4 week fitness training programme is appropriate. Reasons have some detail, and some relevance to the client.</p> <p>AO2 - Applies a reasonable understanding of training methods to formulate a 4 week fitness training programme, that has some detail and some relevance.</p> <p>AO1 - Demonstrates a reasonable understanding of training methods, appropriate for identified components</p> <p><u>Task 4 (b): Development of a diet plan</u></p> <p>AO3 - Reasonable explanation of reasons why the 1 week diet plan is appropriate. Reasons have some detail, and some relevance to the client.</p> <p>AO2 - Applies a reasonable understanding of key nutrients to formulate a 1 week diet plan, that has some detail and some relevance.</p> <p><u>Task 5: Completion of fitness training programme</u></p> <p>AO5 - Reasonable analysis and evaluation of the requirements for reviewing the activity session that has some detail, and some relevance.</p> <p>AO5 – Reasonable analysis and evaluation of the effectiveness of skills as a trainee fitness instructor when demonstrating the training methods to the client that is mostly detailed, and mostly relevant.</p> <p>AO4 - Reasonable demonstration and application of the main activity section of the of the programme that has some relevance and some accuracy.</p>	<p><u>Task 4 (a): Development of a health and fitness training programme</u></p> <p>AO3 - Good explanation of reasons why the selected 4 week fitness training programme is appropriate. Reasons are mostly detailed, and mostly relevant to the client.</p> <p>AO2 - Applies a good understanding of training methods to formulate a 4 week fitness training programme, that is mostly detailed and mostly relevant.</p> <p>AO1 - Demonstrates a good understanding of training methods, appropriate for identified components of fitness. Overview of appropriate training methods is mostly detailed.</p> <p><u>Task 4 (b): Development of a diet plan</u></p> <p>AO3 - Good explanation of reasons why the 1 week diet plan is appropriate. Reasons are mostly detailed, and mostly relevant to the client.</p> <p>AO2 - Applies a good understanding of key nutrients to formulate a 1 week diet plan, that is mostly detailed and mostly relevant.</p> <p><u>Task 5: Completion of fitness training programme</u></p> <p>AO5 - Good analysis and evaluation of the requirements for reviewing the activity session that is comprehensive and mostly detailed, and mostly relevant.</p> <p>AO5 – Good analysis and evaluation of the effectiveness of skills as a trainee fitness instructor when demonstrating the training methods to the client that is mostly detailed, and mostly relevant.</p> <p>AO4 - Good demonstration and application of the main activity section of the of the programme that is mostly relevant and mostly accurate.</p> <p>AO4 Good demonstration of the training methods to improve or meet a goal that is mostly relevant to the client's needs.</p> <p><u>Task 6: Review and evaluation</u></p> <p>AO5 - Good analysis and evaluation of the effectiveness of the health and fitness programme that is mostly detailed, and mostly relevant to the client.</p> <p>AO4 - Good demonstration and application when re-administering fitness tests with client. Evidence of</p>	<p>AO3 - Excellent explanation of reasons why the selected 4 week fitness training programme is appropriate. Reasons are comprehensive, highly detailed, and highly relevant to the client.</p> <p>AO2 - Applies an excellent understanding of training methods to formulate a 4 week fitness training programme, that is highly detailed and highly relevant.</p> <p>AO1 - Demonstrates an excellent understanding of training methods, appropriate for identified components of fitness. Overview of appropriate training methods is comprehensive.</p> <p><u>Task 4 (b): Development of a diet plan</u></p> <p>AO3 - Excellent explanation of reasons why the selected 1 week diet plan is appropriate. Reasons are comprehensive, highly detailed, and highly relevant to the client.</p> <p>AO2 - Applies an excellent understanding of key nutrients to formulate a 1 week diet plan, that is highly detailed and highly relevant.</p> <p><u>Task 5: Completion of fitness training programme</u></p> <p>AO5 - Excellent analysis and evaluation of the requirements for reviewing the activity session that is comprehensive, highly detailed, and highly relevant.</p> <p>AO5 – Excellent analysis and evaluation of the effectiveness of skills as a trainee fitness instructor when demonstrating the training methods to the client that is comprehensive and highly detailed, and highly relevant.</p> <p>AO4 - Excellent demonstration and application of the main activity section of the programme that is highly relevant and highly accurate.</p> <p>AO4 – Excellent demonstration and application of the training methods to improve or meet a goal that is highly relevant to the client.</p> <p><u>Task 6: Review and evaluation</u></p> <p>AO5 - Excellent analysis and evaluation of the effectiveness of the health and fitness programme that is comprehensive, highly detailed, and highly relevant to the client.</p> <p>AO4 - Excellent demonstration and application when re-administering fitness</p>
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	<p>AO4 – Reasonable demonstration and application of the training methods to improve or meet a goal that has some relevance to the client's needs.</p> <p><u>Task 6: Review and evaluation</u></p> <p>AO5 - Reasonable analysis and evaluation of the effectiveness of the health and fitness programme that has some detail and has some relevance to the client.</p> <p>AO4 - Reasonable demonstration and application when re-administering fitness tests with client. Lack of confidence when administering fitness tests.</p>	<p>some confidence when administering fitness tests.</p>	<p>tests with client. Evidence of high levels of confidence when administering fitness tests</p>
<p>11 CORE PE</p>	<ul style="list-style-type: none"> • Pupils show a basic ability to perform a range of skills and techniques, though execution may lack control, fluency, or consistency. They demonstrate limited understanding of how to apply these skills appropriately in more complex situations and show minimal tactical awareness across different sports.. • They show some understanding of tactics and strategies but need guidance to apply or adapt these effectively in their own and others' performance. • Pupils attempt to analyse their own and others' performances but 	<ul style="list-style-type: none"> • Pupils are able to select and apply a range of skills and techniques with growing control and accuracy. They adapt their performance in response to moderately challenging situations and show a developing understanding of tactics, positioning, and decision-making across a variety of sports contexts. • Pupils select and combine a variety of skills and techniques, performing them with increasing accuracy, control, and fluency in moderately complex situations. • They apply principles of tactics and strategies appropriately and begin to adapt them independently in response to changing game conditions. 	<ul style="list-style-type: none"> • Pupils consistently select, combine, and apply advanced skills and techniques with control, fluency, and accuracy across multiple sports. They adapt confidently and effectively to complex, dynamic scenarios, showing strong tactical awareness, strategic decision-making, and the ability to influence performance outcomes in both individual and team settings. • They apply advanced tactical and strategic principles confidently, modifying their approach dynamically in response to other performers and changing contexts. • Pupils critically analyse and evaluate performances, providing insightful feedback and implementing meaningful improvements both individually and as team members.

	<p>insights into improvements are basic or inconsistent.</p> <ul style="list-style-type: none"> • They describe basic principles of practice and training and follow simple plans with assistance. • Pupils understand the general benefits of physical activity and can follow simple activity programmes based on personal preferences. • They participate in different roles but require support to organise, communicate, and apply rules or conventions fairly and consistently. • Pupils show a basic understanding of the role of officials and most game rules but need prompting to apply them correctly. • They demonstrate the components of a warm-up with guidance as part of a group. 	<ul style="list-style-type: none"> • Pupils analyse and comment on performances, identifying strengths and areas for improvement with some success. • They explain principles of practice and training and implement their own training plans with minimal support. • Pupils understand the benefits of regular physical activity for health and wellbeing and design activity programmes reflecting their choices and preferences. • They take on different roles within activities, showing good organisation and communication skills, and apply rules and codes of conduct fairly and consistently across several sports. • Pupils understand the role of officials and apply most rules accurately in game situations. • They independently demonstrate the three parts of a warm-up as part of a group. 	<ul style="list-style-type: none"> • They explain and apply detailed principles of practice and training, designing and following effective, evidence-based training programmes independently. • Pupils articulate comprehensive understanding of the physical, mental, and social benefits of physical activity and design sophisticated activity programmes tailored to their goals and roles. • They take leadership roles within activities, demonstrating excellent organisation, communication, and consistently applying rules and codes of conduct across a wide range of sports. • Pupils fully understand the role of officials, applying all relevant rules and regulations accurately in competitive situations. • They demonstrate and explain the physiological and psychological importance of each part of a warm-up, leading its delivery within a group setting.
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GO FURTHER: Skills Builder

We are also explicitly embedding transferable 'Skills Builder' skills such as problem solving, aiming high and teamwork to prepare our students for higher education and employability skills for the future. This year in PE we will focus on **LEADERSHIP** including self development, team development, strategic thinking and innovation. Through this we aim to create a climate of supporting, encouraging and developing others to achieve a shared goal. We also aim to develop **CREATIVITY** through generating new ideas which can be

honed through the problem-solving process. The focus is on developing confidence in different situations. Furthermore, we want our students to **AIM HIGH** by setting goals, prioritising tasks and involving others. This focuses on being able to plan effectively whilst working with care and attention, taking pride in success and having a positive approach to new challenges.

How does our Curriculum cater for students with SEND?

Sandhill View is an inclusive academy where every child is valued and respected. We are committed to the inclusion, progress and independence of all our students, including those with SEN. We work to support our students to make progress in their learning, their emotional and social development and their independence. We actively work to support the learning and needs of all members of our community.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made that is additional to or different from that made generally for other children or young people of the same age.

Teachers are responsible for the progress of ALL students in their class and high-quality teaching is carefully planned; this is the first step in supporting students who may have SEND. All students are challenged to do their very best and all students at the Academy are expected to make at least good progress.

Specific approaches which are used within the curriculum areas include:

- 1:1 support with practical tasks e.g. Leadership at KS4 using modified groups working with swimming teacher and primary schools
- Resources adapted to accommodate a range of SEND needs
- Seating plans to allow for peer/teacher support
- A range of learning roles used to embed understanding e.g. practical participant, coach, leader, official
- Differentiated and feedback tasks outlined clearly on the board or in teaching resources and linked to assessment criteria at KS4.
- Group work and discussion tasks to develop confidence in leadership and ownership of learning from KS3 onwards e.g. leading warm-ups, stretches.
- Work is always uploaded onto Teams in order for both students and parents to work outside of the lesson
- Extracurricular clubs take place at lunch time and intervention takes place within the moderation windows for BTEC students when necessary.
- Modelling is a non negotiable in practical lessons to aid understanding of tasks.
- Visual aids, differentiated for individual pupils where necessary

How does our curriculum cater for disadvantaged students and those from minority groups?

As a school serving an area with high levels of deprivation, we work tirelessly to raise the attainment for all students and to close any gaps that exist due to social contexts. The deliberate allocation of funding and resources has ensured that attainment gaps are closing in our drive to ensure that all pupils are equally successful when they leave the Academy. More specifically within the teaching of Physical Education we;

- Offer overseas visits to ski resorts across Europe with subsidy available for disadvantaged pupils
- Targeted support for under-performing students completed on a 6 weekly cycling following data capture and identified on TEF's and CEF's.
- Intervention available throughout the week to close the gap between non-disadvantaged and disadvantaged.
- Engagement through the use of practical learning at KS3 and KS4.
- Due to accessing funding for disadvantaged students we ensure all these students are equipped with a BTEC revision guide to promote resilience, pride and independence in their work.
- Our KS4 results have shown a limited gap in attainment for disadvantaged students in comparison to those that are not.

How do we make sure that our curriculum is implemented effectively?

The PE curriculum is designed to give students the opportunity to work as part of a team a key quality required in employment. All KS4 students gain a leadership experience which gives them opportunity to coach younger students/their peers in an activity specified in the BTEC scenario of which they are required to develop organisation, time management and carry out the role of an official. Further opportunities are available within the department such as enrichment and extra-curricular activities ran by the department and external agencies. We are also heavily involved in the Sunderland School league and provide many sporting opportunities as part of the Sainsbury's School Games as well as a range of football teams across the years in the school and they are entered into the schools local league and play league games and cup games. We are also involved in the everyone active, which helps gain the involvement of peoples who may not want to be involved competitively. This has ranged from disengaged girls, SEN students, disadvantaged students with the aim of 'Active 60' and to encourage students to be active for 60 minutes by joining in in a range of activities.

The Physical Education curriculum leader is responsible for designing the Physical Education Curriculum and monitoring, implementation, success and reflecting on it's success and make relevant changes. The subject leader's monitoring is validated by senior leaders.

Staff have regular access to professional development/training to ensure that curriculum requirements are met, this is both from external and in house training based on monitoring and evaluating activities and drawing on the strengths of staff.

Effective assessment informs staff about areas in which interventions are required. These interventions are delivered during curriculum time to enhance pupils' capacity to access the full curriculum for example: swimming top up, intervention groups.

Curriculum resources are selected carefully and reviewed regularly and whole schools strategies implemented.

Assessments are designed thoughtfully to assess student progress and also to shape future learning. These have been adapted to mirror the exam at KS4, these are monitored and approved by senior leaders.

How do we make sure our curriculum is having the desired impact?

- Examination results analysis and evaluation, reported to the senior leaders and the local governing body to ensure challenge
- Termly assessments-analysis and the completion of TEF's and CEF's
- Lesson observations
- Learning walks
- Book scrutiny
- Regular feedback from Teaching Staff during department meetings
- Regular feedback from Middle Leaders during curriculum meetings
- External reviews and evaluations