



Katherine
Warrington
School



PE Department Handbook

The intent of PE within the curriculum at Katherine Warrington School is primarily to promote a healthy active lifestyle, a lifelong passion for sport and for all students to recognise the importance of being physically active as a driver to boost self-esteem, building character and general well-being.

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Who are we?

Staff

Mr Alexander – Head of PE

Miss Mountford - Second in Department of PE

Mr Hall - Second in Department of PE

Mr Wallace - PE teacher

Miss Bird - PE teacher, Head of Year

Mr Hiscock – Teacher of PE and Head of PRE

Mr Gariba - PE LSA



The 'Big Picture' of the PE provision at Katherine Warrington School

The intent of PE within the curriculum at Katherine Warrington School is primarily to promote a healthy active lifestyle, a lifelong passion for sport and for all students to recognise the importance of being physically active as a driver to boost self-esteem, building character and general well-being.

We realise that students are all at different stages of their physical development and therefore the curriculum is adapted accordingly. Ultimately, lessons are designed to maximise participation and motivate, as well as develop a positive, persevering and growth mindset whatever the ability level of the student.

Initially, in Key Stage 3, there is a strong focus on mastering core physical education skills, towards a mastery of more complex skills. In Key Stage 4, greater focus is placed on developing tactical understanding of a range of sports to broaden their knowledge. The ultimate goal is that students become competent and confident enough to take on leadership roles and responsibilities in sport and PE, that would replicate career roles in a working environment, such as sports analysts, sport scientists and teachers or coaches.

The PE curriculum includes a range of sports. It is sequential in that sports are revisited year on year, with clear themes identified in similar sports. Explicit links are made between the different sports and consistently build on prior knowledge. Crucial key course content in Key Stage 4 exam PE features in Key Stage 3 lessons, so that students who decide to take PE as an option at Key Stage 4, already have a sound understanding of some of the theory content. Examples of this knowledge include bones and muscles in the body, as well as components of fitness and methods of training. In exam PE, students are exposed to much of the science behind sport, with regular links made to careers in this area and future study opportunities in PE and Sports Science.

Lastly, the PE provision at Katherine Warrington School promotes sporting excellence, with the intent to provide clear pathways beyond school for students who are talented or keen to seek careers in sport. To supplement this, students also have multiple opportunities to take part in extra-curricular activities and challenges through Period 7, lunch clubs and external fixtures.



Progression year on year

Mastery of basic skills in each sport
Developing more advanced skills in each sport
Greater tactical understanding in each sport
Developing leadership skills in different sports

**Teachers assess student capability and adapt this model according to the needs of their students.*

Examples:

Common themes within different types of sports e.g. Yr 7&8 invasion games: individual possession, team possession, movement, attacking principles, defensive technique, Yr 9 invasion games: playing out from the back (team shape to ensure that), in possession vs out of possession team shape, counterattacking, defending as a unit.

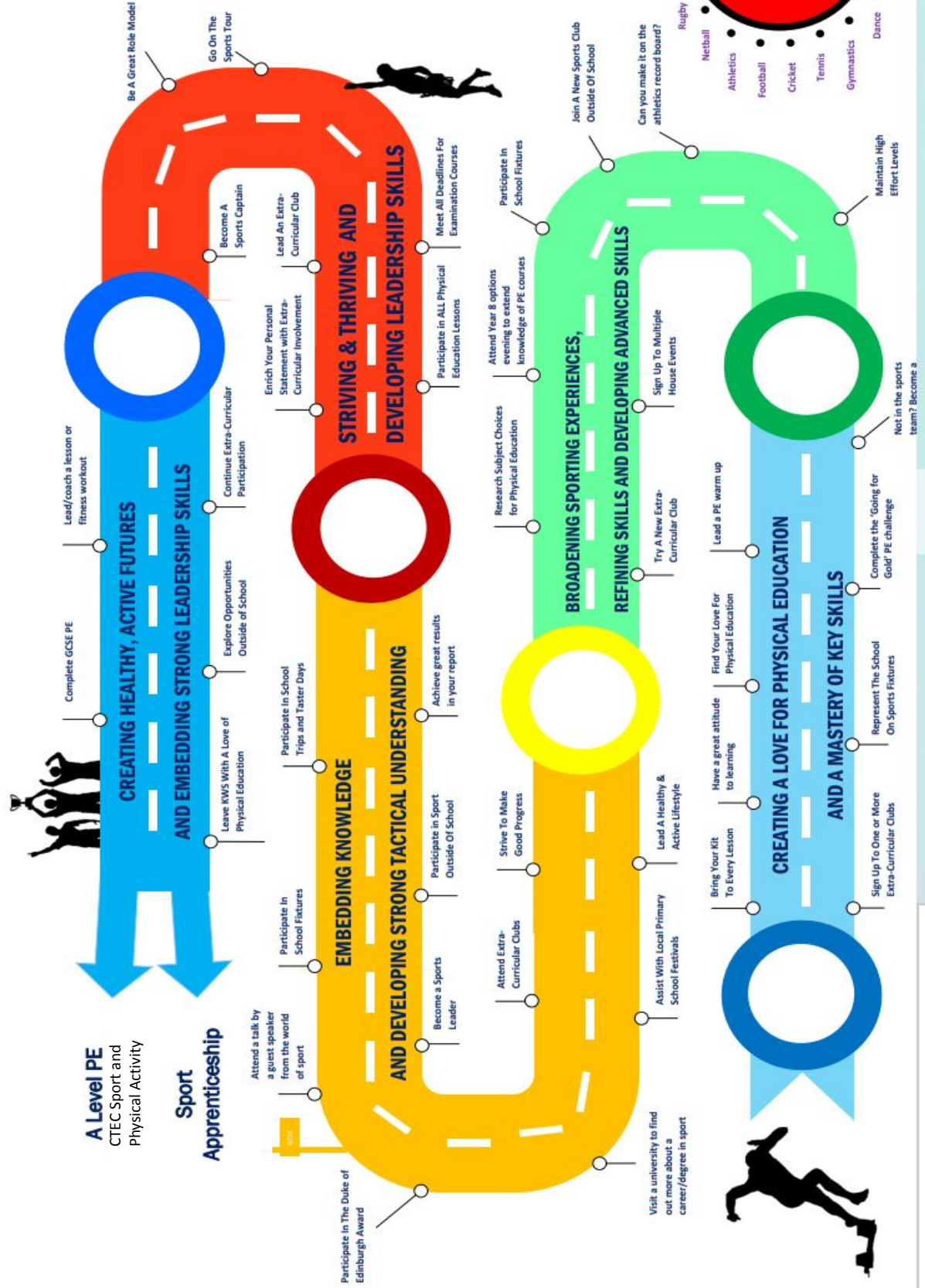
	Invasion
Year 7	Basic understanding of the rules in each sport and applying these correctly. Understanding the basic principles of individual possession, team possession, movement, attacking principles, defensive technique.
Year 8	Developing the understanding and application of the principles of individual possession, team possession, movement, attacking principles and defensive technique. Greater consideration given to developing more advanced skills.
Year 9	Building on previous learning, but also focus on the tactical understanding, covering topics, such as, counterattacking, playing out from the back and defending as a unit.
Year 10&11	Students are encouraged to develop their leadership skills within a range of sports, such as, giving students experience of coaching and effective strategies to develop others. Similarly, students will also be given officiating opportunities.

Lesson themes year on year:

https://docs.google.com/spreadsheets/d/1-1nacQGUhYlDrjsuhEEkzTVD6fFBVmGot6tkcbjzcl/edit?usp=s_haring

The Physical Education Journey at Katherine Warrington School

Striving For A Healthy, Active And Successful Future



Sports timetabled in the core PE curriculum:

https://docs.google.com/spreadsheets/d/1WWYb8kdjsN7HCMuE9cOH3BzuhXMfxglcrV2w32yKBfA/edit?usp=drive_link

Dance is covered within Performing Arts predominantly, but is also offered as an extra-curricular activity.

GCSE PE Curriculum Plan Year 9-11:

<https://docs.google.com/document/d/1FCh5gNCf6rZocrhhIKTMnnwpNzPPLVNCQYaKCaK3sL4/edit>

BTEC Sport Curriculum Plan Year 10-11:

https://docs.google.com/document/d/1plWYXzPK3tl3nCW0FTKL_7ldhox85nJQ-ruqhIb_ljA/edit?usp=sharing

A-Level Sport Curriculum Plan Year 12-13:

<https://docs.google.com/document/d/1Mx5Ev2r3sAtdKcehOOgGi7tCYNWtcdERv-ENSUEC-DI/edit>

CTEC Sport and Physical Activity Curriculum Plan Year 12-13:

https://docs.google.com/document/d/1rw5h7l6yvZOU_a1telUsnRFYCTmK9OaA-KmMJ62dOdc/edit

Sports we offer:

https://docs.google.com/presentation/d/15wCuwGdcnoZc8P2b4k_CltW91KFhC3B6BQ2g2vRVQNI/edit?slide=id.p1#slide=id.p1

Core PE for Year 10-13

In core PE for Year 10 and upwards, the focus and the priority for the majority shifts towards maintaining participation in sport and physical activity. As part of that, students select a competitive or non-competitive pathway. Within these lessons, students might be given tactical scenarios or asked to lead a small practice for other students. Within each sport, this might also include the creation of a league table or tournament to maintain engagement and to make the lessons as purposeful as possible.

In addition, for those that seek it, students can take advantage of leadership opportunities. Such leadership opportunities might include supporting period 7 sports lessons for the Year 7 cohort, so that students have exposure to leading from a coaching perspective. Alternatively, for students that request it, they also have the chance to gain a qualification as an official/referee in their preferred sport.

We also offer students the opportunity to complete a Sports Leadership Award during core PE lessons, providing the demand for it across the year group is sufficient to run the course.

PE Student Contract



In PE lessons, we:



- demonstrate a 'can do' attitude to ALL sports.
- participate to the best of our ability in ALL lessons, showing positive energy.
- show commitment to improvement.
- achieve to the best of our ability.
- recognise the importance of exercise for improving our physical and mental health.
- look after all equipment used.

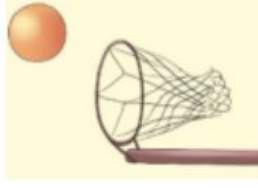




For students representing the school in sports fixtures, we:



- are RESPONSIBLE, positive role models inside and outside of school (less than 5 consequences per week).
- arrive to fixtures READY in full KWS kit.
- RESPECT our opponent and the decisions of referees/officials.
- show full commitment to the team and demonstrate unity with team mates in both success and adversity.
- consistently attend training sessions and strive for improvement.
- recognise that representing the school is a privilege, not a right.
- love the game, work hard and embrace challenge.



Expectations for spectators at fixtures:

<https://docs.google.com/presentation/d/11ouWTMfTWIMx4ceUXhFRFylOuh1aXdYM0gSiFY5OTJk/edit?usp=drivesdk>

PE Kit Policy

The only PE item of clothing that needs to be branded now is the PE Top or the Mid-Layer (if worn as the top layer of clothing). All other PE items no longer need to be branded although the branded items will still be available from Beats.

It is optional as to whether students opt to buy and wear the KWS rugby shirt and shorts, unless they have aspirations to represent the school at rugby. Anyone representing the school at rugby should have a KWS rugby shirt and shorts.

Students can also wear the rugby shirt and shorts in PE lessons even when they are not doing rugby. This is typically if they would like to wear something warmer than the polo shirt.

The KWS long purple socks should be worn for football and rugby fixtures. Beyond that, plain shorter socks can be worn for other sports.

All students are able to wear under layers in lessons and fixtures. Alternatively, students can wear KWS branded leggings without the need for shorts or a skirt.

All students must have plastic studded boots to wear on the astroturf. Metal studs are allowed for rugby on grass, but are not to be worn on the astroturf. Dimpled trainers are also not suitable for the astroturf.

For indoor sports or lessons on hard surfaces students need trainers that support their feet. Therefore, trainers with **a flat sole** such as Converse, Nike Jordan's, and Nike Air Forces are not allowed for PE lessons as they do not give the best support while doing PE and have little to no grip too.

Gum shields are needed by all students participating in rugby and hockey lessons.

Shin pads for football, as an example, are strongly advised.

Character Curriculum in PE at KWS

Word of the Week in PE:

Refer to this at the very start of the lesson and integrate it into teaching for that week.



Ways of working in PE

Assessment at KS3

We structure our formal assessment using an "Assessment Grid". Students are assessed based on their practical capability (hands), as well as some consideration for health (heart) and tactical understanding, character development, leadership and analysing performance (head). These are also designed using the framework of the practical assessment in GCSE PE. The criterion is derived from the GCSE PE specification and adapted for age-related expectations.

At the beginning of each sport, students are introduced to the knowledge organiser and assessment grid. Both documents are then referred to consistently. Half termly, students self-assess against the assessment criteria for the sports they have covered during that time period. Teachers also assess students practically during these sport, **most notably in the form of live marking in lessons.**

Measuring progress

At the beginning of Year 7 and every academic year, students undertake a baseline assessment that is used as a measure to assess progress throughout each academic year and also year on year. The baseline assessment consists of a carousel of different sports (sprint, long distance run, rounders, football, benchball, badminton) that test students in a range of different ways. From that, students are then given a baseline assessment grade.

Ways of working in PE

Assessment at KS4 (Exam PE) and Measuring Progress

We structure our formal assessment for GCSE PE and A-Level PE by giving students tests at the end of each unit completed, as well as during assessment week at the end of each academic year with a mock exam paper.

At the beginning of a each unit, students are given key questions related to the unit to be studied, that will then feature in the end of unit assessment. Students are then given time to demonstrate what prior knowledge they already have in this area. This prior knowledge task is used to measure progress at the end of the unit from their end of unit assessment. Students complete a post-assessment task that gets them to focus on their areas for development. Students also complete a Personalised Learning Checklist both at the beginning and then at the end of a unit as another tool for them to measure progress they have made.

To support long term memory of knowledge, students then complete the same assessment in pairs halfway through the following unit (4-5 weeks after the original assessment).

For the practical element of GCSE and A-Level, students are exposed to the practical assessment criteria for each sport from the beginning of the course, so they are familiar with the expectation and what progress they need to make. In GCSE, one practical lesson per week allows students to focus on their chosen sports and practise. For A-Level, no practical lessons take place during curriculum time.

BTEC and CTEC assessment is largely coursework based in terms of assessment, with the exception of a few units which are assessed by exam. These are internally assessed, and then externally moderated.

Core PE in KS4 is not assessed, with focus primarily on participation.

Ways of working in PE

Structure of PE provision in practical lessons

1. Lessons begin with knowledge retrieval (e.g. think, pair, share) and introducing new knowledge.
1. Student-led warm up.
1. Individual skill development (e.g. in an invasion game sport, a ball each if applicable).
1. Progress to small grouped activity - 'more to less confident' groupings that students choose. 'The more opportunities students have to do something effectively, the better progress they will make.'
1. Teachers are live marking throughout.
1. Focus on the process/student development, not outcome.
1. Every activity in a lesson is game specific and recreates gameplay movements.

Ways of working in PE

Starting a lesson with solid routines

Lesson start:

- Standardised student-led warm up (lanyards provided) to promote student leadership in PE.

Ways to Maximise Participation in PE

Sports Leaders: Students apply for this and undertake some training. They then are equipped to support with in and out of school sport activities. This is designed to support those students that might look to pursue a career in sport.

Sports Journalists: Students apply for this and their role is to attend fixtures and write match reports for social media, newsletter and the school magazine. The aim is also to build links with the English/ literacy department.

KWS Sports Caps: Every time that a student represents the school in a sporting fixture against another school, they earn a cap. Students' total caps will be carried with them throughout their time at KWS. **AS WELL AS THIS, WE ALSO TRACK CLUB ATTENDANCE IN A SIMILAR WAY AND SEE WHO SHOWS FANTASTIC COMMITMENT TO SPORT.**

Who can earn
5 caps
this year?
10?



KWS Sports Caps



Can any
students
gain 50 caps
during their
time at KWS?



Every time that you represent the school in a sporting fixture against another school, you earn a cap. Your total caps will be carried with you throughout your whole time at KWS.

Your PE teachers will be keeping track of your caps total after every fixture, but it might be helpful to track your total too.

AS WELL AS THIS, WE WILL ALSO BE TRACKING CLUB ATTENDANCE IN A SIMILAR WAY AND SEEING WHO SHOWS FANTASTIC COMMITMENT TO SPORT.

Good luck!

PE Homework Policy

Year 7-8 Core PE - students might be set a reading activity related to sport every fortnight to boost literacy. Students then might be given the opportunity to discuss the article with their teacher to explore the topic further.

Exam PE - students are expected to complete a homework task once every fortnight that typically consolidates the learning in lessons.