

PE Curriculum Intent

The PE curriculum is designed in order for all students to experience and learn a wide variety of skills across a number of different sports, health and exercise. This aims to encourage lifelong participation in sport, health and exercise post education. Across three key stages the department aims to increase knowledge on how to play, access and compete in a multitude of sports and activities be it team or individual pursuits. The curriculum follows progressive schemes of learning which begin in KS3 and lead through to the end of KS5. The curriculum also introduces students to a number of sporting careers so they can make informed choices regarding higher education.

The PE department has a number of academic qualifications which build on learning to help students progress to further education. There are a variety of qualifications to choose from in order to cater to the needs of different learners at Vyners. There are two academic pathways at KS4; GCSE PE and OCR Sports Studies which lead into two academic options at KS5; A-Level PE and CTEC in Sport and Physical Activity. The PE department have a proven track record of excellent results giving students an excellent platform into higher education.

Curricular PE is also streamlined with co-curricular activities with students being able to represent the school based on their attainment in lessons alongside their commitment to the co-curricular program.

KS3	<p>Throughout KS3 students are exposed to a wide range of games based and PE based activities. During Year 7 and 8 there is an emphasis on the development of core skills, movement and knowledge development. Students will learn how to move, coordinate and develop their physical attributes through progressive schemes of learning. Students will have 2 PE lessons a week; one lesson will focus on a games based activity (Rugby, Football, Hockey, Basketball, Netball, etc) and the other will be based around Physical Education (Fitness, OAA, Badminton, Gymnastics, Dance etc.). Throughout KS3 students will be exposed to KS4 terminology to enable them to gain insight into the academic language, options available post KS3.</p> <p>All students study Core PE which follows the National Curriculum Programmes of Study for KS3. Students also have the opportunity to study Enrichment PE or Sports Studies. These courses will focus on transferable skills development whilst following relevant KS4 content from the summer term of year 9.</p>
KS4	<p>Core PE: PE at KS4 remains constant throughout every student's timetabled curriculum. Students will continue with two core PE lessons a week which further builds on what has been delivered across KS3. As students mature there is an increased emphasis on the technical and tactical development of their previously learnt knowledge. The curriculum is progressive from KS3 and builds on the knowledge developed during these years. As students progress through KS4 their options in PE increase and they are able to have a selective approach to what they choose to participate in. This is encouraged by the department to increase the likelihood of a long lasting love for Physical Education extending past curricular PE.</p> <p>GCSE PE:</p>

Core PE	Netball Fitness	Rugby Fitness	Football Badminton	Football Gymnast	Basketball OAA	Hockey OAA	Hockey Gymnast	Basketball Badminton	Athletics Cycling	Athletics Cycling	Striking World Sports	Striking World Sports
Year 8 - Core PE	Girls: Netball Fitness	Boys: Rugby Badminton /Table Ten	Girls: Handball Dance	Boys: Football Hockey	Girls: Hockey Badminton	Boys: Basketball Fitness	Girls: Basketball OAA	Boys: Handball Gymnast	Girls: Athletics Striking	Boys: Athletics World Sports	Girls: Cycling World Sports	Boys: Striking Cycling
Year 9 - Core PE	Girls: Netball Fitness	Boys: Rugby Net Games	Girls: Handball OAA	Boys: Football Hockey	Girls: Basketball Volleyball	Boys: Handball Fitness	Girls: Football Lacrosse	Boys: Basketball Lacrosse	Girls: Athletics Net Games	Boys: Athletics OAA	Girls: Striking Cycling	Boys: Striking World Sports
Year 9 Enrichm ent PE	<ul style="list-style-type: none"> - Benefits of PA - Lifestyle Choices - Sedentary Lifestyle - Balanced Diet 		<ul style="list-style-type: none"> - Skeletal System - Muscular System 		<ul style="list-style-type: none"> - Muscular System - Injuries in Sport - Performance Enhancing Drugs 		<ul style="list-style-type: none"> - Functions of Cardiovascular System - Functions of Respiratory System 		<ul style="list-style-type: none"> - Components of Fitness - Fitness Testing - Principles of Training - Methods of Training 		<ul style="list-style-type: none"> - Commercialisation of Sport - Sportsmanship, Gamesmanship, Deviance 	
Year 9 OCR Sport	Learning Outcome 1: Unit RO56 OAA - Provision and activities		Learning Outcome 1: Unit RO56 OAA - Provision and activities		Learning Outcome 2: Unit RO56 OAA - Provision and activities		Learning Outcome 3: Unit RO56 OAA - Provision and activities		Learning Outcome 3: Unit RO56 OAA - Provision and activities		Learning Outcome 4: Unit RO56 OAA - Provision and activities	
Year 10 - Core PE	Girls: Netball OAA	Boys: Rugby Badminton	Girls: Handball Lacrosse	Boys: Football Basketball	Girls: Basketball Net Games	Boys: Hockey Gaelic Football	Girls: Football Fitness	Boys: Handball Volleyball	Girls: Athletics Trampolini ng	Boys: Athletics Cycling	Girls: Striking Cycling	Boys: Striking World Sports

Year 10 - GCSE PE	<ul style="list-style-type: none"> - Benefits of PA - Lifestyle Choices - Sedentary Lifestyle - Balanced Diet 		<ul style="list-style-type: none"> - Optimum Weight - Hydration - Skeletal System - Muscular System - Systems working together 		<ul style="list-style-type: none"> - Injuries in Sport - Performance Enhancing Drugs - Fitness, Health, Exercise - Components of Fitness - Fitness Testing - Principles of Training - Methods of Training 		<ul style="list-style-type: none"> - Cardiovascular System - Respiratory System - Systems working together 		<ul style="list-style-type: none"> - Aerobic & Anaerobic Energy - Energy Sources - Participation Rates - Commercialisation of Sport - Sportsmanship, Gamesmanship, Deviance 		<ul style="list-style-type: none"> - Personal Exercise Programme (PEP) 	
Year 10 - OCR Sport	<p style="text-align: center;">Unit R053 Sports Leadership</p> <p>Learning Outcome 1 - Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership</p>		<p style="text-align: center;">Unit R053 Sports Leadership</p> <p>Learning Outcome 1 - Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership</p>		<p style="text-align: center;">Unit R053 Sports Leadership</p> <p>Learning Outcome 2 - Be able to plan sports activity sessions</p>		<p style="text-align: center;">Unit R053 Sports Leadership</p> <p>Learning Outcome 3 - Be able to deliver sports activity session</p>		<p style="text-align: center;">Unit R053 Sports Leadership</p> <p>Learning Outcome 4 - Be able to evaluate own performance in delivering a sports activity session</p>		<p style="text-align: center;">Unit R052 Developing Sports Skills</p> <p>Learning Outcome 1 - Be able to use skills, techniques and tactics/strategies/compositional ideas as an individual performer in a sporting activity</p>	
Year 11 - Core PE	Girls: Netball Lacrosse	Boys: Rugby Badminton	Girls: Handball OAA	Boys: Football Basketball	Girls: Basketball Volleyball	Boys: Handball Fitness	Girls: Rounders Football	Boys: Indoor Football Volleyball	Girls: World Sports Cycling	Boys: Softball World Sports	-	-

<p>Year 11 - GCSE PE</p>	<ul style="list-style-type: none"> - Short term effects of PA - Long term effects of PA - Lever System - Planes and Axes 	<ul style="list-style-type: none"> -Classification of Skills <ul style="list-style-type: none"> - Goal Setting - SMART Targets - Types of Guidance - Types of Feedback - Mental Preparation <ul style="list-style-type: none"> - Warm Up - Cool Down <p>December Mocks</p>	<ul style="list-style-type: none"> - Personal Exercise Programme (PEP) 	<ul style="list-style-type: none"> - Practical Evidence Gathering - Muscular System Revision - Cardiovascular System Revision - Components of Fitness, Methods of Training, Fitness Testing Revision 	<ul style="list-style-type: none"> - Injuries Revision - Guidance and Feedback Revision - Lever System & Planes of Movement Revision - Commercialisation, Mental Rehearsal, Sportsmans, Games, Deviance Rev 	<p style="text-align: center;">Exams</p>
<p>Year 11 - OCR Sport</p>	<p style="text-align: center;">Unit R052 Developing Sports Skills</p> <p>Learning Outcome 2 - Be able to use skills, techniques and tactics/strategies/compositional ideas as a team performer in sporting activity</p>	<p style="text-align: center;">Unit R052 Developing Sports Skills</p> <p>Learning Outcome 3 - Be able to officiate in a sporting activity</p> <p>Learning Outcome 4 - Be able to apply practice methods to support improvement in a sporting activity</p>	<p style="text-align: center;">Unit R051 Contemporary Issues in Sport</p> <p>Learning Outcome 1 - Understand the issues which affect participation in sport</p>	<p style="text-align: center;">Unit R051 Contemporary Issues in Sport</p> <p>Learning Outcome 2 - Know about the role of sport in promoting values</p>	<p style="text-align: center;">Unit R051 Contemporary Issues in Sport</p> <p>Learning Outcome 3 - Understand the importance of hosting major sporting events</p>	<p style="text-align: center;">Unit R051 Contemporary Issues in Sport</p> <p>Learning Outcome 4 - Know about the role of national governing bodies in sport</p>
<p>Year 12 - A Level PE</p>	<p style="text-align: center;">Emergence & Evolution of Modern Sport:</p>	<p style="text-align: center;">Emergence & Evolution of Modern Sport:</p>	<p style="text-align: center;">Global Sporting Events</p>	<p style="text-align: center;">Global Sporting Events</p>	<p style="text-align: center;">Ethics and Deviance in Sport</p>	<p style="text-align: center;">Ethics and Deviance in Sport</p>

<p>Socio-cultural Studies</p>	<ul style="list-style-type: none"> - How social and cultural factors shaped the characteristics of, and participation in, sports and pastimes in pre-industrial Britain - How social and cultural factors shaped the characteristics of, and participation in, sport in post 1850 industrial Britain: 	<ul style="list-style-type: none"> - How social factors shaped the characteristics of, and participation in, sport in 20th century Britain - How contemporary factors are shaping the characteristics of, and participation in, sport in the 21st century 	<ul style="list-style-type: none"> - The Modern Olympic Games 	<ul style="list-style-type: none"> -Hosting global sporting events <ul style="list-style-type: none"> o positive and negative impacts on the host country/city of hosting a global sporting event (such as the Olympic Games or FIFA World Cup) 	<ul style="list-style-type: none"> - Drugs and doping in sport - Violence in Sport 	<ul style="list-style-type: none"> - Violence in Sport - Gambling in sport <p>Commercialisation and Media</p> <ul style="list-style-type: none"> - Factors leading to the commercialisation of contemporary physical activity and sport - Positive and negative impacts of the commercialisation - Coverage of sport by the media today and reasons for changes since the 1980s - Positive and negative effects of the media on sport
<p>Year 12 - A Level PE</p> <p>Anat & Phys</p>	<p>Joints, movements and muscles</p> <ul style="list-style-type: none"> - Shoulder - Elbow - Wrist - Hip - Knee - Ankle - Planes of Movement 	<p>Muscle contraction during exercise of differing intensities and during recovery</p> <p>Cardiovascular system at rest</p> <ul style="list-style-type: none"> - Resting values - Cardiac Cycle 	<p>Respiratory system at rest</p> <ul style="list-style-type: none"> - Relationship between resting values - mechanics of breathing at rest and the muscles involved <p>Respiratory system during exercise of</p>	<p>Diet and nutrition</p> <ul style="list-style-type: none"> - Function and importance of the components of a healthy, balanced diet - Energy intake and expenditure and energy balance in physical activity and performance 	<p>Strength training</p> <ul style="list-style-type: none"> - Types of strength - Factors that affect strength - Methods of evaluating each type of strength - Training to develop strength 	<p>Periodisation of training</p> <ul style="list-style-type: none"> - Periodisation cycles - Phases of training - Tapering to optimise performance - How to plan personal health and fitness

	<p>Functional roles of muscles and types of contraction</p> <ul style="list-style-type: none"> - Roles of Muscles - Types of Contraction <p>Analysis of movement</p> <p>Skeletal muscle contraction</p> <ul style="list-style-type: none"> - structure and role of motor units in skeletal muscle contraction - nervous stimulation of the motor unit 	<p>- Conduction System</p> <p>Cardiovascular system during exercise of differing intensities and during recovery</p> <ul style="list-style-type: none"> - Effects of different exercise intensities and recovery - Redistribution of cardiac output during exercise of differing intensities and during recovery - Mechanisms of venous return during exercise of differing intensities and during recovery - Regulation of heart rate during exercise 	<p>differing intensities and during recovery</p> <ul style="list-style-type: none"> - effects of differing intensities of exercise and recovery - mechanics of breathing during exercise of differing intensities and during recovery, including additional muscles involved - regulation of breathing during exercise of different intensities and during recovery - effect of differing intensities of exercise and recovery on gas exchange at the alveoli and at the muscles 	<p>Ergogenic aids</p> <ul style="list-style-type: none"> - use of ergogenic aids; potential benefits and risks: <ul style="list-style-type: none"> • Pharmacological aids • Physiological aids • Nutritional aids <p>Aerobic training</p> <ul style="list-style-type: none"> - Aerobic capacity and maximal oxygen uptake (VO₂ max) - Methods of evaluating aerobic capacity - Intensity and duration of training used to develop aerobic capacity - The use of target heart rates as an intensity guide - Physiological adaptations from aerobic training - Activities and sports in which aerobic capacity is a key fitness component. 	<ul style="list-style-type: none"> - Physiological adaptations from strength training - Activities and sports in which strength is a key fitness component. <p>Flexibility training</p> <ul style="list-style-type: none"> - Types of flexibility - Factors that affect flexibility - Methods of evaluating flexibility - Training used to develop flexibility - Physiological adaptations from flexibility training - Activities and sports in which flexibility is a key fitness component. 	<p>programmes for aerobic, strength and flexibility training.</p> <p>Impact of training on lifestyle diseases</p> <p>The effect of training on lifestyle diseases:</p> <ul style="list-style-type: none"> • cardiovascular system • respiratory system <p>Year 12 Mock Exam and Study Leave</p>
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<p>Year 12 - A Level PE</p> <p>Psychology</p>	<p>Classification of Skills justification of placement of skills on continua</p> <p>Types and methods of practice characteristics and uses of each</p>	<p>Transfer of skills types of transfer: • positive • negative • proactive • retroactive</p> <p>Principles and theories of learning movement skills</p> <p>Learning Theories</p> <p>Stages of learning</p> <ul style="list-style-type: none"> • cognitive • associative • autonomous <p>Guidance</p> <p>types and uses of guidance</p>	<p>Feedback intrinsic • extrinsic • positive • negative • knowledge of performance • knowledge of results</p> <p>Psychology of Sport</p> <p>- Individual differences (Aggression, Arousal, Anxiety, Personality, Attitude, Motivation)</p>	<p>Group and team dynamics in sport definition of a group • the formation of groups and sports teams using stages of group development • forming • storming • norming • performing</p> <p>Steiner's model of group effectiveness Ringelmann effect and social loafing. Exam Preparation</p>	<p>Injuries in Sport acute injuries resulting from a sudden stress to the body: • hard tissue injuries • soft tissue injuries • concussion • chronic injuries resulting from continuous stress to the body: • soft tissue injuries • hard tissue injuries</p> <p>Exam Preparation + Revision of Year 12 topics</p>	<p>Exam Preparation + Revision of Year 12 topics</p> <p>Introduction to Year 13 Topics</p>
<p>Year 12 - OCR Sport</p>	<p>Unit 3 - Sports Organisation and Development</p> <p>Unit 11 - Physical Activity for Specific Groups</p> <p>Unit 1 - Body Systems and the effects of Physical Activity</p>	<p>Unit 3 - Sports Organisation and Development</p> <p>Unit 11 - Physical Activity for Specific Groups</p> <p>Unit 1 - Body Systems and the effects of Physical Activity</p>	<p>Unit 8 - Sports Organisations</p> <p>Unit 11 - Physical Activity for Specific Groups</p> <p>Unit 2 - Sports Coaching and Activity Leadership</p>	<p>Unit 8 - Sports Organisations</p> <p>Unit 5 - Performance Analysis</p> <p>Unit 2 - Sports Coaching and Activity Leadership</p>	<p>Unit 8 - Sports Organisations</p> <p>Unit 5 - Performance Analysis</p> <p>Unit 2 - Sports Coaching and Activity Leadership</p>	<p>Unit 13 - Fitness Testing</p> <p>Unit 5 - Performance Analysis</p> <p>Unit 2 - Sports Coaching and Activity Leadership</p>

<p>Year 13 - A Level PE</p>	<p>Commercialisation and Media</p> <ul style="list-style-type: none"> - Relationship between sport and the media <p>Routes to Sporting Excellence in UK</p> <ul style="list-style-type: none"> - Talent Identification - UK Sport and National Institutes - Dropout rates/Failures - Schools, clubs, unis 	<p>Modern Technology in Sport</p> <ul style="list-style-type: none"> - Elite Performance - General Participation - Fair Outcomes - Entertainment 	<p>Evaluation and Analysis of Performance for Improvement</p>	<p>Evaluation and Analysis of Performance for Improvement</p> <p>Practical Assessment</p>	<p>Revision</p> <p>Exam Practice</p>	<p>Revision</p> <p>Exam Practice</p>
<p>Year 13 - A Level PE</p> <p>Anat & Phys</p>	<p>Adenosine Triphosphate (ATP) and energy transfer</p> <ul style="list-style-type: none"> - ATP as 'energy currency' - Principle of energetically coupled reactions <p>Energy systems and ATP resynthesis</p> <ul style="list-style-type: none"> - Energy systems: <ul style="list-style-type: none"> • ATP-PC (Phosphocreatine) system • glycolytic system • aerobic system 	<p>The recovery process</p> <ul style="list-style-type: none"> - How the body returns to its pre-exercise state - Fast components of EPOC, the processes that occur and the duration - Slow components of EPOC, the processes that occur and the duration - Effect of exercise intensity on EPOC and implications 	<p>Biomechanical principles</p> <ul style="list-style-type: none"> - Define and apply Newton's laws of motion - Force <p>Levers</p> <ul style="list-style-type: none"> - Components of a lever system - 1st class lever - 2nd class lever - 3rd class lever 	<p>Analysing movement through the use of technology</p> <ul style="list-style-type: none"> - Definitions and uses of: <ul style="list-style-type: none"> • limb kinematics • force plates • wind tunnels - How each type of technology may be used to optimise performance in sport. <p>Linear motion</p> <ul style="list-style-type: none"> - Definition of linear motion. 	<p>Fluid Mechanics</p> <ul style="list-style-type: none"> - Factors that impact the magnitude of air resistance (on land) or drag (in water) on a body or object <p>Projectile motion</p> <ul style="list-style-type: none"> - Factors affecting the horizontal distance traveled by a projectile - Free body diagrams showing the forces acting on a projectile 	<p>Revision and Exam Preparation</p>

	<p>ATP resynthesis during exercise of differing intensities and durations</p> <ul style="list-style-type: none"> - The energy continuum - Predominant energy system used during exercise - Interplay of energy systems during intermittent exercise and factors that affect this interplay 	<p>Exercise at altitude</p> <ul style="list-style-type: none"> - Effect of altitude on the cardiovascular and respiratory systems - Acclimatisation, including the importance of timing arrival, at altitude (above 2400m). <p>Exercise in the heat</p> <ul style="list-style-type: none"> - Effect of heat on the cardiovascular and respiratory systems 	<ul style="list-style-type: none"> - Mechanical advantage of a 2nd class lever 	<ul style="list-style-type: none"> - The centre of mass - Following quantities of linear motion - Plot and interpret graphs of linear motion <p>Angular motion</p> <ul style="list-style-type: none"> - Definition of angular motion - Force about one (or more) of the three axes of rotation: <ul style="list-style-type: none"> - Definitions, calculations and units of measurement for each quantity of angular motion - Factors affecting the size of the moment of inertia of a rotating body <ul style="list-style-type: none"> - The relationship between moment of inertia and angular velocity - The conservation of angular momentum during flight in relation to the angular analogue 	<p>once in Flight</p> <ul style="list-style-type: none"> - Resolution of forces acting on a projectile in flight using the parallelogram of forces - Patterns of flight paths as a consequence of the relative size of air resistance and weight - The addition of lift to a projectile through the application of Bernoulli's principle: <ul style="list-style-type: none"> - Angle of attack to create an upwards lift force on a projectile - Design of equipment to create a downwards lift force: - Use of spin in sport to create a Magnus force, causing deviations to expected flight paths: 	
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				<p>of Newton's first law of motion</p> <p>- Interpret graphs of angular velocity, moment of inertia and angular momentum.</p>		
<p>Year 13 - A Level PE Psychology</p>	<p>Goal setting in sports performance</p> <p>importance and effectiveness of goal setting</p> <ul style="list-style-type: none"> • for attentional focus • persistence on tasks • raising confidence and self-efficacy • control of arousal and anxiety <ul style="list-style-type: none"> • to monitor performance • the SMART principle (Specific, Measurable, Achievable, Recorded, Time phased) <p>Attribution</p>	<p>Injuries in sport</p> <p>Leadership in sport</p> <p>characteristics of effective leaders</p> <ul style="list-style-type: none"> • emergent or prescribed leaders • leadership styles <ul style="list-style-type: none"> • autocratic • democratic • laissez-faire • theories of leadership <ul style="list-style-type: none"> • trait perspective • social learning • interactionist • Chelladurai's multidimensional model of sports leadership 	<p>Stress management to optimise performance</p> <p>definition and causes of stress</p> <ul style="list-style-type: none"> • use of cognitive stress management techniques: <ul style="list-style-type: none"> • positive thinking/self-talk • negative thought stopping • rational thinking • mental rehearsal • imagery • goal setting • mindfulness • use of somatic stress management techniques: <ul style="list-style-type: none"> • progressive muscular relaxation • biofeedback • centring technique • breathing control. <p>Confidence and self-efficacy</p>	<p>Memory models</p> <p>Atkinson and Shiffren's multi-store memory model • use of selective attention • Craik and Lockhart's levels of processing model • relate both models to learning and performing physical activity skills.</p>	<p>Exam Preparation and Revision</p>	<p>Exam Preparation and Revision</p>

	<p>Weiner's model of attribution</p> <ul style="list-style-type: none"> • stability dimension (unstable and stable) • locus of causality dimension (internal and external) • controllability dimension • learned helplessness as a barrier to sports performance • mastery orientation to optimise sports performance 		<ul style="list-style-type: none"> • definitions of sports confidence and self-efficacy • the impact of sports confidence on: <ul style="list-style-type: none"> • performance • participation • self-esteem • Vealey's model of sports confidence: <ul style="list-style-type: none"> • trait sports confidence • competitive orientation <ul style="list-style-type: none"> • state sports confidence • subjective perceptions of outcome <ul style="list-style-type: none"> • Bandura's theory of self efficacy: <ul style="list-style-type: none"> • performance accomplishments • vicarious experiences <ul style="list-style-type: none"> • verbal persuasion • emotional arousal. 			
Year 13 - OCR Sport	Unit 13 - Fitness Testing	Unit 13 - Fitness Testing	Unit 19 - Sports Psychology	Unit 19 - Sports Psychology	Unit 19 - Sports Psychology	

	Unit 17 – Sports Injuries and Rehabilitation Unit 4 - Working Safely in Sport, Exercise, Health and Leisure	Unit 17 – Sports Injuries and Rehabilitation Unit 4 - Working Safely in Sport, Exercise, Health and Leisure	Unit 17 – Sports Injuries and Rehabilitation Unit 18 - Practical Skills in Sport and Physical Activities	Unit 17 – Sports Injuries and Rehabilitation Unit 18 - Practical Skills in Sport and Physical Activities	Unit 17 – Sports Injuries and Rehabilitation Unit 18 - Practical Skills in Sport and Physical Activities	-
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Subject PE KS3		FUNCTIONS OF ASSESSMENT		
		FORMATIVE; The instructional guidance that identifies central points of learning and plans for the progression of individuals students.	SUMMATIVE; This describes individuals learning at the end of an instructional unit by comparing it against a standard or benchmark. (High Stakes Assessment)	EVALUATIVE; This is about institutional accountability and comes after terminal exams.
TI ME SC AL E	Annually	Assessment in each sport/activity undertaken and students graded against M,S,D,E criteria	An end of year grade is generated from all of the activities completed over the year – an average is taken. Students will sit a short assessment testing them on their knowledge from the terms PE lessons	The grade at the end of the year is compared to their projected grade. Their grade plays an important part in generating set lists and deciding on options.
	Interim Could be termly or half termly	Half termly schemes of learning are completed. The assessment criteria is shared with students in the first few weeks.	Half termly schemes of learning assessed against criteria at the end of every half term. At the data points, an average of the activities completed so far is taken.	
	Weekly	Verbal feedback. Questioning. Suggestions of clubs to go to extend learning further.		
	Hourly	Lesson objectives.		

	<p>Teacher, peer and self assessment – verbal feedback.</p> <p>Questioning.</p> <p>Success criteria explained.</p>	
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Subject		FUNCTIONS OF ASSESSMENT		
PE KS4 GCSE & Sport Studies		FORMATIVE; The instructional guidance that identifies central points of learning and plans for the progression of individuals students.	SUMMATIVE; This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)	EVALUATIVE; This is about institutional accountability and comes after terminal exams.
TI ME SC AL E	Annually	Early theory test at the beginning of the year.	An end of year grade is generated from all of the assessments completed over the year. Year 10/11 Trial exams	The grade at the end of the year is compared to their projected grade. Their grade plays an important part in whether they should continue the subject as an option in Year 10 and which qualification they should do.
	Interim Could be termly or half termly	Theory topics are taught in blocks for as long as the topic takes. At the end of the topic a test is sat but it is accumulative, i.e. if topics have been taught before there may also be questions on that topic in the test too. Practical activities are visited throughout year 9 to assess practical capability in terms of the GCSE criteria.	Tests are levelled against the grade boundaries/Predicted grades	
	Weekly	Verbal feedback. Questioning. Suggestions of clubs to go to extend learning further.		
	Hourly	Lesson objectives. Teacher, peer and self assessment – verbal feedback.		

	<p>Questioning.</p> <p>Success criteria explained.</p> <p>Low stakes testing</p>	
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Subject		FUNCTIONS OF ASSESSMENT			
PE KS5 A Level		FORMATIVE; The instructional guidance that identifies central points of learning and plans for the progression of individuals students.	SUMMATIVE; This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)	EVALUATIVE; This is about institutional accountability and comes after terminal exams.	
TI ME SC AL E	Annually	<p>Early theory test at the beginning of the year.</p> <p>Students assessed in their practical activity.</p> <p>Students assessed in their EAPI assessment.</p>	<p>An end of year grade is generated from all of the assessments completed over the year.</p>	<p>The grade at the end of the year is compared to their projected grade.</p>	
	Interim <i>Could be termly or half termly</i>	<p>Theory topics are taught in blocks for as long as the topic takes. At the end of the topic a test is sat but it is accumulative, i.e. if topics have been taught before there may also be questions on that topic in the test too. At least 1 x self/peer/teacher assessment</p> <p>Students studying A level are expected to be practising their one practical activity regularly.</p>	<p>Tests are levelled against the grade boundaries.</p> <p>Grade compared to predicted grades each time an assessment takes place</p>		
	Weekly	<p>Verbal feedback.</p> <p>Low stakes testing</p> <p>Questioning.</p> <p>Suggestions of clubs to go to extend learning further.</p>			
	Hourly	<p>Lesson objectives.</p>			

		<p>Teacher, peer and self assessment – verbal feedback.</p> <p>Questioning.</p> <p>Success criteria explained.</p>	
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Subject		FUNCTIONS OF ASSESSMENT		
PE KS5 OCR		FORMATIVE; The instructional guidance that identifies central points of learning and plans for the progression of individuals students.	SUMMATIVE; This describes individuals learning at the end of an instructional unit by comparing it against a standard or bench mark. (High Stakes Assessment)	EVALUATIVE; This is about institutional accountability and comes after terminal exams.
TI ME SC AL E	Annually	<p>Early theory test in the examined units near the beginning of the year.</p> <p>Coursework unit deadlines are set throughout the year.</p>	<p>Examined units - a grade is given after sitting the exam.</p> <p>Coursework units are assessed against the exam board criteria.</p>	The overall grade at the end of the year is compared to their projected grade.
	Interim <i>Could be termly or half termly</i>	<p>Examined units - theory topics are taught in blocks for as long as the topic takes. At the end of the topic a test is sat but it is accumulative, i.e. if topics have been taught before there may also be questions on that topic in the test too.</p> <p>Coursework units – feedback given after submission of coursework. Peer and self assessment</p>	Tests are levelled against the grade boundaries.	
	Weekly	<p>Verbal feedback.</p> <p>Questioning.</p>		
	Hourly	Lesson objectives.		

		<p>Low stakes testing</p> <p>Teacher, peer and self assessment – verbal feedback.</p> <p>Questioning.</p> <p>Success criteria explained.</p>	
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