



Physical Education Department Curriculum Statement

Intent

The Physical Education Department seeks to engage students in activities that develop health and fitness, as well as to develop independence through problem-solving physical challenges, evaluating, modifying technique and consolidating skills through practice and repetition. We understand the importance of Physical Education in instilling a sense of good sportsmanship, and encourage recognition of other pupils' contribution, developing leadership skills, responsibility and self-awareness. We also recognise the ways in which our curriculum can support the development of self-esteem through the development of physical confidence and helping pupils to manage both success and failure in competitive and co-operative activities. We actively seek to develop skills as a team player, including praise for others and motivation skills, to understand and recognise relevant rules, laws, codes, and etiquette and safety procedures for different activities and to provide all students with the confidence to participate in life sports. Alongside this, all pupils leave Thomas Telford with a PE qualification which reflects the best of their ability. Exposing students to competition at the highest level is a focus of both the school and the department, ensuring that students fully embrace these sporting opportunities and the many benefits that this brings.

Implementation

All our students have full access to an extensive range of facilities whilst undertaking our Physical Education Curriculum. Opportunities for cross-curricular learning include Inter house competitions, Educational sports trips, an extensive array of fixtures, a variety of extra-curricular session 3 sports clubs, personal exercise programmes at our gym and life skills taught through swimming, personal survival and lifesaving in our swimming pool. Our curriculum is designed to build and expand on previous skills and understanding over a 5 year period whilst also planning explicit opportunities for repetition to embed subject knowledge. We offer qualifications in Physical Education, which are selected to provide an appropriate challenge, based on each pupil's stage of development, including: GCSE PE and BTEC Sport L2 at KS4 and also A-level PE and BTEC Sport L3 at KS5. We provide a range of extra-curricular activities during our session 3 programme from sports team training, recreational sports activities, swimming, fitness and academic support, intervention and 'catch up' sessions. Our students are often taught by subject specialists in hockey, swimming, fitness and football and all staff have a high level of subject knowledge and expertise as well as regularly participating in professional development training to develop this further. Physical Education teachers use a range of formative and summative assessment procedures to assess progress and attainment, including marking, self/peer assessment, fitness testing, targeted questioning, homework for examination lessons, PE coursework as well as informal and formal examinations to assess understanding and inform teaching.

Impact

The vast majority of pupils meet, or exceed, their expected progress in Physical Education and leave with a formally recognised Physical Education qualification. Uptake on PE courses at Sixth Form is very high, with numerous students pursuing higher education studies in sport, often making a career out of their chosen sport. Healthy lifestyles, leadership, sportsmanship, teamwork and physical activity is embedded across the school and feeds in to all subjects and has significant benefits for pupils in other subjects. Alongside this, life-skills and lifetime sports are embedded in the Physical Education curriculum and support pupils to make an effective transition to post-16 provision and beyond. The impact our extra-curricular programme and sporting success has on our students is profound with many representing the school at a national level in a range of sports. Thomas Telford consistently appears in the School Sports magazine comprehensive schools top 20 sporting schools. Alongside this, enrichment and session three opportunities such as the football tour, Netball tour, ski trip, Duke of Edinburgh Award, fixtures, awards evenings, and the sports scene help to celebrate success, engage students and provide unique opportunities for personal development.



Impact of COVID-19

The onset and continuation of the global COVID-19 pandemic presented some unique challenges and significant opportunities to revisit our methodologies. During the first lockdown remote learning strategies were quickly implemented to address the initial learning needs of the students. Staff underwent significant CPD in the use of these technologies, developing their skills in using pre-recorded and live material for lessons. One of the main challenges in this period was to engage the students practically to ensure they stayed healthy, physically and mentally. The department set video's, challenges and hosted live "workouts" to engage the students in a positive manner.

Upon the full time return of students to school, a programme to engage students through enjoyment of popular activities proved successful in getting our students back in to sport and physical activity. Students experienced a range of activities delivered in a controlled and structured manner, under the guidelines of the governing bodies. We delivered a focus on a slow return with student fitness levels to avoid injury being carefully considered. Students and parents were very positive about the experience the students received and welcomed the back to sport programme. In the theory aspects of Physical Education, the continual tracking over the lockdown periods enabled staff to see where students were in relation to course syllabus and coursework completion. On the return to face to face teaching the scrutiny of this data allowed immediate intervention in terms of providing additional in-class support through recapping key material and focused group work. Individual courses developed a variety of focussed intervention strategies to deal with issues identified on our return. Examples of this included modified coursework assignment briefs, extensive recapping in lessons and testing in lessons to support longer answer questions.

As we face the emerging longer-term challenges posed by the pandemic, the Physical Education department strives to seek opportunities to support students in line with the school's 'Roadmap to Recovery'. We will seek strategies to enrich the students' experiences through a varied and engaging curriculum and positive opportunities for students to discuss their experiences and feelings. Throughout this process we will focus on re-introducing students to the vital elements of competition and the benefits from being involved at such a high level.