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| **Section 1: School context** | | |
| School Name | | St John Fisher Catholic Voluntary Academy |
| Location | | Dewsbury, West Yorkshire |
| School vision and values | | Whole School Curriculum Intent:   * Provide a Catholic education within which our Christian values and virtues underpin all aspects of school. * Deliver a broad and balanced curriculum with high expectations of all learners, which is personalised, valued and allows our students to fulfil their potential and achieve excellence. * Equip our students with the life skills necessary to become respectful and responsible citizens who can, through high levels of literacy and oracy, make a positive contribution to society. * Ensure our students leave the academy as independent, resilient, aspirational, and tolerant individuals. |
| Staff member name and title | | Andrew Graham, Assistant Head teacher and Head of PE Faculty |
| Submission date of Quality Mark | | 03.02.22 |
| **Section 2: Intent** | | |
| Rationale | | Initially, Quality mark has been used as a self-review tool to reflect on what we do well and identify gaps in our curriculum offer.  This year, I also wanted the school and PE faculty to receive external validation of what we believe to be an innovative and creative PE curriculum that has impact not just within the subject area, but across the school. |
| Vision | | PE curriculum Intent:   * Create confident and resilient students that are tolerant of others, who demonstrate the CARE values (Commitment, Aspiration, Respect, Excellence) in all aspects of PE. * Prepare students for our KS4 and KS5 pathways and ultimately a career in sport or further education, using their God-given talents. * Ensure our students understand the benefits of a balanced, active, healthy lifestyle once they leave school and instil a lifelong interest in sport, physical activity and maintaining positive mental health.   We work to the rule that we expect the whole year group to choose either a GCSE or SPORT route at the end of Key Stage 3. The PE programme is designed to prepare students for these courses by slowly introducing and embedding basic theoretical concepts the students are expected to understand at Key Stage 4, whilst ensuring the subject remains entirely practically based and offers a broad range of activities that all students can access.  Throughout Key Stage 3, students are expected to develop their physical ability in a range of sports in readiness for the practical exam they will take at GCSE, whilst also developing leadership skills and understanding of a balanced, healthy lifestyle. At Key Stage 4, the focus turns more to reinforce the importance of following a BAHL’s, whilst also developing leadership opportunities further and developing a lifelong love of physical activity.  This has been achieved by gradually tweaking our core PE curriculum over six years and shifting the focus from a performance driven curriculum to a more holistic, inclusive programme. At all times, the best interest of our students and the context of the school was central to all decisions made.  To ensure consistency across the department, detailed schemes of work for each activity area plus a shared resource file allows staff to share good practice remotely.  To embed the whole school “Learn Now” policy, all students have the same changing room task each week years 7-10. All staff are given their own PE mark book for planning, which maps out specifically what the Cognitive objective for their unit of work should be, so staff only have to plan the Physical objective, based on the activity area they have chosen to do.  (Appendix 1-5, Picture 1) |
| **Section 3: Implementation** | | |
| Curriculum | All students follow a 10 week baseline assessment at the start of Year 7, where their physical and cognitive ability is assessed. Based on this each student is then given their PE flightpath (Foundation, Developing, Secure, Excellence) and grouped according to their FP. (Appendix 6, picture 2)  Specific Physical and Cognitive criteria has been created for each flightpath and the target for each student is to consistently achieve their FP criteria in a number of activities by the end of the year. The FP’ are designed to make the PE curriculum inclusive for all, but challenging.  Following the baseline assessment, students follow a Programme of Study that includes outwitting opponent’s activities, net/wall, gymnastics, fitness and dance across the year.  In each year, there is an overall Physical and Cognitive “Big Idea” that runs through all activities:   |  |  |  | | --- | --- | --- | | Year | Physical | Cognitive | | 7 | Developing Individual Skill & leading warm up | Fitness, Health, Ethics and Analysing own performance | | 8 | Small Sided Games & Leading practices | Fitness, Health, Ethics and Analysing performance | | 9 | Skill application in competition and leading practices | Fitness, training and hazards |   In year 7, students will learn how to perform a variety of individual skills across a number of activities, linking them to the components of fitness and healthy lifestyles. They will learn the importance of a warm up and how to plan one and how to analyse their own performance and others. This will allow them to access the Programme of Study in Year 8.  In year 8, students begin to apply the individual skills developed in year 7 in small sided competitive situations across a number of activities, begin to consider strategies required to improve performance and plan and deliver skills practices. They consolidate the theory they learned in year 7 (Fitness, PES Health and SGD) and are introduced to barriers to participation. The students will start to analyse their own and others performances and plan for that improvement.  In year 9, students consolidate their individual skills and begin to apply them in increasingly more competitive situations across a number of activities and apply a variety of strategies required to influence their own and others performance alongside planning, delivering and evaluating skills practices. They consolidate the theory they learned in year 7 & 8 (Fitness, PES Health and SGD and barriers to participation) and are introduced to methods of training and how to identify hazards in physical activity. (Appendix 7-14, picture 3).  The consistent leadership focus at KS3 allows students to access Level 1 Sports Leaders in Year 10. Students can also apply to be a “PE champion” and support extra-curricular activities and the North Kirklees School Sport Partnership which is based with our PE department. This gives students the opportunity to lead at a variety of primary events developing their sports leadership skills further.  The allocation of hours to the PE curriculum is further evidence of the impact PE has had within the whole school. Whilst many schools have reduced KS4 provision we see the value of offering our students regular opportunities to engage in physical activity, particularly in exam year. Pupil voice suggests it is one of the most popular subjects in the school and there are very few behaviour incidents within PE. This is evidence of the Senior Leadership team tailoring the curriculum around the context of our school. Coming out of lockdown restrictions it was evident a large number of our students, particularly Pupil Premium had done very little exercise, and this along with understanding the demographic we teach in has lead our curriculum design.  Year 7 – 2 hours per week  Years 8, 10 & 11 – 3 hours per fortnight  Year 9 – 5 hours per fortnight.  The PE learning journey from Year 7 to Year 13 is shown in appendix 21. | |
| Teaching and learning | How do you evaluate teaching and learning in PE? What support do you put in place for your staff?  What does high quality PE look like in your school?  T&L is evaluated through both focused and general Learning Walks , lesson observations, collaborative book looks, pupil voice and collaborative paired observations (observe each other).  With three Heads of Year, a PE co-coordinator linked to the SSP and an Assistant Head within the faculty, PE is a visible presence across the school and regularly leads on whole school T&L workshops.  A high quality PE lesson at SJF would be thoroughly planned using the PE mark book, pitched at the correct level for the FP’s in the class, students will be engaged in their learning, physically active, making progress and happy. | |
| Assessment | We assess progress against the students’ flightpaths. Each flightpath has Physical and Cognitive criteria and through observations, Q&A, group work and independent tasks staff monitor students’ progress against this criteria and reference this in their mark books. This informs the PE assessment tracker, which in turn, informs SIMS data entry which parents receive. If a student is working beyond their Flightpath by the end of the year, they are moved up to the next mastery level. It is an expectation that staff record interventions for students working below their flightpath, to rapidly increase progress.  Alongside monitoring progress, the PE tracker also records evidence of leadership achievements throughout the year. This gives staff who inherit a new class information about a student’s leadership ability. (Appendix 15) | |
| Anything additional you would like to add | To support the implementation of our curriculum and ensure students “buy in” to our ideas, there are a number of rewards or opportunities we offer. Based not he positive behaviour policy, we have a positive Behaviour XI that us updated termly, PE champions who support our extra-curricular and School Sport Parternship events which is based within our department), a thriving extra-curricular programme, including lunchtime football club which is accessed by over 150 students per day, an annual Sports Awards Evening and rewards for regular attendance to extra-curricular clubs. (Appendix 16, pictures 4-6)  Alongside this, in the last 12 months we have re-launched the PE kit, making it more affordable for parents whilst listening to the views of the students on what they would like the kit to look like. We have also invested heavily in our facilities, using the January-March lockdown to refurbish our outdated gym area, and successfully bidding for a re-lay of our 14 year old AstroTurf pitch. (pictures 7-10) | |
| **Section 4: Impact** | | |
| Benefits  Include quantitative data, examples and quotes | | Examples of both internal tracker and whole school data (year 8 attached). A similar across Key Stage 3 where PE expected progress data compares favourably with other subjects. (appendix 15 &1 7)  The work we have done in departmental meetings around standardised assessment has improved accuracy of assessment. The rigorous baseline assessment means more students should be making expected progress and their lessons are tailored to their ability.  Behaviour logs from September - December show the impact PE has, where the average figures for “Behaviour for Learning”, “behaviour and Language” and “Effort” are significantly lower in PE than across the rest of the school (appendix 18)  PE kit issues equate to one issue per class per week. Given the local area, that is a fantastic achievement by the department and evidence that students at SJF want to come to PE and take part in the lessons.  Staff surveys suggest that the PE department are in general, very happy with the structure of our PE programme, including how we monitor progress and the activities we offer. (appendix 19)  Our most recent student survey, which is a random selection of 7-11 students, show stat 97% of students enjoy PE and the activities we offer, and the vast majority understand their flightpath and how to make progress. These are conducted three times a year and allow us to review of curriculum. (appendix 20) |
| **Section 4: Sustainability and Top Tips** | | |
| Top Tips | | Our starting point was “What do we want our students to achieve through PE and experience during their five years? What do our students need to experience? What do our students need to learn?”  Once we had collectively agreed what this looked like, this informed our curriculum intent statement. This process was helped through the experience held within the department, which means we understand the community aro8nd the school and how to best serve them.  Our Intent statement was then used to review our current practice, make amendment to our assessment policy and PE programme to ensure the Intent statement drives everything we do.  This process has only worked through collaboration and listening to all stakeholders, and being prepared to have your opinion changed and be adaptable as a team.  We also made Intent, Implementation and Impact standing items on departmental meetings, so we can continually review our practice. |

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| **Permissions and Supporting Information** | |
| Approved quotes | Consent to use quotes included in the case study? Yes / No  Consent to use photos included in the case study? Yes/No (please send evidence of consent) |
| Consent to share | Consent to share case study? Yes / No  Consent to share case study given by:   * Name: Andrew Graham * Role: Assistant Head teacher * Organisation: St John Fisher Catholic Voluntary Academy |
| Date of case study | 03.02.22 |