



**Curriculum Update 2020-21**  
PE Department

On returning to school in September 2020, we embarked on a full Gap Analysis for all year groups to ascertain the breadth and depth of gaps resulting from the National Lockdown in the previous academic year.

We spent the first three/four weeks of the academic year assessing checking knowledge, skills and understanding for our subject. These skills and knowledge would be essential for future learning.

**Gap Analysis**

	<b>Gaps identified</b>	<b>Recovery plan from October 2020</b>
Year 7	<p>A number of the changes we are required to make to the curriculum are being forced upon us due to the current position of PE in relation to Covid-19 (adaptations to activities/teaching, PE kit being worn for the full day when PE lessons are timetabled, facilities available (no leisure centre access for this year group).</p> <p>At present we are planning to run a rotation of 3 activities for the classes over the next 3 terms – each class will participate in a term of netball, football and fitness, before moving onto the summer term activities of S&amp;F and athletics (there may also be some OAA). Each class has now had a programme designed to allow us to Gap assess and look at development of some of the fundamental skills required for PE.</p>	<p><b>Year 7</b> At present we are planning to run a rotation of 3 activities for the classes over the next 3 terms – each class will participate in a term of netball, football and fitness, before moving onto the summer term activities of S&amp;F and athletics (there may also be some OAA). Each class has now had a programme designed to allow us to Gap assess and look at development of some of the fundamental skills required for PE.</p> <p><b>Year 8</b> As we have the whole year group down at one time we are exploring mixing up the 3 groups to create a top boys group, top girls group and a mixed group to see if this aids the development and challenge able to be offered to individual students (classes are set on English classes, which does not fully reflect the practical ability of this year group) – this may also help with the taught curriculum in relation to the activities taught and facility usage. 1 lesson (access to leisure centre) is planned to be used for badminton, resulting in each</p>
Year 8		
Year 9		

		<p>class over the next 3 terms having a single lesson a week of badminton. Summer term activities planned to be S&amp;F, athletics and some OAA (if appropriate).</p> <p><b>Year 9</b> Because we will have access to the leisure centre for 2 out of the 3 lessons per week we will be able to utilise the curriculum model of: 1x skills focus, 1x games focus, and 1x fitness lesson across the year (the model that was developed last year). This will allow a rotation of activities, including badminton, to take place for each year group.</p> <p>Students will have the opportunity to be involved in a range of activities that will allow us time to observe performance and understanding, alongside the willingness to be involved and interpret instruction.</p> <p>A full programme of activities and class rotations is attached. These have been selected for what they will show us as well as following guidance on Covid-19.</p>
<p><b>Year 10</b></p>	<p>Year 10 were assessed on their practical and theoretical skills during the Gap assessment period.</p> <p>From this data, the following gaps have been identified</p> <p>Students with EHCP's – all three are performing below where is expected of them HPA – 4 Boys are performing below expected MPA – 5 Boys are performing below expected LPA – 2 Boys are performing below expected</p> <p>There are only two girls that are underperforming, and both these candidates have an EHCP.</p>	<p>Students will be starting the GCSE course on the fitness topic, as planned. This directly leads on from KS3 work and the project set for the summer break in preparation for starting GCSE PE. This will allow us to assess the starting point of students on this central topic area.</p> <p>The practical element will also provide opportunity to link with this topic area, this will put theory in a practical setting, and also be a Covid-19 safe activity to start the course.</p> <p>Monitoring of assessed work (classwork, tests, homework) is centrally recorded and RAG rated against the MTG (grade data based off 2018 AQA grade boundaries).</p>

		<p>Seating plans to be adapted to support individual students access the learning in the most positive manner.</p> <p>Individuals will be moved between classes (as appropriate) to support the development of ALL students.</p> <p>Central planning/resource section for both classes (theory), all staff on GCSE PE develop the classwork.</p> <p>Resources are developed to support individual/targeted students to support engagement in the lesson and support individuals</p>
<p><b>Year 11</b></p>	<p>Year 11 were assessed on their practical and theoretical skills during the Gap assessment period.</p> <p>From this data, the following gaps have been identified</p> <p>HPA – 2 Boys are performing below expected MPA – 3 students are performing below expected (2 B/ 1 G)</p> <p>This is a much smaller group than Year 10 with a class of ten</p> <p><b>There are no students working above their target level</b></p>	<p>Students will go through a full folder review to check content of work completed. The content covered during lockdown will also make up part of this process - opportunity to add to this and previous subject areas will be made available.</p> <p>The new topic areas provide links to previous topics, which will allow for opportunities to revise topics.</p> <p>The current changes being made to the course are focused on practical elements and still require final directives from the exam board (2 activities instead of 3, both can be individual activities, video moderation still to be finalised). An individual approach to practical activities will need to involve a targeted activity programme.</p> <p>The curriculum can continue to follow the planned programme, but has been adapted to the reduction in practical sports required (3 down to 2) – the ability to have a running track marked over the autumn/winter months could be a determining factor in this activity.</p> <p>Theory lessons have been planned to allow for all the content to be delivered in a</p>

		systematic order, including the 'coursework' element (written task). By having 3 lessons for theory (to be reviewed going forwards) the curriculum content can be delivered as well as recapped.
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From October until December 2020, we taught an adapted curriculum so that we could fill the gaps identified in the full gap analysis. The recovery plans that were put in place for short-term, medium-term and long-term planning, starting with the most urgent gaps in short term planning.

## January 2021

From January 2021, the school is again closed to most children as a result of another National Lockdown. Although we are delivering all lessons live to children at home via the remote learning systems, we have made the following adaptations to planned curriculum to ensure that the lessons are translatable for those at home.

	<b>Adaptations to taught curriculum</b>	<b>Rationale</b>
Year 7	Students learning remotely have been given a work book to complete on basic Anatomy and Physiology, PE Challenges set and home workout ideas set. Students working remotely are encouraged to remain active, with two of their three sessions set as physical lessons per week.	With lack of opportunity, a booklet will provide us with a framework for assessment, the challenges are to promote healthy competition primarily with themselves, the workouts are the only suitable activity for lockdown.
Year 8	From February half term, this will increase to three physical lessons per week	Given feedback from students we feel that this is the best way to reduce screen time and encourage learners to stay active.
Year 9	Students working in school will have access to three physical lessons per week.	This will encourage them to remain active and have a positive impact on their mental health.
Year 10 Core PE	Home Workouts set	In Year 10 core PE is recreational and these are the only appropriate activity for lockdown.
Year 10 GCSE	2 Theory lessons, taught live, power point presentations, and exam questions for those in lockdown, those in School follow same process. All will have end of unit test in 2 weeks Practical – again only home work outs in terms of activity, but some research in advance of NEA being introduced  Students working in School, will have 3 active periods per week and 1 lesson of theory, where they will receive scaffolded tasks and material	We need to keep the theory going, the topics being taught are reasonably straight forward so better for home-learning. Practically there is little that can be assessed so workouts to maintain fitness etc. and the NEA research will benefit students later in Year 11  Given the academic profiles and vulnerable nature of the students in School, the more activity they can have the better their mental health.
Year 11 Core PE	Home Workouts set	In Year 11 core PE is recreational and these are the only appropriate activity for lockdown.

Year 11 GCSE	Focus has been on completion of NEA, now doing online lessons too to complete theory side of course  In coming weeks, realign focus onto preparation for mock examinations that can be used for teacher suggested grades.	NEA is likely to be used alongside "School Tests", (whatever the Govt. may decide they are) so completion of theory is important, again, a reasonably straight forward area of the curriculum which is ideal for lockdown.
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