

Feedback and Assessment:

Our assessment framework is built around three key strands:

Practical Ability – Evaluating the physical performance and skills demonstrated in PE.

Core Values – Assessing conduct and behavior in alignment with our school's core values, including teamwork, resilience, and respect.

Knowledge – Measuring understanding of rules, tactics, and strategies within the sports and activities we teach.

This enables us to have a holistic assessment to really look at a pupil's physical literacy.

Feedback is mostly verbal in PE and will be given individually or in groups if there are common themes across a class. This is then given time to be acted upon in order to improve knowledge, skill or core values.

Communicate Learning Intentions

Sharing learning intentions so that pupils understand:

- *What am I learning?*
- *Why am I learning it now?*
- *How does it link to what I have and will learn?*

In PE we use:

Our learning intentions outline the expectations for each lesson. At the beginning of a topic, the learning intentions will be clearly explained and connected to the intended outcomes for the conclusion of the topic. Additionally, they will be aligned with the broader learning goals expected by the end of Year 8.

Modelling New Material

To learn effectively, pupils need to be challenged appropriately. Pupils should make continuous progress through small steps with high rates of success to ensure pace.

In PE we use:

Teachers will provide direct modelling to demonstrate key skills and techniques. Where appropriate, pupil expertise will be utilised to support demonstrations. Exemplary techniques will be identified and used to illustrate the specific skills being developed. Professional representations of the game and skill will also be used to demonstrate. This is then performed in isolation, in a conditioned situation and finally a small sided game to enable the growth in confidence for a pupil.

Independent Practice

Pupils should be given the opportunity to deepen and extend their learning by applying it to new contexts or thinking critically about new knowledge

In PE we use:

We begin by introducing the skill in isolation before moving that forwards into a game - conditioned to encourage use of the skill. This will be done with confidence groups the majority of the time to enable performance against similar ability peers.

Review the Learning

Regular retrieval of knowledge helps to move new knowledge into long term memory. It also helps pupils to see connections between learning intentions and key concepts.

In PE we use:

We begin each topic with a retrieval lesson as it will have been a year since pupils have used that skill. We draw links between sports where skill transfer is possible so pupils can see that techniques are similar and the reasons behind that. Where necessary we will use further retrieval should we identify areas of weakness or common misconceptions.

Climate For Learning: The climate for learning in our department is inclusive, supportive, and engaging. It encourages all students, regardless of confidence or background, to participate actively. A positive learning climate promotes mutual respect, cooperation, and enjoyment of physical activity. Teachers foster a safe environment where mistakes are seen as part of learning and where students feel motivated to challenge themselves physically and personally. We strive to be forward thinking and to upskill where possible to enable the most up to date methods for our pupils. We do not over emphasise competition to ensure that sport is seen as a positive and inclusive experience for all while providing a wide range of opportunities for those who are driven by it to ensure that all children can engage positively and reach their full potential.

Curriculum Intent At Chantry Middle School, our Physical Education Department aims to: • Develop Physical Literacy: Equip students with the fundamental movement skills (agility, balance and coordination) as well as the confidence needed to lead active and healthy lives. • Encourage Enjoyment: Foster a positive attitude towards physical activity, ensuring every student finds joy in participation and personal achievement. • Provide Extra-Curricular Opportunities: Offer a wide range of activities beyond the classroom to inspire engagement, teamwork, and lifelong involvement in sport. • Lay the Foundations for Academic Success: Build essential knowledge and skills to prepare students for future studies in GCSE and A-Level Physical Education.	Big Ideas Physical Literacy of our pupils is key to their active future • "Physical literacy is the motivation, confidence, physical competence, knowledge, and understanding to value and take responsibility for engagement in physical activities for life." - Physical Literacy Canada • "Physical literacy should promote positive behaviours, knowledge and understanding towards a healthy lifestyle as well as creating a solid foundation for elite sport." - Science for Sport	Content and Sequencing Our Curriculum content is linked to the guidance given through the National Curriculum and we ensure we adhere fully to that. We offer a wide range of sports to enable our pupils to access a broad and balanced curriculum. We have tailored our curriculum to our catchment and pupils to attempt to ensure it engages, challenges and inspires. We also try to offer sports that are less well known than the traditional sports to provide new opportunities and a potential area to shine for those who have not previously thrived within the traditional sports. All planning is sequenced from Year 5 through to Year 8 and this then shows the clear progression within topics to ensure learning is purposeful and challenging.
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SEND Support At Chantry we believe in a child centred approach to adaptation. We use our specialist knowledge to look at ways to adapt topics through the STEP approach (Scaffolds and adjusts through Space, Task, Equipment, People) but also consult pupils over how activity can be more accessible for them to create a child centred approach. The following methods are also used, at times, as part of the The Activity Inclusion Model (AIM): Open Activity All students are included in the same task with minimal or no adaptation or modification. Modified Activity Changes are made to the task so that all students are included at a level appropriate to them to ensure individual students are stretched. The STEP model allows adaptation to individual skill levels. Parallel Activity Everyone does the same activity but different groups do it in different ways according to their abilities. Uses the STEP model to ensure all pupils are participating at a level which challenges them. Separate activity Occasionally it may be appropriate for students to do an activity separate from their peers e.g. when disability is concerned. Separate activities can still use the STEP model to adapt the Para-sport	Enrichment and Cultural Capital We provide a comprehensive Extra Curricular timetable with offerings of free clubs run by teachers at lunchtimes. We have also sourced specialist coaches to enable us to run clubs before and after school through payment to allow pupils to access a greater level of knowledge and expertise in various sports. At a competitive level we offer competition across a huge range of sports. We pay to access the School Games and use their groupings to try to offer everything from fun, have a go nights to high level competition for those who are driven by it. We offer inter school competition against local schools in most sports and also run intra school competitions for all year groups.	