

PE & BTEC SPORT RECOVERY CURRICULUM @ ST PETER'S CATHOLIC COLLEGE

The PE department prides itself on giving students opportunities to engage, enjoy and excel in a wide variety of sports and activities, which are planned and sequenced to develop all students regardless of ability or experience.

Not all pupils will have had the same experiences over lockdown. Guidance from Pearson will give a clearer picture as to what exam content may need to be adjusted. As of 8th September 2020 no guidance has been published. Learning journey remained constant.

PE & BTEC Sport Recovery Curriculum Plan:

Relationships and Learning Goals

Effective communication will be key to establishing a positive reintegration to school for children.

It is important to create a positive feeling in the classroom that leaves pupils feeling that it's good to be back this will come from creating a positive, inclusive climate from the start and getting into a well structured learning-focused routine. Given the nature of the global pandemic, the most appropriate approach to teaching and learning is to teach well planned and engaging lessons.

Setting of explicit learning goals, firstly by looking back at the work that has been set during lockdown and then by looking ahead – to the end of term and, for exam classes, to the end of the course. We will set out the scope of what is to come: the key knowledge, the experiences, the key assignments. This is so that everyone can make sense of the ideas, organise their thinking and track their progress.

- Sharing the core *knowledge organisers* for each year group with pupils and parents.
- Sharing lesson content on Google Classrooms to allow both pupils to access any content that they may be unsure of or if they have missed due to absence.

Recognise

We need an adaptive curriculum to identify and react to the gaps in knowledge of our pupils and which will enable us to then plan, recall, teach and reteach from this point forward. We will identify and then address gaps in pupils' understanding and knowledge by:

- Years 7 – 11: carefully planned core knowledge overviews outline the skills and knowledge for each year group.
- Recall tasks and low stakes skills practice on the long term plan and core knowledge overviews will enable teachers to identify gaps in pupil knowledge to then adapt their planning.
- Formative assessment through skilful questioning and well planned teacher assessment of class work will inform future planning to prioritise the most important units for progression.
- Year 10 and Year 11 schemes of work have been carefully sequenced and planned to cover the key knowledge and concepts.
- To support vocabulary retention and recall - planned recall tasks and learning reviews. This can include teacher led discussions to support learning.

Routines

Routines allow students to quickly accomplish day-to-day tasks that are required of both the teacher and students.

Classroom interaction will be a key factor that students have missed. Therefore, it is important to re-establish routines and expectations in order to allow all pupils to focus on learning.

As a department we will use a wide range of questioning strategies. Use of the teacher toolkit will ensure engagement for all pupils with targeted questions for pupils displaying greater gaps in learning.

- Low stakes recall and retrieval practice at the start of each lesson will play an important part in allowing pupils to secure their key knowledge of current and past content.
- Knowledge organisers will be used to support assessing what pupils have retained.

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- It is essential pupils feel good about learning by engineering success right from the start. We will check for understanding routines in questioning, making it normal and expected that students will have uncertainties and gaps.
- **All Year groups** - Use plenty of confidence-building low-stakes retrieval practice, building on the skills we had in place before the lockdown but re-establishing them as necessary.
- When introducing new material, place a lot of emphasis on guiding the first steps. This close support will be something students will have missed during the lockdown. As far as the distancing rules allow, get close to student work, making the steps small enough to practise repeatedly with tight feedback loops so we can see students getting things right, doing things well, intervening to re-explain or re-model as often as needed – individually or whole-class.

Core PE

- **All Year groups:** reinforced procedures for before - during - after core PE lessons. Including new sanitation procedures and updated PE kit policies.
- Update Curriculum plans taking into account guidance from NPCAT H&S; DfE updates; AfPE & YST support groups and grassroots return to Sport policies from NGBs.
- Return to an Autumn Curriculum plan where the activity allows a safe return, that accounts for the teaching spaces available on site. Aim to teach lessons outside in open spaces wherever possible.
- Reviewing the curriculum plan with support from NPCAT H&S and risk assessment.
- Reviewing the extra curricular programme that takes into account the year group bubbles.

BTEC Sport

- **In Y10 - No changes to assessment plans or learning journey.** Recall tasks are targeting core knowledge taught in KS3 (Y9) focussing on Unit 1 exam content.
- In Year 11 the assessment plans or learning journey is on target with no gaps in learning. Grades have been claimed for Unit 2. Recall tasks are based around knowledge for Unit 1 in preparation for students required to resit exam.

Recall

- Low stakes recall tasks have been systematically planned across the curriculum. Recall tasks will focus on core vocabulary, SPAG and core knowledge.
- Planned, targeted and frequent questioning across the lessons.
- Clear, structured and immediate formative feedback to avoid any further misconceptions.
- Interleaving of knowledge across the curriculum

Reteach

- The importance of immediate and purposeful feedback cannot be underestimated. Staff should refer to the NPCAT Feedback and Marking policy which details the different kinds of feedback that can be used during a lesson to support progress.
- The class teacher is the expert. They must use their own professional judgement when prioritising content for their classes.
- Supportive modelling is crucial. Consider the use of visualisers and examples of excellence.

React

- Pupils who do not meet minimum requirements in home learning will be expected to redo work that is set for outside of the classroom.
- Where appropriate, in and after school intervention will be provided to students. This will be based upon a careful question level analysis of relevant and up to date data. Interventions will be carefully planned to focus on the specific needs of pupils.

