



Physical Education

Our programme of Physical Education has traditionally focused on helping children to move well. Secondary programmes have refined movement skills within the context of traditional sports and games. These 'gross motor skills' are the skill-related aspects of fitness and have been designed to include such abilities as co-ordination, balance, agility, speed and power.

Of increasing importance, in the light of evidence referred are those aspects of fitness specifically related to health and well-being including cardiovascular fitness, strength, muscular endurance and flexibility. A successful programme of Physical Education should be based on a harmonious balance of the component parts.

The ultimate goal is to create a lasting desire in students, through their school experiences in physical activity so that they choose to be involved for the rest of their lives.

The PE department is dedicated to ensure that physical education offers opportunities for students to:

- Become more skilful and intelligent performers
- Acquire and develop skills, performing with increasing physical competence and confidence, in a range of physical activities and contexts
- Learn how to select and apply skills, tactics and compositional ideas to suit activities that need different approaches and ways of thinking
- Set targets for themselves and compete against others, individually and as team members
- Understand what it takes to persevere, succeed and acknowledge others' success
- Take the initiative, lead activity and focus on improving aspects of their own performance
- Discover their own aptitudes and preferences for different activities
- Make informed decisions about the importance of exercise in their lives
- Develop positive attitudes to participation in physical activity





Physical Education and The National Curriculum - Including Assessment

Key Stage Three Subject Content – Our Philosophy

- Build on and embed physical development learned in KS2.
- Become more competent, confident and expert in techniques, and apply them in different sports and physical activities.
- Understand what makes performance effective, and apply principles to own and others work.
- Develop confidence and interest to get involved in exercise, sports and other activities out of school and in later life.
- Understand and apply the long-term health benefits of physical activity.

Key Stage Four Subject Content – Our Philosophy

- Tackle complex and demanding physical activities.
- Get involved in a range of activities that develop personal fitness and promotes an active and healthy lifestyle.



Assessment

In Physical Education we assess across 3 core strands. The ‘head’, the ‘heart’ and the ‘hands’.

The head very much looks at the thinking skills and forms 25% of the overall assessment. Here the focus is on areas such as decision making, analysis and creativity.

The heart forms another 25% of the assessment and focuses on students behavioural skills. This includes their attitude to learning, how well they work as an individual and as part of a team. It looks at what students are doing outside the lessons, to access further sports and physical activities. Finally it looks at students abilities to be a good leader.



The third and biggest strand is the hands. How students perform is important and we give this a 50% weighting in our assessment. Here the focus is very much on how well students can do the physical activities. The focus is on skills and techniques, as well as the degree of consistency these can be performed in. Finally how well these skills and techniques can be applied in games and other performances.

With the abolishment of levels, we still need to access progress of our students.

Students are now assessed over the course of the academic year against 12 (4 from each of the head, heart and hands) different key concepts as an age expectation. To be 'on track' by the end of each full term students should be able to evidence attainment and progress across these 12 concepts and depending how many will determine if students are either off track, above track or mastering that phase. If students are not hitting their targets we expect students to access our intervention programmes.

Equal Opportunities in Physical Education

Curriculum



The range of activities offered is dictated by the availability of facilities and staff and also by the differing experiences that students have received pre Key Stage 3. At Key Stage 3, all students experience a variety of major team games including football and cricket for girls and hockey for boys. At Key Stage 4, students specialize in specific team games.

With individual activities, every student experiences the same activities at Key Stage 3, whilst at Key Stage 4, students follow compulsory activities in Year 10, whilst being offered optional activities in Year 11.

Within groups, all students participate in the same activities, irrespective of experience and ability. Wherever possible, advantage is taken of additional staff or sixth form help in order to raise the standard of both low and high achievers.

Assessment figures at Key Stage 3 do not indicate any pattern, as trends are yet to develop.

We boast some of the best facilities in the County with a floodlit Astro turf, floodlit netball / tennis courts, extensive grounds for football and rugby pitches, outdoor cricket nets, artificial cricket wicket, 2 x long jump pits, indoor sports hall, squash court, fitness gym, gymnasium and a 17m indoor swimming pool.



Extra-Curricular



The PE department is responsible for a wide range of extra-curricular activities including an extensive programme of inter-house competitions.

The range of activities covers both competitive and recreational activities, focusing on both individual and team events.

As well as intra-school activities, pupils have opportunity to participate in inter-school activities, as well as district, county and national representation. The range of provision and the extent of representation at higher levels show equality across the genders.

Past Student Successes

We are also very proud of some of our ex students who have gone on to achieve some amazing feats in sport. Their photographs can be located on our page within the School's website.

Photographs are shown to the right of this page with the individual's personal achievement.

Exam Classes

We have a very strong tradition of students taking GCSE, A Level and BTEC sport. Last year (2016) we achieved 75% A*-C with 23% of our students achieved an A*-A. These results were 2 percentage points above other AQA centres. The number of students reaching their MEG was at its highest this year at 70.2%.

Our BTEC and A level students achieved 100% pass rate. All of our students went to their first choice of University.

Should you like to receive any additional information on this subject please contact Mr S Edgell, Head of Department via email admin@newent.gloucs.sch.uk.