

<p>KS3 Rationale <i>The KS3 curriculum is broad, it covers many of the areas suggested in the National Curriculum.</i> <i>Students are taught to use a range of tactics and strategies to overcome opponents in direct competition through team and individual games [for example, badminton, basketball, cricket, football, handball, rounders, and rugby]. They also learn to develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics].</i> <i>In Year 7 the sports have been chosen to give a wide range of opportunities for students, with the aim that they find something they enjoy and can achieve in. The skills are mainly based around the fundamentals of movement and include: - balancing, running, jumping, catching, hopping, throwing, skipping, leaping and kicking.</i> <i>As the students progress through the Key Stage, the sports become more intricate and therefore require a higher level of skill and understanding. This means that those wanting to take one of the KS4 options can do so as they have a solid platform from which to begin. It also allows those who aren't taking a KS4 option to have the confidence to participate and compete in a wide range of sports either during KS4 Games and Wellbeing, or in their own time outside of school.</i></p>	<p>KS4 Rationale <i>There are two examination options at KS4. The GCSE option follows the OCR specification whilst the alternative option is a Cambridge National – Sports Studies.</i> <i>The GCSE option is 70% theory 30% practical, there are 2, 1 hr exam papers and 1 piece of coursework (10%).</i> <i>Students need to compete in 3 sports, 1 individual, 1 team & a choice of 1 from either. It is the best option if students want to carry on studying at 'A' Level, want to be a Physio, Teacher, Sports Scientist, Psychologist, interested in Sociology, nutrition, or are interested in doing a degree in sports science, healthcare or exercise & health.</i> <i>Sports Studies consists of a 40% written exam and 60% is non-examined. There is x1, 75-minute exam paper. Students need to perform in 2 sports, which can be individual or team sports. It is the best option if students want to progress to higher vocational qualifications & 'A' levels, or want to become a sports coach, work in the health and fitness industry, or become a Personal Trainer.</i> <i>All the knowledge and skills learnt from the sports learnt during KS3 will allow students to have a solid platform from which to study either award.</i></p>
<p>Pedagogy within the classroom High expectations of all students regarding behaviour for learning and outcomes Pace - Every lesson matters. Lessons are well planned and purposeful. "Do now" activities will be followed by brisk and timed activities. Challenge - All students are challenged in order for them to make the best possible progress from their individual starting points Questioning will be effective in developing student knowledge and understanding, assessing progress and informing teacher planning. Progression - All learning builds towards an end point. Learners are being prepared for their next stage of education, training or employment at each stage of their learning.</p>	<p>Links to School Improvement Plan Increase the use of low stakes assessments, revision tools and consolidation resources so that students increase in confidence and remember the content they have been taught in the longer term. Ensure that incisive feedback is in place and that students are given opportunities to respond to it so that students learn from mistakes, close gaps in their learning and ultimately take more responsibility for their own progress. Literacy- Promote a passion for reading and a thirst for knowledge. Any gaps in reading to be addressed rapidly.</p>
<p>Skill Progression Students build on prior knowledge and skills to help them prepare for the next stage of their education Skills are consolidated from one year to the next, providing the foundation for increasing challenge. Work given to students to be more demanding and to match the aims of the ambitious curriculum.</p>	<p>SEN Working to increase our own knowledge of different areas of SEN and how to differentiate appropriately. Understanding the SEN needs of all students on the SEN register in the class Being flexible and adaptable in teaching approaches to meet the needs of all students, not just those with no SEN. Not seeing the "label" but seeing the child. Having as high expectations of lower-ability as we do for the highest; recognising that these students may need even more knowledge to plug gaps in their learning than their peers, not less. Creating a "no-excuses" culture: never letting a child's SEN become an excuse for inadequate or poor-quality work.</p>