



Woodkirk Academy

Core PE

PE at Woodkirk Academy isn't just about developing the ability to play and take part in sports and activities.

Woodkirk Academy Promotes a healthy active lifestyle

Students at Woodkirk become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They understand what makes a performance effective and how to apply these principles to their own and others' work.

We aim to develop the confidence and interest to get involved in exercise, sports and activities out of school and in later life, and understand and apply the long-term health benefits of physical activity.

At Woodkirk we

- use and develop a range of tactics and strategies to overcome opponents in direct competition through team and individual games including badminton, basketball, cricket, rugby, football, hockey, netball, rounders, rugby and tennis
- develop technique and improve performance in other competitive sports including athletics and gymnastics
- analyse performance comparing it to previous activities and demonstrate improvement to achieve personal best
- encourage students to take part in competitive sports and activities outside school through community links or sports clubs
- are looking to use advanced dance techniques in a range of dance styles and forms through the reintroduction of dance.

How we identify Upper Ability and More Academically Able students

Upper Ability (Above Average - Above C - Gifted)

Those with high ability or potential in Physical Education are identified by the staff who teach them, through analysing the PE assessment data, liaising with team managers and through the fitness tests carried out at the start of the year.

MAA (More Academically Able – Talented)

Those with high ability or potential in a particular sport or activity are identified using the above process. A questionnaire is also completed at the start of the year that identifies any student who represent a sport/activity at a high level for example their county, play for a professional club or something equivalent.

Sport and Activity Areas Covered

Boys Curriculum	Girls Curriculum
Rugby	Netball
Football	Hockey
Basketball	Basketball
Net & Wall Games	Football
Gymnastics	Tag Rugby
Advanced Skills / Basic Skills	Net & Wall Games
Health and Fitness / Leadership	Gymnastics
Strike and Fielding	Advanced Skills / Basic Skills
Athletics	Health and Fitness / Leadership
	Strike and Fielding
	Athletics
	Dance (To Be Re-introduced)

When attending PE lessons Students develop the following skills

Social Skill Development

Resilience - *The capacity to recover quickly from difficulties or tough situations and try, try again.*

Confidence - *Being positive in your ability to try and complete the skill or action and the confidence to give things a go and ask for help if needed.*

Working with Others - *Able to mix with other students socially and speak with members of staff appropriately.*

Respect - *A feeling of deep admiration for someone or something, justified by their abilities, qualities or achievements. Ability to show respect to fellow students and teachers at all times.*

Following Instructions - *Responding to or carrying out detailed instructions about how something should be done or operated all the time.*

Listening to others - *To give one's attention to what another person is saying and to take on board differing points of view on a topic.*

Examples of Performing Skills Developed

Team Games Specific Skills Developed Include

Sending, Receiving, Attacking Strategies, Defending Strategies and Positional Play.

Gymnastic Specific Skill Development Includes

Floor work, turns, Jumps, Leaps and Tumbles

Athletics Specific Skill Development

Throwing, jumping and running

Health and Fitness Specific Skill Development

Strength, endurance and flexibility

Able To Perform With An Improved:

Consistency - *The ability to complete a skill, action or performance with high success that does not vary greatly in quality over time.*

Accuracy - *A high level of hand eye coordination with the ability to complete the skill, action with precision.*

Efficiency - *Being able to complete the skill or action with quality, effectively and efficiently.*

Decision Making - *Making quick and correct decisions in pressurised situations successfully and the ability to adapt their technique accordingly. Able to use spatial awareness and tactics to overcome the opposition.*

Outcome - *Ability to choose the correct skills and performing them to a high standard with success.*

High level of:-

Physical Components – Aerobic endurance, muscular endurance, flexibility, speed, muscular strength, (body composition)

Skill Related Fitness – agility, balance, coordination, power, reaction time

Vision - *The ability to use peripheral vision to be aware of what is going on around them. The ability to anticipate what may happen and act quickly.*

Confidence - *Being positive in your ability to complete the skill or action and being proactive in trying to improve.*

Teamwork - *Contributes highly to group activities and has a significant impact upon the group or team.*

Ability to Work Independently – *Is able to decide on what to do and the best way to do it without the need to first ask the teacher for assistance*

Leading, Coaching or Officiating Skills Developed

Develop many of the above points when performing with the addition of:

Organisation - *The ability to make preparations for an activity and to arrange themselves, others and equipment successfully.*

Communication - *Imparting or exchanging valuable information successfully verbally and non-verbally communicating with others.*

Warm Up Pulse raiser, stretching, skills - *Able to organise and lead others to complete the following:-*

Pulse Raiser – An activity that increases the heartbeat.

Stretching – Muscles made or being made longer or wider without tearing or breaking.

Sport Specific Skills/ Speed work – Organise a sport specific warm up and basic sprinting session.

Analyse +ve & -ve - *To examine something in detail and be able to identify strengths and areas requiring improvement in their own and others performances.*

Leader/Coach - *Instruct and train a sports team/group or individual sports person.*

Officiate - *Act as an official in charge of a sport or activity game and/or event.*

Confidence – *Develop the confidence and ability to communicate with individuals and groups and be able to instruct others of what to do.*

Strategies to push and challenge

1. Upper Ability (Above Average - Above C -Gifted)

- We strive to cater for the specific needs of students who show particular aptitude across a range of abilities in Physical Education.
- Students who demonstrate a higher performance level are given extra responsibility including the development of their peers through demonstration and sharing how and why they complete certain skills and tactics when performing.

2. MAA (More Academically Able – Talented)

- We strive to support those who have been identified by a sporting governing body and is competing at county standard or higher.
- As we have a compulsory extra-curricular programme that encourages greater participation and activity levels for all students we understand and support that a talented performer has extensive commitments to the training required. When this is the case they are encouraged to take part if it possible and suitable for them.

3. High Level Knowledge and Understanding of Health and Fitness

- Students are identified as gifted in this areas through an initial baseline assessment. This enables questioning of the knowledge and understanding of health and fitness to be targeted at individual students and higher level questioning for those identified as gifted.

4. Upper Ability Leaders, Coaches and Officials

- Students are identified in lessons as being Gifted in leadership, coaching and/or officiating and are supported to develop their ability. Specific pathways and qualifications are being introduced to develop this further.
- Students in lessons are given an opportunity to undertake Leadership, coaching and officiating roles during PE lessons and specifically when undertaking the Health and fitness/Leadership block of work.

How Can Parents Help?

Healthy Active Lifestyle

Parents can assist their students in PE by assisting to ensure their son/daughter has a healthy and active lifestyle focussing on what exercise they do, how much exercise they do and what they eat and drink.

It would benefit the student to take part in competitive sports and activities outside school through community links or sports clubs

To understand this further we recommend that at least once a term that the parent and son/daughter keep a weekly diary of what they eat and what exercise they have done for that week. Once this is completed the parent and son/daughter sits down and identifies what was good and anything that they can add or take out of their week.

Parents could encourage and facilitate students, particularly in Years 7 & 8 to attend the minimum amount of clubs to successfully complete the HW project, in the hope that sport and physical activity becomes a part of their daily routine.

Participation

Parents can encourage and assist their son/daughter to develop all the skills taught in their PE lessons and those identified at the top.

To learn a skill, you need to repeat the skill many times - at least seven, but perhaps 12 or 15 times. When you learn any new skill, you need to practice, to repeat the skill until you can do it automatically. This is not completed in one session but many sessions.

- 🔗 Repeat out loud
- 🔗 Repeat while imagining you are really using the skill
- 🔗 Repeat the skill

They say Repetition is the Key to Mastery.

They also say to master a skill you need to practice the correct skill 10,000 times

Examination PE at Woodkirk Academy

Key Stage 5

Skills desirable for BTEC Level 3 Sport

Practical skills

- Develop and apply leadership skills to a range of activities.
- Be able to develop fitness programmes focussing on specific components of fitness.
- Be adaptable and participate in sports that may not be your main sport to help others.
- Have a good level of fitness and communication skills in order to lead groups and individuals.
- Develop the ability to identify what is a good leader and develop analysis skills.
- Picture, video and analyse your performance.

Theory skills

- Develop IT skills to make the best use of lesson time when using ICT.
- Develop the ability to make concise notes, extended writing skills and essay writing techniques.
- Develop analysis, evaluative and discussion skills.
- Develop organisation skills and the ability to work independently and as part of a team.

Strategies to push and challenge

- Students need to develop an understanding of the following:-
- What qualities make a good leader? Can you incorporate all of them into your sessions?
- Can you adapt and lead sessions in sports that you are unfamiliar with?
- What qualities make a good coach/instructor? Can you incorporate all of them into your sessions and peer assess others?
- Personal fitness – How can you improve this outside of school? What other areas of fitness can you improve and why?
- Develop extended writing skills – be able to discuss points and evaluate what you have written. Can you discuss what you have written with others and explain how you can to the conclusions you have?

Students will need to develop an understanding about the skills, attributes and responsibilities needed to be a successful leader.

Students will use this information to plan, lead and review several different sporting sessions for groups of students during the course both in school and off-site.

How can parents help?

Purchase and study the following books:

BTEC Nationals Sport Student Book 1 + Active book (available as a book or e-book)

BTEC Nationals Sport Student Book 2 + Active book (available as a book or e-book)

BTEC Nationals in Sport (Pearson)

Revise BTEC National Sport Revision Guide

Encourage your son/daughter to use their time at home to complete assignments and prepare for lessons.

Students should be encouraged to attend the after school support session every Tuesday and Wednesday after school.

These sessions support students to complete coursework, prepare for examinations and review any difficult content covered during lessons.

Key Stage 4 – GCSE PE

Skills

Research skills

Note taking & skimming/scanning skills

Group work

Revision skills

Time management

Strategies to push and challenge

Hot seat - this challenges students to think under pressure

Analysis and justify exam questions to stretch thinking on topics

Homework tasks that require students to research independently

Using super learner tasks in lessons to challenge

How can parents help?

Ensuring that a high quality piece of homework is completed every half term.

Taking up any offsite practical opportunities that are on offer to maximise practical marks

Attending all parents evenings and information evenings for key updates and information.

Providing an email address to allow subject staff to contact parents at the first signs of concern.

Key Stage 4 – BTEC SPORT

Skills

Practical skills

- Take part in a variety of sports and activities.
- Learn the rules and regulations of a variety of different sports.
- Develop and use skills in competitive situations.
- Develop the ability to identify what is a good performance.
- Develop leadership skills.
- Picture, video and analyse your performance

Theory skills

- Develop the ability to use computers.
- Develop organisation skills and the ability to work independently and as part of a team.

Strategies to push and challenge

- Students need to develop an understanding of the following:-
- Why athletes are good at their sport?
- Personal fitness.
- How to improve performance.
- Different ways to stay fit.
- Fitness testing.
- Different sports and activities.
- Leaders and officials.

Students will need to develop an understanding about the skills, attributes and responsibilities needed to be a successful leader.

Students will use this information to plan, lead and review two different sporting session for groups of students during the course.

How can parents help?

Purchase and study the following books:

BTEC Level 2 Firsts in Sport Student Book (BTEC First Sport)

BTEC First in Sport Revision Guide (BTEC First Sport)

BTEC First in Sport - Study & Exam Practice with CD-ROM

Students should be encouraged to attend the after school support session every Tuesday and Wednesday after school.

These sessions support students to complete coursework, prepare for examinations and review any difficult content covered during lessons.