




PE

Key Stage 3 Framework for Learning

Year 8 2016-2017: Creative Foundations

Autumn 1	
Knowledge	<p>Students will select, develop and refine skills, techniques and rules and strategies to outwit opponents in a range of activities. Some activities may vary due according to gender. All ability bands (However depending on their ability they may follow Year 8 or 9 or KS2 curriculum)</p> <p>Rugby</p> <ul style="list-style-type: none"> • Choose, combine and perform passing, tackling and moving skills more fluently, consistently and with greater accuracy in order to outwit opposition. • Analyse performance to influence and improve their own play. • Introduce scrummage and line outs as phases of play • Peer observation and evaluation. • Suggest area for improvement. (Peer coaching, 'what makes good' questioning/demos & targeted differentiated questioning). <p>Netball</p> <ul style="list-style-type: none"> • Learn to use the fundamental principles of invasion game play when selecting and applying tactics for defending and attacking. • Further develop the skills necessary to outwit. • Passing, receiving, shooting, intercepting and beating an opponent will be developed through small sided games and conditional situations. • To identify and recognise similarities in principles of attack and defence. • Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. <p>Badminton</p> <ul style="list-style-type: none"> • Replicate strokes and shots with control and accuracy: Serves, overhead clears (forehand & backhand), drop shots & smashes will be developed through game play and conditional situations. • Will create new defensive and attacking strategies to improve their performance – front and back and side to side strategies will be introduced. • Be able to recognise the importance of responding to changing situations within the game in attack and defence • Constantly faced with strategic and tactical decisions based on movement of the shuttle into space and choice of skill execution. <p>Football</p> <ul style="list-style-type: none"> • To perform and develop defensive strategies i.e tackling, jockeying, forcing onto weaker foot. • Understand when to defend and how to stop opponents from advancing.
Skills	<p>Selecting, acquire, develop, refine, create, identify, evaluate, analyse techniques. Passing, shooting, tackling, ball control/ ball handling, bowling, serving, overhead, clears, forehand, backhand, spin.</p> <p>Students select and combine skills, techniques and apply them accurately and appropriately in a variety of activities. They analyse and comment on techniques</p> <p>Official- will have the knowledge of the basic rules and methods of scoring and are able to implement them in a small-sided game. Leader- Will be able to lead a warm-up activity</p>
Assessment	<p>Assessment 1 (Week 1/2) – Practical Assessment. GCSE Theory Assessment 1 (Literacy Focus Spelling). GCSE Theory Assessment 2 (Literacy Focus Connectives).</p> <p>Practical Assessment 2 (Week 5/6) – Practical Assessment. GCSE Theory Assessment 3 (Literacy Focus Punctuation).</p> <p>End of term moderation exam in Football, Rugby, Netball and/or Badminton.</p> <p>Practical performance attainment in line with New GCSE Criteria. Grade 3-Demonstrates skills, techniques and decision making, with some precision, control and fluency, during a conditioned/ competitive situation. Demonstrates some effective tactical awareness.</p> <p>Above, Expected or Below expected assessment awarded after each activity based on GCSE practical assessment criteria/ national expected progress from start point. Data recorded in SIMS tracker mark sheets. KS3 Assessment Booklet used to identify, evidence and monitor performance in Week 1 & 5/6 of a unit. Feedback loop in Progress Weeks on how to reach the next level.</p>




<p>Reward & enrichment</p>	<p>Home Learning on Doodle of components of different body types.</p> <p>Extensive Autumn Extra curricular programme:</p> <ul style="list-style-type: none"> Football (Boys & Girls all years). Basketball (KS3 & 4 Girls & Boys). Rugby (Yr 7, 8/9, 10/11). Badminton (KS3 team & KS4 team). Netball (Yr 7, 8 & 8). Tennis (all years boys & girls). Table Tennis (Boys all years). Kick Boxing (all years boys & girls). <p>Interschool Competition and fixtures:</p> <ul style="list-style-type: none"> Boys & Girls Football League (all years), Manchester and National Cup competition (all years). Girls Netball League Competition (Yrs 7-9). Badminton Boys & Girls Competition (KS3) Manchester Developing and Greater M/cr Emerging .Schools Rugby Competitions (yrs 7, 8/9 & 10/11). High Achievers Track Cycling Coaching and Time trial competition (Year 7) . Reward invitational trips and opportunities for outstanding conduct, excellent effort and IA completion (all years). Star of the lesson stickets, postcards, subject commendations, phone calls.
<p>Character</p>	<p>QofS – Curiosity CV – Self-Help & Self Responsibility</p> <p>Exploring chosen technique in a variety of scenarios in Basketball, Handball and Hockey</p> 

Autumn 2

<p>Knowledge</p>	<p>Students will select, develop and refine skills, techniques and rules and strategies to outwit opponents in a range of activities. Some activities may vary due according to gender. All ability bands (However depending on their ability they may follow Year 8 or 9 or KS2 curriculum)</p> <p>Rugby</p> <ul style="list-style-type: none"> Choose, combine and perform passing, tackling and moving skills more fluently, consistently and with greater accuracy in order to outwit opposition. Analyse performance to influence and improve their own play. Introduce scrummage and line outs as phases of play Peer observation and evaluation. Suggest area for improvement. (Peer coaching, ‘what makes good’ questioning/demos & targeted differentiated questioning). <p>Netball</p> <ul style="list-style-type: none"> Learn to use the fundamental principles of invasion game play when selecting and applying tactics for defending and attacking. Further develop the skills necessary to outwit. Passing, receiving, shooting, intercepting and beating an opponent will be developed through small sided games and conditional situations. To identify and recognise similarities in principles of attack and defence. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. <p>Badminton</p> <ul style="list-style-type: none"> Replicate strokes and shots with control and accuracy: Serves, overhead clears (forehand & backhand), drop shots & smashes will be developed through game play and conditional situations. Will create new defensive and attacking strategies to improve their performance – front and back and side to side strategies will be introduced. Be able to recognise the importance of responding to changing situations within the game in attack and defence Constantly faced with strategic and tactical decisions based on movement of the shuttle into space and choice of skill execution. <p>Football</p> <ul style="list-style-type: none"> To perform and develop defensive strategies i.e tackling, jockeying, forcing onto weaker foot. Understand when to defend and how to stop opponents from advancing.
<p>Skills</p>	<p>Selecting, acquire, develop, refine, create, identify, evaluate, analyse techniques. Passing, shooting, tackling, ball control/ ball handling, bowling, serving, overhead, clears, forehand, backhand, spin.</p> <p>Students select and combine skills, techniques and apply them accurately and appropriately in a variety of activities. They analyse and comment on techniques</p> <p>Official- will have the knowledge of the basic rules and methods of scoring and are able to implement them in a small-sided game. Leader- Will be able to lead a warm-up activity</p>




<p>Assessment</p>	<p>Assessment 1 (Week 1/2) – Practical Assessment. GCSE Theory Assessment 1 (Literacy Focus Spelling). GCSE Theory Assessment 2 (Literacy Focus Connectives).</p> <p>Practical Assessment 2 (Week 5/6) – Practical Assessment. GCSE Theory Assessment 3 (Literacy Focus Punctuation).</p> <p>End of term moderation exam in Football, Rugby, Netball and/or Badminton.</p> <p>Practical performance attainment in line with New GCSE Criteria. Grade 3-Demonstrates skills, techniques and decision making, with some precision, control and fluency, during a conditioned/ competitive situation. Demonstrates some effective tactical awareness.</p> <p>Above, Expected or Below expected assessment awarded after each activity based on GCSE practical assessment criteria/ national expected progress from start point. Data recorded in SIMS tracker mark sheets. KS3 Assessment Booklet used to identify, evidence and monitor performance in Week 1 & 5/6 of a unit. Feedback loop in Progress Weeks on how to reach the next level. Home Learning on Doodle of components of different body types.</p>
<p>Reward & enrichment</p>	<p>Extensive Autumn Extra curricular programme:</p> <ul style="list-style-type: none"> • Football (Boys & Girls all years). • Basketball (KS3 & 4 Girls & Boys). • Rugby (Yr 7, 8/9, 10/11). • Badminton (KS3 team & KS4 team). • Netball (Yr 7, 8 & 8). • Tennis (all years boys & girls). • Table Tennis (Boys all years). • Kick Boxing (all years boys & girls). <p>Interschool Competition and fixtures:</p> <ul style="list-style-type: none"> • Boys & Girls Football League (all years), Manchester and National Cup competition (all years). • Girls Netball League Competition (Yrs 7-9). • Badminton Boys & Girls Competition (KS3) • Manchester Developing and Greater M/cr Emerging .Schools Rugby Competitions (yrs 7, 8/9 & 10/11). • High Achievers Track Cycling Coaching and Time trial competition (Year 7) . • Reward invitational trips and opportunities for outstanding conduct, excellent effort and IA completion (all years). • Star of the lesson stickers, postcards, subject commendations, phone calls.
<p>Character</p>	<p>QofS – Creativity & Motivation CV –Solidarity & Social Responsibility</p> <p>Motivation to carry out fitness tests and training methods Demonstrating and exploring creativity within gymnastic balances, sequences or routines.</p> 

Spring 1

<p>Knowledge</p>	<p>Students will select, develop and refine skills, techniques and rules and strategies to outwit opponents in a range of activities. Some activities may vary due according to gender. All ability bands (However depending on their ability they may follow Year 8 or 9 or KS2 curriculum)</p> <p>Hockey</p> <ul style="list-style-type: none"> • Advanced skills necessary to outwit opponents. Including reverse stick Passing and receiving, variation of shooting, tackling and beating an opponent in one motion. • The principles of attacking / counter attacking becomes the base from which the students begin to select and applying their skills and in game tactics .developed through team. • Introduction of penalty corners, penalty flicks and positional play. <p>Basketball</p> <ul style="list-style-type: none"> • Selection and application of advance skills in passing around the back, at speed using outlet passing and fast break. • Combined with cross over dribbling, pivoting and give and go within their selection and application of skills. • Strategic and tactical decisions based on movement of the ball into space. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. Use information gained from analysis of performance to influence and improve them. • Peer coaching, ‘what makes good’ questioning/demos & targeted questioning). <p>Gymnastics / Trampolining</p> <ul style="list-style-type: none"> • Transference of basic shapes, twists and turns from Year 7 gymnastics combined with introductory jumping, landing and control skills in trampolining. • Introduce safety and equipment of trampolining.
-------------------------	---




	<ul style="list-style-type: none"> • Explore sequences and routines with a focus on timing and control. • Skills that include the basic ones outlined in isolation and combined with swivel hips, front drop, back drop. • Creation of a 3, 5 and 10 bounce routine. • Explore methods of flight and using apparatus to extend skills and practice movement onto and off apparatus <p>Handball</p> <ul style="list-style-type: none"> • Develop passing skills to attempt to outwit opponents and keep possession. • Running with the ball, and shooting and defending will be developed through small sided games and conditional situations. • Select and apply basic tactics for defending and attacking. • Outwitting and opponent will be developed through small sided games and conditional situations. <p>Fitness</p> <ul style="list-style-type: none"> • Perform and develop knowledge of fitness activities and develop an understanding of correct techniques. • Focus on pacing and rhythm. • Understanding that different activities demand different components of fitness and identifying their importance. • Should be able to describe the elements of an effective technique in a circuit and continuous training.
Skills	<p>Selecting, acquire, develop, refine, create, identify, evaluate, analyse.</p> <p>They consistently show precision, control, fluency. They show that they can use their knowledge of tactics and strategies to produce effective outcomes. They modify and refine skills and techniques to improve their performance and adapt their actions.</p> <p>Official- Will have the knowledge of the basic rules and methods of scoring and are able to implement them in a variety of activities. Leader- Will be able to lead a warm-up activity appropriate to the activity.</p> <p>Acquire, develop, refine, create, identify, evaluate, analyse.</p>
Assessment	<p>Assessment 1 (Week 1/2) – Practical Assessment. GCSE Theory Assessment 1 (Literacy Focus Spelling). GCSE Theory Assessment 2 (Literacy Focus Connectives).</p> <p>Practical Assessment 2 (Week 5/6) – Practical Assessment. GCSE Theory Assessment 3 (Literacy Focus Punctuation).</p> <p>End of term moderation exam in Football, Rugby, Netball and/or Badminton.</p> <p>Practical performance attainment in line with New GCSE Criteria. Grade 3-Demonstrates skills, techniques and decision making, with some precision, control and fluency, during a conditioned/ competitive situation. Demonstrates some effective tactical awareness. Above, Expected or Below expected assessment awarded after each activity based on GCSE practical assessment criteria/ national expected progress from start point. Data recorded in SIMS tracker mark sheets. Assessment of Home Learning on Doodle - Health Benefits & Influences on Participation. Assessment through knowledge of results during Competition weeks.</p>
Reward & enrichment	<p>Extensive Autumn Extra curricular programme Football (Boys & Girls all years), Basketball (KS3 & 4 Girls & Boys), Rugby (Yr 7, 8/9, 10/11), Badminton (KS3 team & KS4 team), Netball (Yr 7, 8 & 8), Tennis (all years boys & girls), Table Tennis (Boys all years), Kick Boxing (all years boys & girls).</p> <p>Interschool Competition and fixtures: Boys & Girls Football League (all years), Manchester and National Cup competition (all years). Girls Netball League Competition (Yrs 7-9). Badminton Boys & Girls Competition (KS3 & 4). Manchester Developing and Greater M/cr Emerging Schools Rugby Competitons (yrs 7, 8/9 & 10/11). High Achievers Track Cycling Coaching and Time trial competition (Year 7) . Reward invitational trips and opportunities for outstanding conduct, excellent effort and IA completion (all years).</p> <p>Star of the lesson stickets, postcards, subject commendations, phone calls.calls.</p>
Character	<p>QofS – Resiliency & Practice CV – Equality & Equity</p> <p>To strive to achieve target grade or to complete tasks despite setback or failure on the way. To overcome losing or being outwitted. Practice technique and skills with full engagement and creativity</p> 
Spring 2	
Knowledge	<p>Students will select, develop and refine skills, techniques and rules and strategies to outwit opponents in a range of activities. Some activities may vary due according to gender. All ability bands (However depending on their ability they may follow Year 8 or 9 or KS2 curriculum)</p>




	<p>Hockey</p> <ul style="list-style-type: none"> Advanced skills necessary to outwit opponents. Including reverse stick Passing and receiving, variation of shooting, tackling and beating an opponent in one motion. The principles of attacking / counter attacking becomes the base from which the students begin to select and applying their skills and in game tactics .developed through team. Introduction of penalty corners, penalty flicks and positional play. <p>Basketball</p> <ul style="list-style-type: none"> Selection and application of advance skills in passing around the back, at speed using outlet passing and fast break. Combined with cross over dribbling, pivoting and give and go within their selection and application of skills. Strategic and tactical decisions based on movement of the ball into space. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. Use information gained from analysis of performance to influence and improve them. Peer coaching, 'what makes good' questioning/demos & targeted questioning). <p>Gymnastics / Trampolineing</p> <ul style="list-style-type: none"> Transference of basic shapes, twists and turns from Year 7 gymnastics combined with introductory jumping, landing and control skills in trampolining. Introduce safety and equipment of trampolining. Explore sequences and routines with a focus on timing and control. Skills that include the basic ones outlined in isolation and combined with swivel hips, front drop, back drop. Creation of a 3, 5 and 10 bounce routine. Explore methods of flight and using apparatus to extend skills and practice movement onto and off apparatus <p>Handball</p> <ul style="list-style-type: none"> Develop passing skills to attempt to outwit opponents and keep possession. Running with the ball, and shooting and defending will be developed through small sided games and conditional situations. Select and apply basic tactics for defending and attacking. Outwitting and opponent will be developed through small sided games and conditional situations. <p>Fitness</p> <ul style="list-style-type: none"> Perform and develop knowledge of fitness activities and develop an understanding of correct techniques. Focus on pacing and rhythm. Understanding that different activities demand different components of fitness and identifying their importance. Should be able to describe the elements of an effective technique in a circuit and continuous training.
<p>Skills</p>	<p>Selecting, acquire, develop, refine, create, identify, evaluate, analyse.</p> <p>They consistently show precision, control, fluency. They show that they can use their knowledge of tactics and strategies to produce effective outcomes. They modify and refine skills and techniques to improve their performance and adapt their actions.</p> <p>Official- Will have the knowledge of the basic rules and methods of scoring and are able to implement them in a variety of activities. Leader- Will be able to lead a warm-up activity appropriate to the activity.</p> <p>Acquire, develop, refine, create, identify, evaluate, analyse.</p>
<p>Assessment</p>	<p>Assessment 1 (Week 1/2) – Practical Assessment. GCSE Theory Assessment 1 (Literacy Focus Spelling). GCSE Theory Assessment 2 (Literacy Focus Connectives).</p> <p>Practical Assessment 2 (Week 5/6) – Practical Assessment. GCSE Theory Assessment 3 (Literacy Focus Punctuation).</p> <p>End of term moderation exam in Football, Rugby, Netball and/or Badminton.</p> <p>Practical performance attainment in line with New GCSE Criteria. Grade 3-Demonstrates skills, techniques and decision making, with some precision, control and fluency, during a conditioned/ competitive situation. Demonstrates some effective tactical awareness. Above, Expected or Below expected assessment awarded after each activity based on GCSE practical assessment criteria/ national expected progress from start point. Data recorded in SIMS tracker mark sheets. Assessment of Home Learning on Doodle - Health Benefits & Influences on Participation. Assessment through knowledge of results during Competition weeks.</p>
<p>Reward & enrichment</p>	<p>Extensive Autumn Extra curricular programme Football (Boys & Girls all years), Basketball (KS3 & 4 Girls & Boys), Rugby (Yr 7, 8/9, 10/11), Badminton (KS3 team & KS4 team), Netball (Yr 7, 8 & 8), Tennis (all years boys & girls), Table Tennis (Boys all years), Kick Boxing (all years boys & girls).</p> <p>Interschool Competition and fixtures: Boys & Girls Football League (all years), Manchester and National Cup competition (all years). Girls Netball League Competition (Yrs 7-9). Badminton Boys & Girls Competition (KS3 & 4). Manchester Developing and Greater M/cr Emerging Schools Rugby Competitons (yrs 7, 8/9 & 10/11).</p>



	<p>High Achievers Track Cycling Coaching and Time trial competition (Year 7) . Reward invitational trips and opportunities for outstanding conduct, excellent effort and IA completion (all years).</p> <p>Star of the lesson stickets, postcards, subject commendations, phone calls.calls.</p>
Character	<p>QoFS – Optimism & Empathy CV – Openness & Honesty</p> <p>Independent task selection or reshaping & adapting tasks within groups (use of S.T.E.P. process where you vary Size/ Task/ Equipment or People roles or numbers).</p> 
Summer 1	
Knowledge	<p>Students will select, develop and refine skills, techniques and rules and strategies to outwit opponents in a range of activities. Some activities may vary due according to gender. All ability bands (However depending on their ability they may follow Year 8 or 9 or KS2 curriculum)</p> <p>Athletics</p> <ul style="list-style-type: none"> • Power/Speed/execution become the Individual focus on events through selection and assessment – • Develop athletic skills and accurately replicate techniques to achieve personal success in specific events. • Further develop the skills of sprinting, sustained running, jumping and throwing concentrating on accurate technique to ensure sprinting style is using energy correctly, throwing arm is at high release and take off foot is used in the next phase of the jump. • Should understand that different events demand different skill types and be able to adapt their skills to the needs of the event. • Describe the elements of an effective running, jumping & throwing style. will develop the skills necessary to compete and achieve in a number of athletic events. • Gain knowledge of the nature of athletic activities and make effective evaluations of strength and weaknesses in their own and others performances. • Success criteria conveyed through modeling & video recordings. <p>Striking and fielding</p> <ul style="list-style-type: none"> • Focus on more advance batting, bowling and fielding skills to be able to influence games, teams and individuals. • Use of video analysis and the GCSE specification to identify what will be expected in Year 9. • Specific focus on using effective skills to outwit and think with tactics to score / get them out. • Learn to use basic principles of play when selecting and applying tactics to produce a successful. • Batting technique and shot selection, bowling and fielding will be developed through games and conditional situations. • Develop observation skills on peer performances, skills and techniques. • To extend knowledge of laws and umpire signals. • Encouraged to evaluate matches and how they outwit opponents and reasons for this. • To develop mental capacity when scoring and calculating run rates and remaining runs.
Skills	<p>Selecting, acquire, develop, refine, create, identify, evaluate, analyse.</p> <p>They analyse and comment on techniques Official- will have the knowledge of the basic rules and methods of scoring and are able to implement them in a small-sided game. Leader- Will be able to lead a warm-up activity Official- Will have the knowledge of the basic rules and methods of scoring and are able to implement them in a variety of activities. Leader- Will be able to lead a warm-up activity for athletics and strike & field events Acquire, develop, refine, create, identify, evaluate, analyse.</p>
Assessment	<p>Assessment 1 (Week 1/2) – Practical Assessment. GCSE Theory Assessment 1 (Literacy Focus Spelling). GCSE Theory Assessment 2 (Literacy Focus Connectives).</p> <p>Practical Assessment 2 (Week 5/6) – Practical Assessment GCSE Theory Assessment 3 (Literacy Focus Punctuation).</p> <p>End of term moderation exam in Football, Rugby, Netball and/or Badminton.</p> <p>Practical performance attainment in line with New GCSE Criteria. Grade 3-Demonstrates skills, techniques and decision making, with some precision, control and fluency, during a conditioned/ competitive situation. Demonstrates some effective tactical awareness. Above, Expected or Below expected assessment awarded after each activity based on GCSE practical assessment criteria/ national expected progress from start point. Data recorded in SIMS tracker mark sheets. Feedback loop in Progress Weeks on how to reach the next level. Home Learning marking of training principles and analysis of performance. Assessment through knowledge of results during Competition weeks.</p>
Reward & enrichment	<p>Extensive Summer Extra curricular programme Cricket (all years)</p>



	<p>Tennis (all years boys & girls) . Table Tennis (Boys all years). Kick Boxing (all years boys & girls). Rounders (Girls all years).</p> <p>Interschool Competition and fixtures: Girls Citywide Rounders League. Boys Manchester Cricket Cup and Lancashire Cricket Cup Competition (Yrs 7-10). Boys & Girls Athletics (Y7, Yr 8/9, Yr10/11). High Achievers BMX Coaching (Year 7). Developing Schools Rugby 7's Competition. (Yrs 7, 8/9, 10/11). Tennis Development Fixtures (all years). Reward invitational trips and opportunities for outstanding conduct, excellent effort and IA completion.</p> <p>Star of the lesson stickets, postcards, subject commendations, phone calls.</p>
Character	<p>QofS – Reflection CV – Caring for Others & Self-Help</p> <p>Reflect on their Doodle performance tracker, their task, exam performance and re-assess their areas of imprvement</p> 
<h2>Summer 2</h2>	
Knowledge	<p>Students will select, develop and refine skills, techniques and rules and strategies to outwit opponents in a range of activities. Some activities may vary due according to gender. All ability bands (However depending on their ability they may follow Year 8 or 9 or KS2 curriculum)</p> <p>Athletics</p> <ul style="list-style-type: none"> • Power/Speed/execution become the Individual focus on events through selection and assessment – • Develop athletic skills and accurately replicate techniques to achieve personal success in specific events. • Further develop the skills of sprinting, sustained running, jumping and throwing concentrating on accurate technique to ensure sprinting style is using energy correctly, throwing arm is at high release and take off foot is used in the next phase of the jump. • Should understand that different events demand different skill types and be able to adapt their skills to the needs of the event. • Describe the elements of an effective running, jumping & throwing style. will develop the skills necessary to compete and achieve in a number of athletic events. • Gain knowledge of the nature of athletic activities and make effective evaluations of strength and weaknesses in their own and others performances. • Success criteria conveyed through modeling & video recordings. <p>Striking and fielding</p> <ul style="list-style-type: none"> • Focus on more advance batting, bowling and fielding skills to be able to influence games, teams and individuals. • Use of video analysis and the GCSE specification to identify what will be expected in Year 9. • Specific focus on using effective skills to outwit and think with tactics to score / get them out. • Learn to use basic principles of play when selecting and applying tactics to produce a successful. • Batting technique and shot selection, bowling and fielding will be developed through games and conditional situations. • Develop observation skills on peer performances, skills and techniques. • To extend knowledge of laws and umpire signals. • Encouraged to evaluate matches and how they outwit opponents and reasons for this. • To develop mental capacity when scoring and calculating run rates and remaining runs.
Skills	<p>Selecting, acquire, develop, refine, create, identify, evaluate, analyse.</p> <p>They analyse and comment on techniques</p> <p>Official- will have the knowledge of the basic rules and methods of scoring and are able to implement them in a small-sided game.</p> <p>Leader- Will be able to lead a warm-up activity</p> <p>Official- Will have the knowledge of the basic rules and methods of scoring and are able to implement them in a variety of activities.</p> <p>Leader- Will be able to lead a warm-up activity for athletics and strike & field events</p> <p>Acquire, develop, refine, create, identify, evaluate, analyse.</p>
Assessment	<p>Assessment 1 (Week 1/2) – Practical Assessment. GCSE Theory Assessment 1 (Literacy Focus Spelling). GCSE Theory Assessment 2 (Literacy Focus Connectives).</p> <p>Practical Assessment 2 (Week 5/6) – Practical Assessment GCSE Theory Assessment 3 (Literacy Focus Punctuation).</p> <p>End of term moderation exam in Football, Rugby, Netball and/or Badminton.</p> <p>Practical performance attainment in line with New GCSE Criteria.</p>



	<p>Grade 3-Demonstrates skills, techniques and decision making, with some precision, control and fluency, during a conditioned/ competitive situation.</p> <p>Demonstrates some effective tactical awareness.</p> <p>Above, Expected or Below expected assessment awarded after each activity based on GCSE practical assessment criteria/ national expected progress from start point. Data recorded in SIMS tracker mark sheets.</p> <p>Feedback loop in Progress Weeks on how to reach the next level.</p> <p>Home Learning marking of training principles and analysis of performance.</p> <p>Assessment through knowledge of results during Competition weeks.</p>
Reward & enrichment	<p>Extensive Summer Extra curricular programme</p> <p>Cricket (all years)</p> <p>Tennis (all years boys & girls) .</p> <p>Table Tennis (Boys all years).</p> <p>Kick Boxing (all years boys & girls).</p> <p>Rounders (Girls all years).</p> <p>Interschool Competition and fixtures:</p> <p>Girls Citywide Rounders League.</p> <p>Boys Manchester Cricket Cup and Lancashire Cricket Cup Competition (Yrs 7-10).</p> <p>Boys & Girls Athletics (Y7, Yr 8/9, Yr10/11).</p> <p>High Achievers BMX Coaching (Year 7).</p> <p>Developing Schools Rugby 7's Competition. (Yrs 7, 8/9, 10/11).</p> <p>Tennis Development Fixtures (all years).</p> <p>Reward invitational trips and opportunities for outstanding conduct, excellent effort and IA completion.</p> <p>Star of the lesson stickets, postcards, subject commendations, phone calls.</p>
Character	<p>QofS – Responsibility</p> <p>CV – Democracy</p> <p>Take responsibility as an independent learner and a role within a team.</p>

