



Trinity Lewisham school

Secondary PE Handbook



Learning – Loving - Living



Our Physical Education Curriculum

'The Three Is':

"A revised, well-planned and ambitious curriculum is now in place from the early years to Year 11." Ofsted Oct 2021



Intent

To deliver a rigorous and challenging curriculum based on mastery of core skills, that will enable our pupils to "Live life in all its fullness".

Inspire and Empower all students to be able to produce and engage with art and visual culture.

Implementation

Through exposing children to a progressive range of subject specific vocabulary.

Through exposing pupils to a diverse range of experiences and inspiration.

Through engaging pupils in a range of skill based activities with a variety of materials and mediums.

To give children the opportunities to experience the subject outside the classroom.

Impact

For our pupils to

Increase cultural capital

Improve knowledge of subject specific vocabulary

Foster a love of the creative process

Be inspired

Develop a project based on a brief

Contents:

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Creative Vision

Intent

The Trinity PE curriculum is designed to deliver a rigorous and challenging programme rooted in the mastery of core physical and personal skills.

It empowers pupils to 'Live life in all its fullness' by promoting physical literacy, resilience, and a lifelong commitment to health and well-being.

Implementation

Develop pupils' use of PE-specific vocabulary to enhance understanding and communication.

Inspire through exposure to diverse sports, athletes, and physical disciplines.

Build core skills through varied activities and use of different equipment.

Enrich learning with opportunities for physical activity beyond the classroom.

Impact

Build cultural capital through exposure to a diverse range of sports, athletes, and physical traditions.

Develop a strong understanding and use of PE-specific vocabulary.

Achieve mastery in a wide range of physical skills and disciplines.

Foster a lifelong enjoyment of physical activity and the learning process.

Be inspired to pursue personal excellence and healthy lifestyles.

PE Team:

Head of PE: Hannah Paige



PE Teacher and Head of Year 10: Ebenezer Adebawo



PE Teacher: Marcin Sedlak



PE Teacher: Emily Scott

The Trinity Curriculum

Driver subject facts – Our curriculum

We have created a knowledge-engaged curriculum that ensures children are given the opportunity to procedurally engage with the declarative knowledge they have accumulated.

Our curriculum is a progress model in which powerful knowledge is built upon over time.

Our intent has been strategically mapped through strong curriculum collaboration between and in phases to ensure that high expectations are at the heart of the curriculum and that the content of the National Curriculum is delivered.

Our subject intent clearly outlines **specific vocabulary** to be explicitly taught and acquired at set milestones to ensure that there is equitable access to the curriculum for all. This vocabulary equips children to confidently talk about, write & read about material & resources to demonstrate high levels of understanding. **Direct Vocabulary Instruction** is an integral part of schemes of learning.

Our curriculum is character enhancing through the careful mapping of our intent for SMSC (Spiritual, Moral and Cultural Development); FBV (Fundamental British Values); and character enhancing experiences.

The impact of our Curriculum and Trinity Charter is that we build upon each pupil's unique cultural and social capital whilst offering life enhancing experiences to further develop this. We recognize the need to augment the curriculum with specific knowledge and vocabulary pertaining to our locality and demographic. The local context for our cohorts of pupils is important.

Our curriculum is also designed to ensure we are creating Trinitarians who will develop an understanding of the importance of being citizens who are socially aware and seek to lessen inequality & injustice through their contribution to society. This is built into the curriculum through topics that have been strategically covered within the intent planning.

The implementation of our curriculum, through the Trinity Standard, is influenced by research within education and cognitive science, including: Cognitive Load Theory; Rosenshine's Principles of Instruction; and the gradual release model to ensure that all lessons are planned to enable transference of learning to long term memory.

In the Primary Phase, our wider curriculum is taught through themes with clearly defined driver subjects. Each topic is assigned a driver subject of either History, Geography or Design Technology, which is taught in half term blocks.

In the Primary Phase, Science, Computing, RE, Art, PE, music and Spanish are taught stand alone, with links to wider learning made where applicable. They follow a thematic approach across the phase and have their own progress model.

In the Secondary Phase Yr. 9 is a transition year to KS4 which ensures that, as a small school, we can offer a broad range of option subjects and that the depth of knowledge necessary for a higher grade in Yr. 11 can be achieved by more pupils due to the rigorous subject grounding at Years 7 and 8.

Key vocabulary

- 1 'Life in all its full- This scripture is at the heart of what we seek to achieve for our pupils through our curriculum in-
- 2 Trinity Standard A model of seven key principles through which we implement our knowledge engaged curriculum.
- 3 Declarative Knowledge Facts or information that are stored in the long-term memory. These have been clearly mapped in line with the National Curriculum.
- 4 Procedural Knowledge When stored knowledge can be used to explain how or why. In all subjects application of procedural knowledge forms a key part of the implementation of our curriculum through the Trinity Standard. It is key to ensuring our curriculum provides **challenge** and **depth**.
- 5 Knowledge Organiser A set of key facts, information and vocabulary that pupils need to know and be able to recall in order to master a unit or topic set out on 1 A4 page. These are used to plan, assess and for pupils to learn from.
- 6 Knowledge Engaged Curriculum A curriculum in which there is balance between acquiring (declarative) knowledge and (procedurally) engaging with this knowledge. A thematic approach can be used to put this knowledge into context.
- 7 Gradual Release Model A teaching model that uses instructional scaffolding and moves from teacher led to gradually allowing pupils to assume all of the responsibility. I-WE-YOU, I will model for you, we will co-construct, you
- 8 Progress Model The curriculum is carefully mapped to outline specific knowledge, vocabulary and character developing experiences at age related milestones to ensure that knowledge acquisition is cumulative and success at each point indicates progress in of itself.
- 9 Cognitive Load The- When knowledge is able to securely move from the working memory to the long term memory. *See*
- 10 Rosenshine's Principles of Instruction Principles of instruction and suggested classroom practice that are based on the way the brain acquires new information from the research of Barak Rosenshine.
- 11 Character Curriculum A unique curriculum that has been designed to develop a child's character and help them flourish
- 12 Trinity Charter This charter is an entitlement of character developing experiences, based around our nine distinctive



Staffing

Creative Department Staffing

- **Subject lead:**

⇒ Hannah Paige

- **PE Teachers:**

⇒ Marcin Sedlak

⇒ Ebenezer Adebawo (HOY)

⇒ Emily Scott

PE Curriculum

PE Curriculum Vision

Develop mastery through a challenging and inclusive PE curriculum that builds cultural capital and fosters physical confidence.

All students will be empowered to engage with physical activity in a meaningful and personal way, responding to challenges and experiences with critical thinking, teamwork, and resilience.

Through structured progression, students will build and refine technical and tactical skills, enabling them to excel in a range of sports and physical disciplines. Students will develop an understanding of physical education by exploring key concepts, analysing performance, and engaging with both traditional and contemporary sporting practices. They will also consider social and cultural issues in sport, allowing them to connect with the world around them through physical activity.

At KS4, students will refine high-level physical and analytical skills, developing personal responses in performance, leadership, and strategy.

At all levels, the curriculum supports the development of critical thinking and decision-making through physical activity, enriched by a diverse range of sporting contexts and real-world issues.

Content of our PE curriculum KS3	<p>Our KS3 PE curriculum is designed to develop physical mastery through a broad and challenging programme that builds cultural capital and promotes lifelong engagement with sport and physical activity.</p> <p>Students will participate in a range of sports including football, rugby, netball, gymnastics, athletics, table tennis, and basketball. Through these activities, they will develop sport-specific skills, tactical awareness, and physical literacy, while learning to apply these in both individual and team contexts.</p> <p>The curriculum encourages students to respond to competitive and cooperative situations with confidence, creativity, and resilience. They will engage in critical thinking about performance, reflect on feedback, and make informed decisions to improve.</p> <p>Throughout KS3, students will build and refine core physical and technical skills, learn to analyse their own and others' performance, and begin to understand wider sporting issues such as teamwork, leadership, respect, and inclusivity. This foundation enables them to develop personal ownership of their progress and prepares them for further study or lifelong participation in physical activity.</p>
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Curriculum

PE Curriculum

Content of our GCSE PE Curriculum	<p>The KS4 GCSE PE curriculum ensures that pupils are given the opportunity to explore and develop a broad range of theoretical and practical skills essential to understanding and excelling in physical education. Students will build their knowledge of key topics such as anatomy and physiology, movement analysis, physical training, and the impact of socio-cultural influences on sport. Alongside this, they will engage in a variety of practical sports including football, rugby, netball, athletics, table tennis, and basketball, with a focus on performance, skill application, and analysis.</p> <p>Throughout the course, pupils will explore the sports industry and related career pathways, including roles in coaching, officiating, and sports science. The development of critical thinking, decision-making, and leadership is central to the course, helping pupils to build confidence and independence in both competitive and collaborative environments.</p> <p>The exam content is embedded progressively across the course using a gradual release model, blending practical experience with theory to ensure pupils are confident in both areas. From Year 9 onwards, pupils will learn content for their written exams for the end of year 11. The Non-Exam Assessment (NEA) will be a big focus at the end of year 10 where they will analyse and evaluate their own performance in a chosen sport. The GCSE PE course provides a strong foundation for further study in sport, health, and fitness-related fields, while also supporting the development of transferable skills for life-long participation in physical activity.</p>
Content of our Sport Studies Curriculum	<p>The R185: Leadership in Sport unit explores the essential skills and qualities required for effective leadership in a sports context. Students will learn about different leadership styles, such as autocratic, democratic, and laissez-faire, and examine the roles and responsibilities of leaders in various sporting environments. They will focus on key leadership skills such as decision-making, conflict resolution, communication, and teamwork. The unit includes practical elements, where students will plan, deliver, and evaluate sports sessions, reflecting on their leadership experience and receiving peer feedback to enhance their development as sports leaders.</p> <p>The R187: Outdoor Adventurous Activities unit introduces students to a variety of outdoor activities, such as rock climbing, orienteering, and canoeing, emphasizing the importance of safety and risk management. Students will learn how to plan and prepare for outdoor adventures, including the necessary equipment, environmental considerations, and safety protocols. Practical skills are developed through active participation, where students also focus on teamwork, resilience, and leadership in outdoor settings. The unit also covers first aid, emergency response, and navigation skills, helping students to evaluate their personal performance and gain a deeper understanding of outdoor activity's benefits for physical and mental well-being.</p> <p>In R184: Contemporary Issues in Sport, students explore a range of current topics affecting the sports world, including commercialization, gender equality, and the impact of technology. They will examine how sport intersects with societal and political issues such as racism, mental health, and the role of global events in shaping cultural and economic landscapes. The unit also addresses the ethical dilemmas in sport, such as doping, and explores future trends, sustainability, and environmental concerns. Through researching case studies and engaging in debates, students will develop critical thinking and the ability to present informed opinions on the challenges and opportunities facing modern sport.</p>



Curriculum

PE Curriculum

Sequence of our curriculum	<p>The PE curriculum is designed to provide students with a comprehensive understanding of both theoretical and practical aspects of physical education, promoting physical literacy, teamwork, and personal well-being. Starting with fundamental skills in key sports such as football, rugby, gymnastics, athletics, table tennis, and basketball, students develop physical competence and tactical understanding.</p> <p>As they progress, they engage with more complex concepts in sport science, including anatomy, physiology, and the principles of training, while refining their practical skills through performance and analysis. The curriculum also incorporates leadership opportunities, where students plan, deliver, and reflect on sporting sessions, enhancing their communication, decision-making, and organizational abilities.</p> <p>Alongside physical development, the curriculum explores contemporary issues in sport, such as gender equality, mental health, and the impact of technology, encouraging students to critically engage with the social and cultural dimensions of sport. This holistic approach equips students with the skills, knowledge, and confidence to excel in physical activity and sport, while promoting lifelong participation and healthy living.</p>
Consistency in delivery	<p>Delivery in the PE department is highly consistent, as we work collaboratively to design and implement the curriculum. The skills we teach are rooted in the sports and techniques we have personally mastered, enabling us to provide expert guidance to our students. Consistency in delivery is crucial to ensuring that all students achieve similar outcomes and progress, and regular moderation within the department allows the head of PE to assess this alignment. Additionally, learning walks, supported by the Step Lab program, are conducted weekly to monitor and reinforce consistency across the department, with all observations logged online for continued development.</p>
Implementation of our Curriculum	<p>The structure of our PE schemes and lessons is underpinned by key concepts and modelling, inspired by Rosenshine's principles. Our teaching consistently follows the gradual release model, helping students build mastery through structured, progressive learning. As a practical subject, it's essential that our curriculum delivers mastery of core physical skills and techniques, as this foundation supports all further learning and development in the subject.</p> <p>Feedback is essential for student development, with teachers providing ongoing formative feedback during lessons and through 1:1 coaching. Peer and self-evaluation are also integral to the learning process, allowing students to reflect on their performance and improve. In addition, quizzes and knowledge organizers are used to reinforce technical vocabulary and concepts at all key stages, ensuring students can recall and apply their learning both in practice and theory.</p>
CPD within the team	<p>We have attended and are keen to attend more CPDs from the exam boards, as further understanding their requirements allowed us to develop our practice. Practical CPDs are run within the department in various sports to deepen our knowledge. External school visits are also encouraged to gain insight into other schools.</p>
Assessment practices and feedback	<p>Feedback is essential for skill development in PE. At KS3, students receive feedback through 1:1 verbal discussions during lessons. Peer and self-evaluations are encouraged to help students reflect on their performance, using key sports terminology to enhance their skills. 1:1 verbal feedback is prioritized to provide targeted support.</p> <p>Teachers also review seating plan data to understand students' individual needs, ensuring feedback is personalized and effective for continuous improvement.</p>



Curriculum

PE Curriculum

Homework	<p>At KS3 the homework is research, planning based or poster making based on a specific sport. Linking to rules and regulations, positions, facts about the sport and specific techniques used in the sport.</p> <p>At KS4, homework supports the progression and prior learning for lessons;</p> <ul style="list-style-type: none">• Seneca• Exam Questions• Work Booklets
Pupil voice	<p>We regularly gather feedback from students to shape and improve our PE curriculum. Student input is also valuable in supporting the review of workbooks and ensuring consistency across the department.</p>
Impact of our curriculum	<p>The impact of our PE curriculum will be assessed through ongoing data analysis. Currently, we evaluate progress by regularly marking students' work to ensure they are making the expected strides in their learning.</p> <p>We aim to encourage more students to choose PE at KS4 and KS5 and will continue to monitor this trend moving forward. Additionally, we gather data through pupil voice to gauge engagement and enjoyment, including participation in independent tasks such as attending extra sessions, joining lunchtime activities, and completing extension tasks.</p>
Personal Development	<p>PE at Trinity plays a key role in supporting personal development by fostering physical, emotional, and social growth. Through a wide range of sports and activities, students develop essential life skills such as teamwork, communication, leadership, and resilience. Participation in team sports helps students build collaboration and problem-solving abilities, while individual sports encourage self-discipline, goal-setting, and the ability to overcome challenges independently.</p> <p>The curriculum also emphasizes the importance of personal well-being, helping students develop a strong sense of confidence and self-esteem through physical achievement. PE encourages a growth mindset by allowing students to learn from mistakes, push their limits, and reflect on their progress.</p> <p>Furthermore, the variety of sports, activities and extra-curricular clubs offered at Trinity helps students discover new interests, foster a lifelong passion for fitness, and promote a healthy lifestyle, all of which are essential for their personal development both inside and outside of school. We ensure we have affiliated with all local and regional sporting competitions to further pupils development.</p>
Behaviour and Attitudes to Learning expectations	<p>By delivering a challenging and engaging PE curriculum, we are transforming students' learning expectations and attitudes towards physical education. We focus on establishing routines with clear pacing and timing to promote excellent behaviour both in lessons and during practical sessions.</p> <p>The curriculum is carefully sequenced and scaffolded to maintain student engagement and celebrate their successes. Achievements are recognized through rewards such as showcasing work on the schools social media, in the school newsletter, and in the PE department corridor, alongside the school's reward systems. These opportunities allow students to feel proud of their progress and accomplishments in PE.</p>



Rosenshine's Principles

PE Curriculum

<p>Reviewing Material</p>	<ol style="list-style-type: none"> 1) In PE, we only have a double lesson per week to deliver our curriculum and we change the activity/sport every half-term. <ul style="list-style-type: none"> • Previous lesson re-cap will happen in the first 5-10min of the lesson but constantly retrieval questioning and practical examples will occur throughout the lesson. • The initial questioning will be directed to the lower ability students to retrieve their knowledge whilst the more difficult question related to the topic will be open to any students, the HA students usually answer those questions and they are also required to do a practical demonstration and relate to a professional sporting example that he/she might remember from watching an live event or even on TV. • Students are encouraged to attend different matches or watch a game on TV or YouTube to enrich their knowledge. 2) Homework for PE GCSE and Core PE lessons <ul style="list-style-type: none"> • Students receives specific homework which test their knowledge on previous lessons. • Students are required to use their knowledge organisers at home and are tested on lessons. • Students who are unable to participate in a practical lesson are also required to attend lessons and take part in different ways such as refereeing, coaching or score keeper. 3) Wherever possible, staff make links to previous learning when presenting, discussing or questioning content.
<p>Questioning</p>	<ol style="list-style-type: none"> 1) Questions should be spread across as many students as possible. 2) We use targeted questions according to student's knowledge and experience during practical lessons. Basic questions regarding techniques and skills for those students who are learning the game for the first time or more advanced questions including tactical knowledge when dealing with more able students on a particular sport or activity. 3) Teachers ask more able students to demonstrate different skills or techniques when required, being a role model for others. 4) Cold calling—after the question has been asked. 5) Many open questions including different scenarios of game situation 6) Where appropriate, students will be asked higher order questions to stretch their thinking.
<p><u>Sequencing Concepts and Modelling</u></p>	<ol style="list-style-type: none"> 1) We present new material by breaking down the skills in several parts, practical demonstration is also included and peer coaching plus assessment is used. 2) They often works in small groups where they can analyse each other practice, apply the coaching points to different situation and be an opponent to make the student work hard close to a game situation. 3) Scaffolding questions are applied at the end of practice and also during game situation, the longer the students play, teachers can ask more in depth questions to test their knowledge and understanding of when and how to apply different skills and techniques.



Rosenshine's Principles of Instruction

PE Curriculum

- 1) New content is always taught explicitly with a visual live example (teacher or student demonstration), if not possible, a video or picture will be used for the students to have a real picture of what the teacher is referring to.
- 2) Student success rates should be consistently high.
- 3) Practice may look nothing like performance: decontextualized, restrictive drills are optimum for novices.
- 4) If students have failed, the instruction is not appropriate or enough and needs adjusting. Beginners will be instructed to have a more expert student as partner or a coach to assist on their learning.

Broad convergence across 3 theoretical frameworks:

	Direct Instruction/ explicit instruction	Cognitive Load Theory	Rosenshine's Principles of Instruction
1 NOVICE LEARNERS	I Teacher demonstrates via an explicit instruction approach, including practical demonstration, if not possible, a picture or video will be used.	Worked example Reduces cognitive load for novices who lack sufficiently developed background knowledge They will practice for longer the basic skills of a sport with a peer of similar level. Exemplifies success criteria or goal	Provide Models Clarify and exemplify specific steps, breaking down the skill in three to 5 steps. Alternatively, simple demonstration and ask students to break down the skill/technique to teach a primary school students.
2 DEVELOPING IN EXPERTISE	We Teacher or an expert user demonstrates and asks student to repeat/copy their action	Completion Problem Questions of when and how to apply the skills/technique in a game situation. Students will be asked to demonstrate in a game situation of low intensity to gain confidence.	New Material in Small Steps/Provide Models Breaking the new practical element into small steps will provide a better understand and performance.
3 EXPERT LEARNERS	You Students will be given a scenario where they will need to act upon.	Problem Expert students will be challenged to demonstrate or give solutions to game situation issues.	Independent Practice They are asked to challenge themselves in a competitive environment. They are often part of an external club which will provide a greater challenge and a more appropriate pathway for success.

Stages of Practice



Curriculum

PE Curriculum

Developing the vision for the PE department

This is a working document to help plan for and manage the developments in the PE Department.

Vision:- Develop mastery through a challenging and inclusive PE curriculum that builds cultural capital and fosters physical confidence. All students will be empowered to engage with physical activity in a meaningful and personal way, responding to challenges and experiences with critical thinking, teamwork, and resilience.

Our Physical Education programme is designed to foster confident, resilient individuals who thrive both within and beyond the sporting arena. Through purposeful movement and diverse physical challenges, students develop essential life skills—such as decision-making, perseverance, and integrity—that shape character and prepare them for the complexities of adulthood. We aim to ignite a lifelong passion for sport and active living, empowering every student to embrace physical activity as a cornerstone of personal wellbeing, social connection, and self-discovery.

The three main priorities of the PE department moving forward are:

Priority 1:- Oracy

Within the PE department we can make significant strides in improving student outcomes by embedding oracy into our curriculum, particularly through a focus on **metacognition** and the explicit use of **key vocabulary**. When students are encouraged to verbalise their thinking—such as explaining tactics, evaluating performance, or reflecting on their choices—they begin to develop a stronger awareness of their own learning processes. This metacognitive approach enables learners to plan, monitor, and assess their understanding and performance, which is essential not only for progress in PE but across the wider curriculum. For example, using sentence stems like “I chose this strategy because...” or “Next time I will...” helps students articulate their decision-making and take ownership of their development. Embedding **subject-specific vocabulary**—terms like “agility,” “aerobic endurance,” “coordination,” and “spatial awareness”—into discussions reinforces conceptual understanding and encourages students to engage with PE at a deeper, more academic level. Structured opportunities such as group planning sessions, peer coaching, guided reflection, and even student-led warm-ups create rich contexts for oracy. These practices not only improve communication and confidence but also foster a more inclusive and reflective learning environment where all students—regardless of physical ability—can succeed through thoughtful participation. Ultimately, a focus on oracy, metacognition, and vocabulary elevates PE from a purely physical pursuit to a holistic learning experience that cultivates critical thinking, self-awareness, and effective communication—skills that are essential both within and beyond the sports field.

Priority 2:- 100% Engagement

The PE department can improve significantly by prioritising 100% engagement, ensuring that all pupils—regardless of injury status or lack of kit—are meaningfully included in every lesson. Too often, students who are injured or not physically participating become passive observers, missing out on valuable learning opportunities. By redefining engagement beyond physical activity, teachers can involve these pupils through roles such as coaches, analysts, referees, or performance evaluators. Providing clipboards, tactical worksheets, or visual analysis allows non-active students to stay involved by observing peers, offering feedback, and developing their understanding of key concepts and vocabulary. This approach not only maintains high expectations for learning but also fosters a culture of responsibility and inclusion. It helps injured or unprepared pupils feel valued, while still progressing in areas such as tactical awareness, communication, and leadership. Ultimately, focusing on 100% engagement ensures that every student, regardless of circumstance, remains connected to the learning, contributing to a more inclusive, accountable, and high-performing PE environment.

Priority 3:- Adaptive Teaching

Our PE department can enhance its effectiveness by embedding **adaptive teaching** strategies to better meet the diverse needs of all learners. In a subject where physical ability, confidence, and learning styles can vary widely, a one-size-fits-all approach often leaves some students disengaged or underchallenged. Adaptive teaching involves proactively planning and responding to pupils’ varying needs by offering differentiated tasks, varied equipment, and flexible groupings. For example, modifying game rules, using lighter equipment, or offering tiered levels of challenge allows all students to access the core learning objectives while still being appropriately stretched. It also supports students with SEND, injuries, or lower confidence, ensuring they feel included and successful. Crucially, adaptive teaching isn’t about lowering expectations—it’s about providing the right level of support and challenge so every pupil can make progress. By regularly assessing understanding, using questioning effectively, and adjusting instruction in real time, PE teachers can create a more responsive, inclusive, and motivating environment where all students are empowered to thrive.



Trinity Standards

Trinity Standards Objectives

Trinity Standards objectives

Our Trinity Standard is expressed in the grid below – showing the different strands expected under each of the 7 categories. These are not expected to be seen in every lesson, but instead they should be evident over time. Observations will be looking at areas of strengths and highlight areas to develop from these categories.

1.High Expectations and Behaviour for Learning	
1.1	No opt out – 100% participation
1.2	Pace of session maintains pupil motivation and is responsive to pupil's needs
1.3	An appropriate amount of time is given to modelling, questioning and feeding back to pupils before practice begins with pupils' attention maintained throughout
1.4	Pupils have access to resources / prompts / scaffolds / books as soon as they enter classroom to ensure no learning time is wasted.
1.5	Pupils respond appropriately and swiftly to transitions within sessions and are well routined – expectations have been put in place and demanded at each stage of the session
1.6	Silence during key phases of sessions is expected – including during modelling and independent practice (where appropriate)
1.7	Pupils know appropriate responses to key parts of session – when to put hands up / when to talk aloud / how to speak to partners / adults
1.8	Positive body language is expected from all pupils at all stages of session (attentive body language, all pupils participating when asked to, no swinging on chairs)
1.9	Rewards / praise given throughout session to motivate and reinforce high expectations
1.10	Trinity Behaviour policy is adhered to by teachers and pupils
1.11	Use of Trinity Language (age appropriate) reinforces expectations at all stages of session - 'never give up'; 'Terrific Trinitarian'; 'open minded'; 'knowledgeable'; 'insightful'; 'caring'; 'principled'; 'resilient'; 'reflective'; 'courageous'; 'independent'
2.Challenge	
2.1	Top down teaching – one lesson purpose for all – appropriately scaffolded – use of 'I, We, You' model
2.2	Pupil engagement is high – thinking is required for all
2.3	Cognitive load is balanced – tasks are not over sugar coated / too experiential
2.4	High quality procedural tasks set where learning/knowledge is applied to other contexts
2.5	Next steps/learning/extensions are clear, understood and available to all pupils
2.6	Challenge is consistently high
2.7	Prior knowledge checks take place at the appropriate point in the lesson or term
2.8	All children are set appropriate tasks to deepen their knowledge
3.Modelling	
3.1	Makes use of direct instruction – 'Just tell them' when introducing new concepts – experiential learning to take place <i>after</i> new learning is introduced
3.2	Provides pre-prepared models pitched at or above national expectations and explicitly models how to use them
3.3	Modelling is based on learning objective taken from Knowledge Organisers or Key Stage curriculum
3.4	Before tasks begins there is explicit use of concrete – pictorial - abstract strategies/models to embed understanding and to guide practice for pupils
3.5	Models 'thinking aloud' in clearly broken up into small, well-defined steps whilst demonstrating – to further embed metacognitive strategies
3.6	Models making mistakes to avoid future misconceptions
3.7	Use visualisers to show case pupils' understanding and provide high quality models for the class



Trinity Standards

Trinity Standards Objectives

4.Questioning	
4.1	A range of questioning techniques are spread across as many pupils as possible
4.2	Declarative questions used to recall, review and apply (predominantly closed responses)
4.3	Procedural questions starting with how and why are used to apply, analyse, evaluate and create
4.4	Questions are planned in advance, targeting specific learners
4.5	Mixture of responses required – hands up/hands down/all respond/random responders/-Lollipop sticks in TP
4.6	Questions are ‘anchored’ – enough time given / repeated to ensure pupils have time to think
4.7	Questioning is used as an assessment tool to inform adaptive teaching.
5.Practice	
5.1	Guided practice is used (‘we’ section from gradual release model) and interwoven with questioning and modelling
5.2	When appropriate, plan for collaborative practice – primarily in mixed prior attainment pairs, pre-defined by teacher, with clear roles defined
5.3	Opportunities for independent practice to aid ‘over learning’ for later automatic recall
5.4	Opportunities for independent practice through procedural tasks to embed new learning
5.5	Teacher regularly circulates the room and checks for understanding across all groups during stages of practice
5.6	Clear strategy for vocabulary acquisition
5.7	Live marking according to the policy takes place to move pupils on
6.Reviewing	
6.1	Sessions begin with review or recall of previous learning/knowledge/vocabulary taken from Knowledge Organisers
6.2	Review of learning often ‘top and tails’ session
6.3	During session links are constantly being made between prior and current learning – often elicited from pupils themselves
6.4	Low stakes quizzes used – taking different format/style/order of questioning in order to interleave knowledge
6.5	Spacing of knowledge recall through weekly/monthly/half termly cumulative reviews
7.Feedback	
7.1	Whole class feedback/feed-forward given
7.2	Live verbal feedback given and acted upon during session
7.3	Live written feedback given and acted upon during the session
7.4	Opportunities for self and peer assessment to agreed/predefined objectives/success criteria
7.5	Acting on feedback is modelled to pupils clearly – often under visualizer with actual pupil’s learning
7.6	Feedback about the process rather than specific outcome is given to further develop metacognitive strategies
7.7	Feedback takes place at all stages of session – particularly during guided, collaborative and independent practice stages – consistent checks for learning linked to the lesson purpose
7.8	Feedback from previous learning is highlighted by teacher to bring sessions together over time
7.9	Whole class feedback is precise and provides through actionable guidance verbally or in written comments eg. Does not just state “well done,” etc.



National Curriculum

National Curriculum Coverage

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Schools are not required by law to teach the example content in [square brackets].

Subject content

Key stage 3

Pupils should build on and embed the physical development and skills learned in key stages 1 and 2, become more competent, confident and expert in their techniques, and apply them across different sports and physical activities. They should understand what makes a performance effective and how to apply these principles to their own and others' work. They should 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.

Pupils should be 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, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports [for example, athletics and gymnastics]
- perform dances using advanced dance techniques within a range of dance styles and forms
- take part in outdoor and adventurous activities which present intellectual and physical challenges and be encouraged to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best
- take part in competitive sports and activities outside school through community links or sports clubs.



National Curriculum

National Curriculum Coverage

Key stage 4

Pupils should tackle complex and demanding physical activities. They should get involved in a range of activities that develops personal fitness and promotes an active, healthy lifestyle.

Pupils should be taught to:

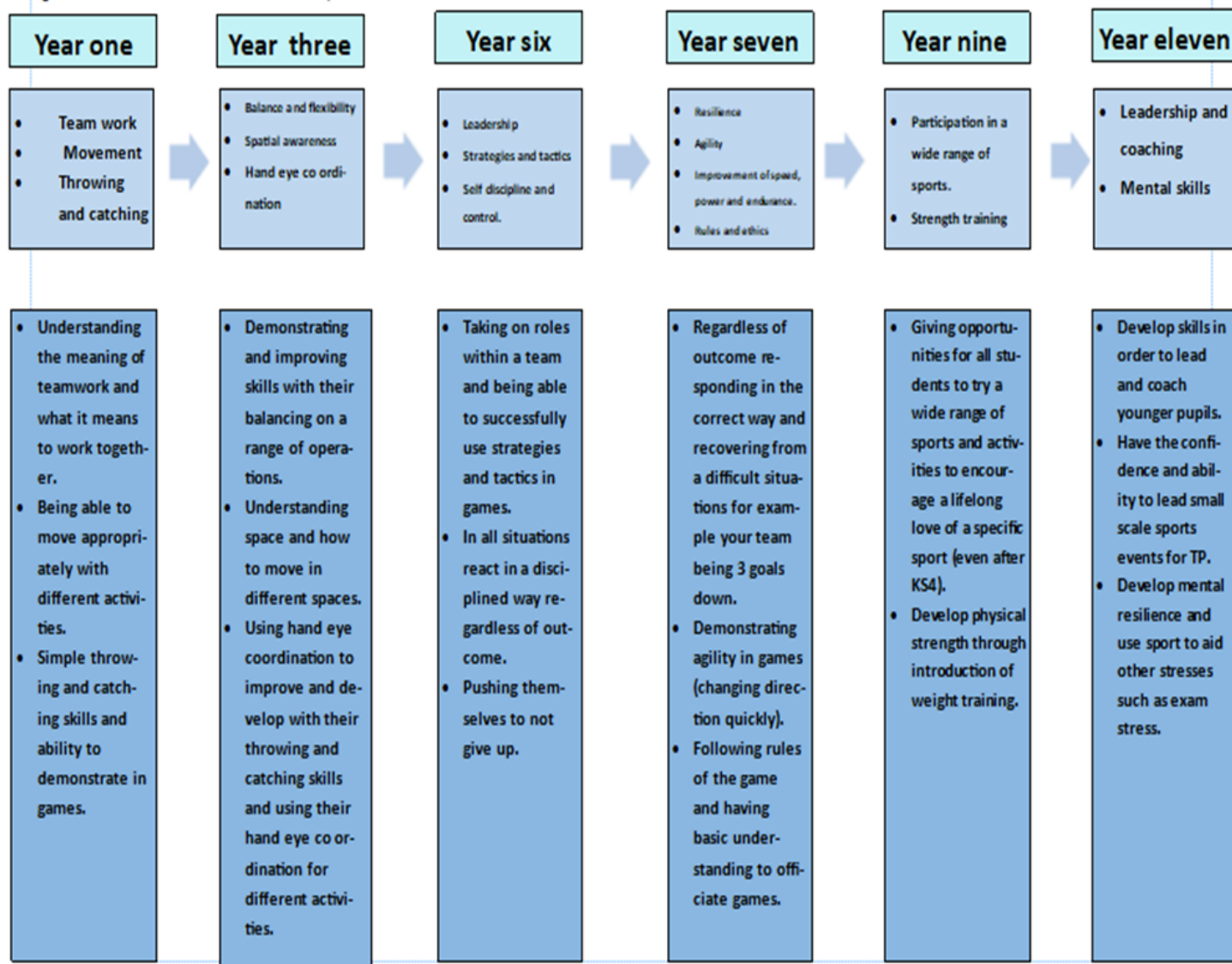
- use and develop a variety of tactics and strategies to overcome opponents in team and individual games [for example, badminton, basketball, cricket, football, hockey, netball, rounders, rugby and tennis]
- develop their technique and improve their performance in other competitive sports,[for example, athletics and gymnastics], or other physical activities [for example, dance]
- take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group
- evaluate their performances compared to previous ones and demonstrate improvement across a range of physical activities to achieve their personal best
- continue to take part regularly in competitive sports and activities outside school through community links or sports clubs.



PE All through Progress Model

Through School PE Progression Models

Progression Model for fundamentals and Team sports KS1 – KS4



It is important for a PE curriculum to be linked through a school from Reception to Year 11 because it ensures a continuous and progressive development of students' physical skills and knowledge. Starting from an early age, children build foundational motor skills such as balance, coordination, and basic movement patterns, which are essential for more complex activities later on. A well-structured curriculum that spans all years allows for the gradual introduction of new skills and concepts, reinforcing learning and encouraging steady improvement. This consistency helps prevent gaps in knowledge and physical literacy, ensuring students develop confidence and competence in a wide range of physical activities.

Additionally, linking the PE curriculum throughout the school promotes lifelong healthy habits and an understanding of the importance of physical activity. When students experience a coherent and evolving program, they are more likely to engage positively with PE and maintain an active lifestyle beyond school. This sustained approach also supports the development of social skills such as teamwork, communication, and resilience, which are cultivated through diverse physical challenges over time. Ultimately, a through-school PE curriculum contributes to the holistic growth of young people, preparing them physically, mentally, and socially for their futures.



Roles and Responsibilities of the PE Team

The PE Team plays a crucial role in promoting physical health, sportsmanship, and overall well-being among students. Below are the key responsibilities and roles of each member of the PE Team:

1. Head of Department

- **Leadership and Planning:** Leads the PE department by setting goals, developing the curriculum, and planning events such as sports days and moderation.
- **Curriculum Development:** Ensures the PE curriculum aligns with national standards and addresses the diverse needs of students.
- **Resource Management:** Manages the budget for the PE department, ensuring the availability and maintenance of sports equipment and facilities.
- **Professional Development:** Organizes and attends professional development sessions to stay updated on the latest trends and techniques in physical education.
- **Communication:** Acts as a liaison between the PE team, school leadership, parents, and external organizations.

2. PE Teachers

- **Lessons:** Deliver engaging, inclusive, and differentiated PE lessons that cater to a range of abilities and interests.
- **Assessment:** Assess student progress through observation, skill tests, and fitness assessments, providing constructive feedback.
- **Classroom Management:** Ensure a safe and supportive environment during PE classes, promoting positive behaviour and sportsmanship.
- **Extracurricular Activities:** Organize and supervise after-school sports clubs, teams, and events to encourage student participation beyond regular classes.
- **Student Welfare:** Monitor students' physical and emotional well-being, offering support and guidance as needed.
- **Reporting:** Provide regular updates on student progress to parents and guardians, and collaborate with other staff to support student development.



Trinity PE Department Staff Code of Conduct

Purpose:

This Code of Conduct serves to establish a standard of behaviour for all staff within the Physical Education department at Trinity, reflecting our commitment to a safe, respectful, and nurturing environment in line with the values of the school to ensure all staff and pupils live life to all its fullness.

1. Professionalism and Integrity

- Maintain a high standard of professionalism in all interactions with students, colleagues, and parents.

- Uphold the values of respect, integrity, and fairness in all practices and communications.

Be a positive role model, demonstrating appropriate behaviour at all times.

2. Respect for Students

- Treat all students with kindness, respect, and dignity, acknowledging their individual needs and backgrounds.

- Foster an inclusive environment where every student feels valued and supported, regardless of their abilities or backgrounds.

Encourage a spirit of cooperation and teamwork among students, promoting sportsmanship and respect for others.

3. Safety and Well-being

- Prioritize the safety and well-being of all students during physical activities.
- Adhere to all safety protocols and guidelines to minimize risks during PE classes and events.

Be vigilant and proactive in identifying and addressing any potential hazards or concerns.

4. Communication

- Communicate openly and honestly with students, colleagues, and parents, ensuring clarity in expectations and feedback.

- Listen to student concerns and feedback, fostering an atmosphere of trust and support.

Maintain professional boundaries in all communications, avoiding any behavior that could be misinterpreted.

5. Confidentiality

- Respect the confidentiality of all student information, sharing only as necessary and in accordance with school policies.

Handle sensitive matters with discretion and professionalism.



Trinity PE Department Staff Code of Conduct

6. Collaboration

- Work collaboratively with colleagues to enhance the quality of the PE program and student experience.
Support one another in fostering a positive, effective teaching environment.

7. Personal Conduct

- Exhibit behaviour that reflects the values of the Church of England, including compassion, respect, and service to others.

Avoid any actions or language that could be seen as inappropriate or unprofessional.

8. Commitment to Continuous Improvement

- Engage in ongoing professional development to improve teaching practices and stay current with PE trends and methodologies.

Welcome constructive feedback and strive for personal and departmental growth.

9. Response to Breaches

- Recognize that breaches of this Code may lead to disciplinary action, in line with school policies.
- Commit to addressing any issues directly and professionally, seeking support from leadership when necessary.

Health and Safety Procedures

Purpose:

To ensure a safe environment for all staff and pupils during PE and activities, promoting well-being and minimizing risks.

1. Risk Assessment

- Conduct a thorough risk assessment for all PE activities, including equipment, facilities, and planned exercises.
- Review risk assessments regularly, especially before new activities or events.

Identify potential hazards and implement control measures to mitigate risks.

2. Equipment Safety

- Inspect all PE equipment (e.g., balls, mats, nets) regularly to ensure it is safe and in good condition.
- Store equipment safely to prevent accidents and injuries (e.g., no tripping hazards).

Ensure students are trained on the correct use of equipment. E.G Trampoline.



Health and Safety Procedures

3. Facility Safety

- Ensure that all PE facilities (gyms, fields, courts) are clean, well-maintained, and free of hazards.
- Check that emergency exits are clearly marked and accessible at all times.

Maintain first aid kits in all PE areas (Office, store cupboard, Fitness room, Field) and ensure staff know their locations.

4. Student Safety

- Conduct a safety briefing before each activity to outline risks and safety measures.
- Ensure students wear appropriate clothing and footwear for physical activities.

Establish clear behavioral expectations to minimize risks of accidents or injuries.

5. Emergency Procedures

- Familiarize all staff and students with emergency procedures, including fire drills and medical emergencies.
- Designate staff members to be first aiders and ensure they are trained and up-to-date with their qualifications.

Maintain an accurate and accessible list of students with specific medical conditions (e.g., allergies, asthma).

6. Reporting Incidents

- Encourage staff and students to report any accidents, injuries, or near misses immediately.
- Complete an incident report form for any accidents and submit it to the PE coordinator.

Review incident reports regularly to identify trends and implement improvements.

7. Parental Communication

- Inform parents of any health and safety guidelines related to PE activities, including any specific risks (e.g., outdoor sports).

Obtain parental consent for activities that may involve higher risks or off-site excursions.

8. Staff Training

- Provide ongoing health and safety training for all PE staff, including first aid, emergency response, and equipment handling.

Encourage staff to stay informed about best practices in health and safety in sports and physical education.

9. Review and Improvement

- Review health and safety procedures regularly, incorporating feedback from staff and students.
- Stay updated on relevant laws, regulations, and guidelines related to health and safety in educational settings.



Expectations of Pupils

Purpose:

To promote a positive, respectful, and safe learning environment in Physical Education, ensuring all students can participate and enjoy their activities.

1. Respect for Others

- Treat fellow students, staff, and officials with kindness and respect at all times.
Encourage and support classmates, fostering a spirit of teamwork and cooperation.

2. Participation

- Attend all PE classes prepared to participate actively and to the best of your ability.
Engage in all activities, trying new sports and challenges with a positive attitude.

3. Safety First

- Follow all safety instructions provided by your teachers and adhere to safety rules at all times.
Report any unsafe conditions, injuries, or incidents to a teacher immediately.

4. Appropriate Behaviour

- Demonstrate good sportsmanship, whether winning or losing. Celebrate success and learn from mistakes.
Avoid any behaviour that disrupts the class or puts others at risk (e.g., teasing, rough play).

6. Listening and Communication

- Listen attentively to instructions and feedback from your teachers.
Ask questions if you do not understand something, and communicate openly with your peers and teachers.

7. Respect for Equipment and Facilities

- Use all PE equipment properly and return it to its designated place after use.
Keep the gym, field, and other facilities clean and tidy, helping to maintain a safe environment.

8. Commitment to Personal Growth

- Strive to improve your skills and fitness levels, setting personal goals for development.
Be open to feedback and willing to learn from teachers and peers.

9. Inclusivity

- Welcome and include classmates of all abilities in activities, promoting a sense of belonging for everyone.
Avoid excluding or isolating others and encourage participation from all group members.



PE Uniform Policy 25 – 26

Official white polo shirt with Trinity Logo (no other T-Shirt permitted)

Plain navy-blue shorts or skirt (no large labels or stripes or cycling shorts)

Plain navy-blue leggings or tracksuit bottoms (no large labels or stripes)

The official navy-blue Trinity Sports Hoodie or the official Trinity Rugby Top (No other tops are permitted).

Trainers that are suitable for sport. (Fashion trainers are not permitted).

Football boots (Trainers will not be allowed when using the field due to Health and Safety reasons).

Trinity Kit Bag. (No other Bag)





PE Fixture Protocol

- Complete a risk assessment for fixtures
- Email Tassia a list of names asking for medical and FSM if going through lunch time.
- Every time a member of the PE department takes a fixture they will give a register and a copy of the letter to reception with the detail of location.
- A list of names will be put on whole staff briefing for Monday morning (this needs to be sent to Marie the week before).
- The PE department will only take pupils that have returned reply slips with parental permission.
- A leave request form needs to be completed if you need cover from Sharon.

Other things to note:

- Minibus needs to be booked on the outlook account diary




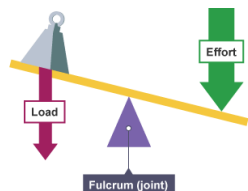
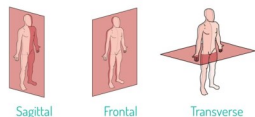
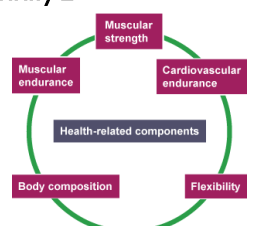
Write fixture on the wall in the office so everyone knows if you have a fixture

This way the office can respond to any calls regarding pupils out at fixtures as they will have the register list with the location and time of the fixture. Parents should already be aware as we will not take anyone who has not replied via reply slip



Year 9 Physical Education GCSE PE Curriculum




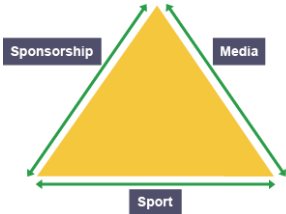
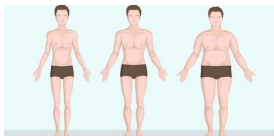



Term	Curriculum content
Michaelmas 1 	<p><u>Musculoskeletal System:</u></p> <ul style="list-style-type: none"> Learn the structure and functions of the skeleton. Understand the structure and functions of synovial joints. Understand the movements involved at different joints. Learn the muscular system and function of these muscles. <p><u>Cardio- Respiratory System:</u></p> <ul style="list-style-type: none"> Understand the pathway of air into and out of the lungs. Understand gaseous exchange and the function/structure of the blood vessels.
Michaelmas 2 	<p><u>Cardio- Respiratory System:</u></p> <ul style="list-style-type: none"> Learn the structure of the heart Understand the order of the cardiac cycle and the pathway of the blood through the heart. Understand the terms, cardiac output, stroke volume, heart rate and the relationships between them. Understand the mechanics of breathing as the interaction of the intercostal muscles, ribcage and diaphragm.
Lent 1 	<p><u>Cardio- Respiratory System:</u></p> <ul style="list-style-type: none"> Understand and interpret lung volumes through spirometer traces. <p><u>Aerobic and Anaerobic Exercise:</u></p> <ul style="list-style-type: none"> Understand the idea of aerobic and anaerobic exercise during differing intensities. Understand the recovery process from vigorous exercise in terms of EPOC/oxygen debt. Understand methods to help recover from strenuous exercise. Understand the immediate, short term and long term effects of exercise.
Lent 2 	<p><u>Movement Analysis:</u></p> <ul style="list-style-type: none"> Understand the different classes of levers found in the body. Understand the mechanical advantages of different lever systems. Understand how muscles contract and work to cause movements.
Trinity 1 	<p><u>Movement Analysis:</u></p> <ul style="list-style-type: none"> Understand the planes and axes of different movements. Understand the types of movements that occur at different joints. Understand the names of the muscles causing movements at different joints. <p><u>Physical Training:</u></p> <ul style="list-style-type: none"> Learn the relationship between health and fitness
Trinity 2 	<p><u>Physical Training:</u></p> <ul style="list-style-type: none"> Learn about the different components of fitness linked to sporting examples. Reasons and limitations for carrying out fitness tests. The protocol and procedures which should be followed when carrying out fitness tests.



Year 10 Physical Education GCSE PE Curriculum






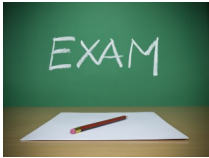


Term	Curriculum content
Michaelmas 1 	<u>Physical Training:</u> <ul style="list-style-type: none"> How qualitative and quantitative data can be gained and used when fitness testing. The principles of training and overload and how they can be applied to training programmes. The varying training types and the advantages and disadvantages of using them. How training can be structured into seasons. The reasons for warming-up and cooling down.
Michaelmas 2 	<u>Sports Psychology:</u> <ul style="list-style-type: none"> Learn the classification of skills (basic to complex, open to closed, self-paced to externally-paced and gross to fine). Understand goal setting with relation to SMART target setting. Understand the basic model of information processing (input, decision making, output and feedback). Understand the different types of guidance (visual, verbal, manual, mechanical). Understand the different types of feedback (positive, negative, intrinsic, extrinsic, knowledge of results/performance).
Lent 1 	<u>Sports Psychology:</u> <ul style="list-style-type: none"> Learn about linking arousal to sports. With research into the inverted U theory of arousal. Learning about linking aggression to sports (direct and indirect). Understanding the difference between introvert and extrovert personalities linked to sports. Understanding different types of motivation (intrinsic and extrinsic). <u>Socio-cultural influences:</u> <ul style="list-style-type: none"> Understand the engagement patterns of different social groups. Understand the factors affecting participation.
Lent 2 	<u>Commercialisation of physical activity and sport:</u> <ul style="list-style-type: none"> Understand the idea of commercialization and the relationship between sport, sponsorship and the media. Understand the positive and negative impacts of sponsorship and the media. Understand the positive and negative impacts of technology. <u>Ethical issues:</u> <ul style="list-style-type: none"> Understand how the conduct of performers may vary. Understand the different prohibited substances and the methods that certain types of performers may use. Understand the positive and negative effects of spectators at events.
Trinity 1 	<u>Health and Fitness:</u> <ul style="list-style-type: none"> Linking participation in physical activity, exercise and sport to fitness, health and well-being. How exercise can suit the varying needs of different people. The consequences of sedentary lifestyle. Obesity and how it may affect performance in physical activity and sport. The most suitable body type (somatotypes) for particular sports (or positions within a sport). How energy is gained from food and used.
Trinity 2 	<u>Health and Fitness:</u> <ul style="list-style-type: none"> Reasons for having a balanced diet. The role of carbohydrates, fat, protein, vitamins and minerals. Reasons for maintaining water balance. <u>Use of data:</u> <ul style="list-style-type: none"> Understanding the use of data. Showing an understanding of the types of data, how it is collected, how it is presented and how to analyse it. <u>NEA (Non-examined assessment):</u> <ul style="list-style-type: none"> Pupils will begin their coursework which is based off their strengths or weaknesses from their chosen sport.



Year 11 Physical Education GCSE PE Curriculum









Term	Curriculum content
Michaelmas 1 	<p><u>NEA (Non-examined assessment):</u></p> <ul style="list-style-type: none"> Pupils will finish their coursework which is based off their strengths or weaknesses from their chosen sport. <p><u>Exam Refinement (based off pupils weaknesses from PPE results):</u></p> <ul style="list-style-type: none"> Will change depending on students content knowledge. (PAPER 1 topics) <ul style="list-style-type: none"> Musculoskeletal System Cardio-Respiratory System Aerobic and Anaerobic System Movement Analysis Physical Training Exam questions with key information based on common misconceptions.
Michaelmas 2 	<p><u>Exam Refinement (based off pupils weaknesses from PPE results):</u></p> <ul style="list-style-type: none"> Will change depending on students content knowledge. (PAPER 1 topics) <ul style="list-style-type: none"> Musculoskeletal System Cardio-Respiratory System Aerobic and Anaerobic System Movement Analysis Physical Training Exam questions with key information based on common misconceptions.
Lent 1 	<p><u>Exam Refinement (based off pupils weaknesses from PPE results):</u></p> <ul style="list-style-type: none"> Will change depending on students content knowledge. (PAPER 2 topics) <ul style="list-style-type: none"> Physical Training Sports Psychology Socio-cultural influences Commericalisation of physical activity and sport Ethical Issues Health and Fitness Use of data Exam questions with key information based on common misconceptions.
Lent 2 	<p><u>Exam Refinement (based off pupils weaknesses from PPE results):</u></p> <ul style="list-style-type: none"> Will change depending on students content knowledge. (PAPER 2 topics) <ul style="list-style-type: none"> Physical Training Sports Psychology Socio-cultural influences Commericalisation of physical activity and sport Ethical Issues Health and Fitness Use of data Exam questions with key information based on common misconceptions.
Trinity 1 	<p><u>EXAM SEASON</u></p>
Trinity 2 	<p><u>EXAM SEASON</u></p>



Year 9 Physical Education Sport Studies Curriculum








Term	Curriculum content
Michaelmas 1 	<p><u>Introduction to Sport Studies: R185:</u> Performance and Leadership in sports activities.</p> <p><u>Task 1—R185:</u> Key components of performance</p> <p>Practically teach 2 sports (team and individual) - students must keep a log of these lessons.</p> <p>Teachers will also write up an observation of the students performance.</p> <ul style="list-style-type: none"> Students play their second chosen sport. Focusing on techniques, tactics, strategies and overall performance. Decision-making during performance. Managing and maintaining performance in individual activities.
Michaelmas 2 	<p><u>Continuation Task 1—R185:</u> Key components of performance</p> <p>Practically teach 2 sports (team and individual) - students must keep a log of these lessons.</p> <p>Teachers will also write up an observation of the students performance.</p> <ul style="list-style-type: none"> Students play their second chosen sport. Focusing on techniques, tactics, strategies and overall performance. Decision-making during performance. Managing and maintaining performance in individual activities
Lent 1 	<p><u>Introduction to task 2—R185:</u> Applying practice methods to support improvement in a sporting activity.</p> <ul style="list-style-type: none"> To identify the strengths and weaknesses of skills in one of your selected activities. Review skills performance Suggest realistic ways to improve two skills in one of your selected activities Apply suggestions over a meaningful number of sessions and measure any improvement achieved.
Lent 2 	<p><u>Continuation Task 2—R185:</u> Applying practice methods to support improvement in a sporting activity.</p> <ul style="list-style-type: none"> To identify the strengths and weaknesses of skills in one of your selected activities. Review skills performance Suggest realistic ways to improve two skills in one of your selected activities Apply suggestions over a meaningful number of sessions and measure any improvement achieved.
Trinity 1 	<p><u>Introduction to Task 3—R185 :</u> Organising and planning a sports session</p> <ul style="list-style-type: none"> Organization of a sports activity session Safety considerations when planning a sports activity session Objectives to meet the needs of the group
Trinity 2 	<p><u>Introduction to Task 4—R185:</u> Leading a sports activity session</p> <ul style="list-style-type: none"> Organisation of a sports activity session Leading a sports activity session <p><u>Introduction to Task 5—R185:</u> Reviewing your own performance in planning and leading a sports activity session</p> <ul style="list-style-type: none"> Review your leadership of a sports activity session













Year 10 Physical Education Sport Studies Curriculum



Term	Curriculum content
Michaelmas 1 	<p><u>Continuation of Task 5—R185:</u> Reviewing your own performance in planning and leading a sports activity session</p> <ul style="list-style-type: none"> Review your leadership of a sports activity session
Michaelmas 2 	<p><u>Introduction to R184—Exam Module (Contemporary Issues in sport)</u></p> <p><u>Topic Area 1: Issues which affect participation in sport</u></p> <ul style="list-style-type: none"> 1.1 User groups 1.2 Possible barriers 1.3 Possible barrier solutions 1.4 Factors which can positively and negatively impact upon the popularity of sport in the UK 1.5 Emerging/new sports in the UK
Lent 1 	<p><u>Topic Area 2: The role of sport in promoting values</u></p> <ul style="list-style-type: none"> 2.1 Sport values 2.2 The Olympic and Paralympic movement 2.3 Sporting values initiative and campaigns 2.4 The importance of etiquette AND sporting behaviour 2.5 The use of Performance Enhancing Drugs (PEDs) in sport
Lent 2 	<ul style="list-style-type: none"> <u>RECAP OF TOPIC AREA 1 AND 2</u> <p><u>Introduction to Task 1—R187 Increasing awareness of Outdoor and Adventurous Activities</u></p> <p>Topic Area 1: Provision for different types of outdoor and adventurous activities in the UK</p> <ul style="list-style-type: none"> 1.1 The provision available for outdoor and adventurous activities both locally and nationally
Trinity 2 	<p><u>Introduction to Task 2—R187 Increasing awareness of Outdoor and Adventurous Activities</u></p> <p>Topic Area 2: Equipment, clothing and safety aspects of participating in outdoor and adventurous activities</p> <ul style="list-style-type: none"> 2.1 Types of equipment to be used for participation 2.2. Types of clothing to be used for participation 2.3 Types of technology that can enhance participation or safety 2.4. Types of terrain and environment













Year 7 Core PE Curriculum

Term	Curriculum content
Michaelmas 1  	<p><u>Baseline Fitness Testing:</u> Variety of different fitness test to help with setting the classes.</p> <p><u>Girls:</u> Football, pupils will be learning about simple passing and dribbling. Focusing on technical aspects of the game. pupils develop their communication skills both physically and verbally during competitive game situations Training for potential teams in both boys and girl's cups and fixtures.</p> <p><u>Boys:</u> Rugby, pupils will learn more about the rules of the game, passing and basic tackling. Rucking and mauling how to set up with safety implications. pupils learn how to play with a high competitive edge . Training for rugby festivals.</p> <p><u>KEYWORDS:</u> Muscles</p>
Michaelmas 2  	<p><u>Girls:</u> Rugby, pupils will learn more about the rules of the game, passing and basic tackling. Rucking and mauling how to set up with safety implications. pupils learn how to play with a high competitive edge. Training for rugby festivals.</p> <p><u>Boys:</u> Football, pupils will be learning about simple passing and dribbling. Focusing on technical aspects of the game. pupils develop their communication skills both physically and verbally during competitive game situations Training for potential teams in both boys and girl's cups and fixtures.</p> <p><u>KEYWORDS:</u> Bones</p>
Lent 1 	<p><u>Girls:</u> Gymnastics, pupils will learn simple gymnastics skills such as jumping, leaps, travelling steps, rotations and creation of routines. Pupils will also learn about different components of fitness linked to gymnastics.</p> <p><u>Boys:</u> Table Tennis/Badminton, pupils will learn simple coordination skills such as serving and returning. They will learn backhand and forehand movements as well as overhead clear in badminton.</p> <p><u>KEYWORDS:</u> Components of fitness</p>
Lent 2  	<p><u>Girls:</u> Netball, pupils will learn different types of passing (chest, bounce and shoulder). They will also learn the different positions and simple rules to enable game play. Training for potential teams in both boys and girl's cups and fixtures.</p> <p><u>Boys:</u> Table Tennis/Badminton, pupils will learn simple coordination skills such as serving and returning. They will learn backhand and forehand movements as well as overhead clear in badminton.</p> <p><u>KEYWORDS:</u> Diet and Health & Fitness</p>
Trinity 1  	<p><u>Batting and Fielding Games</u></p> <p>Rounders, pupils will learn basic throwing and catching techniques as well as the rules of the game and positioning.</p> <p>Cricket, pupils will learn basic throwing and catching techniques as well as the rules of the game and positioning.</p>
Trinity 2 	<p><u>All students:</u> Athletics, pupils will learn the basic techniques for <u>Track events</u> – 100m, 200m, 1500m and 4x100m. Exit from a block when sprinting and also relay batons exchange. <u>Field events</u> – shot-put, discus and javelin.</p> <p><u>KEYWORDS:</u> Types of training</p>











Year 8 Core PE Curriculum

Term	Curriculum content
Michaelmas 1  	<p><u>Baseline Fitness Testing:</u> Variety of different fitness test to help with setting the classes. Also show improvement or reversibility from year 7 baseline testing. <u>KEYWORDS:</u> Components of fitness.</p> <p><u>Girls:</u> Football, pupils will be learning about passing and dribbling. Focusing on technical aspects of the game. pupils develop their communication skills both physically and verbally during competitive game situations.</p> <p>Training for potential teams in both boys and girl's cups and fixtures.</p> <p><u>Boys:</u> Rugby, pupils will learn positioning, passing and tackling. Rucking and mauling how to set up with safety implications. pupils learn how to play with a high competitive edge .</p> <p>Training for rugby festivals.</p> <p><u>KEYWORDS:</u> Muscles and importance of warming up.</p>
Michaelmas 2  	<p><u>Girls:</u> Rugby, pupils will learn positioning, passing and tackling. Rucking and mauling how to set up with safety implications. Students learn how to play with a high competitive edge .</p> <p>Training for rugby festivals.</p> <p><u>Boys:</u> Football, pupils will be learning about passing and dribbling. Focusing on technical aspects of the game. pupils develop their communication skills both physically and verbally during competitive game situations.</p> <p>Training for potential teams in both boys and girl's cups and fixtures.</p> <p><u>KEYWORDS:</u> Bones and joints.</p>
Lent 1 	<p><u>Girls:</u> Gymnastics, pupils will learn simple gymnastics skills on beam such as jumping, leaps, travelling steps, rotations and creation of routines. They will use skills from year 7 and transfer prior knowledge.</p> <p><u>Boys:</u> Table Tennis/Badminton, pupils will learn simple coordination skills such as serving and returning. They will learn backhand and forehand movements as well as overhead clear in badminton.</p> <p><u>KEYWORDS:</u> Components of fitness</p>
Lent 2  	<p><u>Girls:</u> Netball, pupils will learn different types of passing (chest, bounce and shoulder). They will also learn dodging and disguise and will be experts in rules and positions to enable game play.</p> <p>Training for potential teams in both boys and girl's cups and fixtures.</p> <p><u>Boys:</u> Table Tennis/Badminton, pupils will learn simple coordination skills such as serving and returning. They will learn backhand and forehand movements as well as overhead clear in badminton.</p> <p><u>KEYWORDS:</u> Diet and Health & Fitness</p>
Trinity 1  	<p><u>Batting and Fielding Games</u></p> <p>Rounders, pupils will perfect throwing and catching techniques as well as the rules of the game and positioning. They will develop their batting technique adding flair and disguise.</p> <p>Cricket, pupils will learn basic throwing and catching techniques as well as the rules of the game and positioning. They will develop their batting technique adding flair and disguise.</p> <p><u>KEYWORDS:</u> Principles of training</p>
Trinity 2 	<p><u>All students:</u> Athletics, pupils will learn the techniques for <u>Track events</u> – 100m, 200m, 1500m and 4x100m. Exit from a block when sprinting and also relay batons exchange. <u>Field events</u> – shot-put, discus and javelin.</p> <p><u>KEYWORDS:</u> Types of training</p>











Year 9 Core PE Curriculum

Term	Curriculum content
Michaelmas 1  	<p>Girls: Football, pupils will be learning about rules such as offside. They will perfect their dribbling, passing and have learn more about shooting. Students develop their communication skills both physically and verbally during competitive game situations.</p> <p>Training for potential teams in both boys and girl's cups and fixtures.</p> <p>Boys: Rugby, pupils will participate in a lot of game play focusing deeper on rucking and scrums as well as tackling with the correct technique.</p> <p>Training for rugby festivals.</p> <p>Both: Sports Leader , pupils will have the opportunity to take our sports leader course which consists of them learning how to deliver a session to primary school students. These pupils will learn responsibility, gain confidence and key knowledge needed to teach a class of pupils.</p>
Michaelmas 2  	<p>Girls: Rugby, pupils will participate in a lot of game play focusing deeper on rucking and scrums as well as tackling with the correct technique.</p> <p>Training for rugby festivals.</p> <p>Boys: Football, pupils will be learning about rules such as offside. They will perfect their dribbling, passing and have learn more about shooting. Students develop their communication skills both physically and verbally during competitive game situations.</p> <p>Training for potential teams in both boys and girl's cups and fixtures.</p> <p>Both: Sports Leader—continuation</p>
Lent 1 	<p>Girls: Trampolining, pupils will learn simple trampolining skills such as star jump, straddle jump, tuck jump, 1/2 twist, full twist and seat landings. By the end of the half term pupils will be creating their own routines.</p> <p>Boys: Table Tennis/Badminton, pupils will learn different skills such as a back spin to add flare into their game. They will perfect their backhand and forehand movements as well as overhead clear in badminton.</p> <p>Both: Sports Leader—continuation</p>
Lent 2 	<p>Girls: Netball, pupils will develop their knowledge of the different types of passing (chest, bounce and shoulder). They will also lead sessions where they are coaching and umpiring and giving corrections on the different positions and rules.</p> <p>Training for potential teams in both boys and girl's cups and fixtures.</p> <p>Boys: Table Tennis/Badminton, pupils will learn different skills such as a back spin to add flare into their game. They will perfect their backhand and forehand movements as well as overhead clear in badminton.</p>
Trinity 1 	<p>Batting and Fielding Games</p> <p>Rounders, pupils will develop and perfect their throwing, batting and catching techniques as well as the rules of the game and positioning. Some students will act as umpires for the game.</p> <p>Cricket, pupils will develop and perfect their throwing, batting and catching techniques as well as the</p>
Trinity 2 	<p>All students: Athletics, pupils will learn the techniques for <u>Track events</u> – 100m, 200m, 1500m and 4x100m. Exit from a block when sprinting and also relay batons exchange. <u>Field events</u> – shot-put, discus and javelin.</p>










Year 10 Core PE Curriculum

Term	Curriculum content
Michaelmas 1  	<p><u>Girls:</u> Football, pupils will be learning about rules such as offside. They will perfect their dribbling, passing and have learn more about shooting. Pupils will have a lot of game play.</p> <p>Training for potential teams in both boys and girl's cups and fixtures.</p> <p><u>Boys:</u> Rugby, pupils will participate in a lot of game play focusing deeper on rucking and scrums as well as tackling with the correct technique. Pupils will have a lot of game play.</p> <p>Training for rugby festivals.</p> <p><u>Both:</u> Sports Leader , pupils will have the opportunity to take our sports leader course which consists of them learning how to deliver a session to primary school students. These pupils will learn responsibility, gain confidence and key knowledge needed to teach a class of pupils.</p>
Michaelmas 2  	<p><u>Girls:</u> Rugby, pupils will participate in a lot of game play focusing deeper on rucking and scrums as well as tackling with the correct technique. Pupils will have a lot of game play.</p> <p><u>Boys:</u> Football, pupils will be learning about rules such as offside. They will perfect their dribbling, passing and have learn more about shooting. Pupils will have a lot of game play.</p> <p><u>Both:</u> Sports Leader—continuation</p>
Lent 1 	<p><u>Girls:</u> Trampolining, pupils will perfect simple trampolining skills such as star jump, straddle jump, tuck jump, 1/2 twist, full twist and seat landings. Pupils will develop their trampolining skills with front and back landings.</p> <p><u>Boys:</u> Table Tennis/Badminton, pupils will lead sessions where they are coaching and refereeing and giving corrections on the returns, serves and rules. Pupils will have a lot of game play.</p> <p><u>Both:</u> Sports Leader—continuation</p>
Lent 2 	<p><u>Girls:</u> Netball, pupils will lead sessions where they are coaching and umpiring and giving corrections on the different positions and rules. Pupils will have a lot of game play.</p> <p>Training for potential teams in both boys and girl's cups and fixtures.</p> <p><u>Boys:</u> Table Tennis/Badminton, pupils will lead sessions where they are coaching and refereeing and giving corrections on the returns, serves and rules. Pupils will have a lot of game play.</p>
Trinity 1 	<p><u>Batting and Fielding Games</u></p> <p>Rounders, pupils will act as umpires for the game. Table Tennis/Badminton, Pupils will lead sessions where they are coaching and refereeing and giving corrections on the returns, serves and rules. Pupils will have a lot of game play.</p> <p>Cricket, pupils will develop and perfect their throwing, batting and catching techniques as well as the rules of the game and positioning. Some students will act as umpires for the game. Table Tennis/ Badminton, Pupils will lead sessions where they are coaching and refereeing and giving corrections on the returns, serves and rules. Pupils will have a lot of game play.</p>
Trinity 2 	<p><u>All students:</u> Athletics, pupils will learn the complex techniques for <u>Track events</u> – 100m, 200m, 1500m and 4x100m. Exit from a block when sprinting and also relay batons exchange. <u>Field events</u> – shot-put, discus and javelin.</p>



Year 11 Core PE Curriculum

Term	Curriculum content
Michaelmas 1  	<p>Sports will be rotated across the year. Year 11 core is a lot of game play. There will be a focus on student led lessons and/or activities.</p> <p>Football Table Tennis Gym activities Trampolining Volleyball Dodgeball Bench ball Netball</p>
Michaelmas 2  	<p>Rotation of sports.</p>
Lent 1 	<p>Rotation of sports.</p>
Lent 2 	<p>Rotation of sports.</p>
Trinity 1 	<p>Rotation of sports.</p> <p>Some students taken out for intervention for other subjects due to it being exam season.</p>



Assessment for Progress

Whole school assessment policy

Assessment for Progress - The curriculum progression model

At Trinity we believe that curriculum planning should seek to develop pupils' thinking in a systematic way and help them to make progress. Our progression model explains how pupils make progress and what steps they need to make to improve their work.

In all subject curricula, we set out what we think pupils ought to learn. This is based on careful selection by the subject lead in collaboration with their team of teachers of the best knowledge, understanding & skills in line with the National Curriculum & exam board syllabuses. This knowledge is sequenced into the best order for pupils to learn about different ideas and processes bearing in mind the conceptual complexity and the pupils' maturity and prior experiences.

Progression planning gives attention to how pupils' learning advances so they become better learners. The curriculum is planned to develop both pupils' understanding of knowledge and concepts and also skills and values in each discrete subject. Curriculum progression enables pupils to make intellectual links between core & hinterland knowledge as each part of a curriculum fulfils its function of making the next stage possible (**a proximal function**) but it is also doing an enduring job (**an ultimate function**) which might come into its own later, sometimes much later as the bigger curriculum narrative is revealed.

At each new stage of learning pupils should build on their previous experience and achievements. Recall of knowledge is promoted by regular low-stakes tests & quizzes and particularly by teacher questioning. Questioning requires pupils to make connections between topics. At Trinity we believe that in addition to improving knowledge recall, revisiting concepts through different contexts aids knowledge transfer.

Curriculum planning progression principles at Trinity include -

Familiar to the less familiar - Build on existing knowledge, introduce them to new ideas.

Provide a ***breadth of study***. Breadth of knowledge is fostered by giving pupils opportunities to study a variety of topics within a subject discipline. Subject curricula are planned to include increasingly complex ideas.

Enable pupils to ***develop skills*** through providing activities of increasing complexity and challenge - we plan curricula that enable pupils to use these skills with increasing independence.

Use contexts within which pupils can ***develop an understanding of difference and diversity*** in the context of today's world & provide opportunities for pupils to engage in discussions and debate so they progress in their understanding of the perceptions, attitudes and values of others as well as learning to successfully communicate their own ideas and opinions.

At Trinity we have a system of formative & summative assessment throughout the academic year - the annual assessment cycle sets out the termly dates for the formal assessment of each year group and the data which is captured each time. This data is loaded onto the SchoolVue platform for analysis by staff to monitor progress of all pupils by subject, class, group etc. If you are unsure how to use SchoolVue effectively please see Ms. McLaughlin.

At the beginning of the year the assessment cycle is published for all staff – this sets out which data is being collected for which year group and when. These are examples of the termly pupil reports & the assessment cycle.

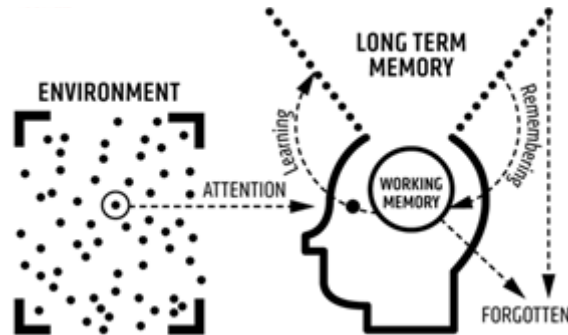


Assessment for Progress

Whole school assessment policy

Cognitive Load Theory

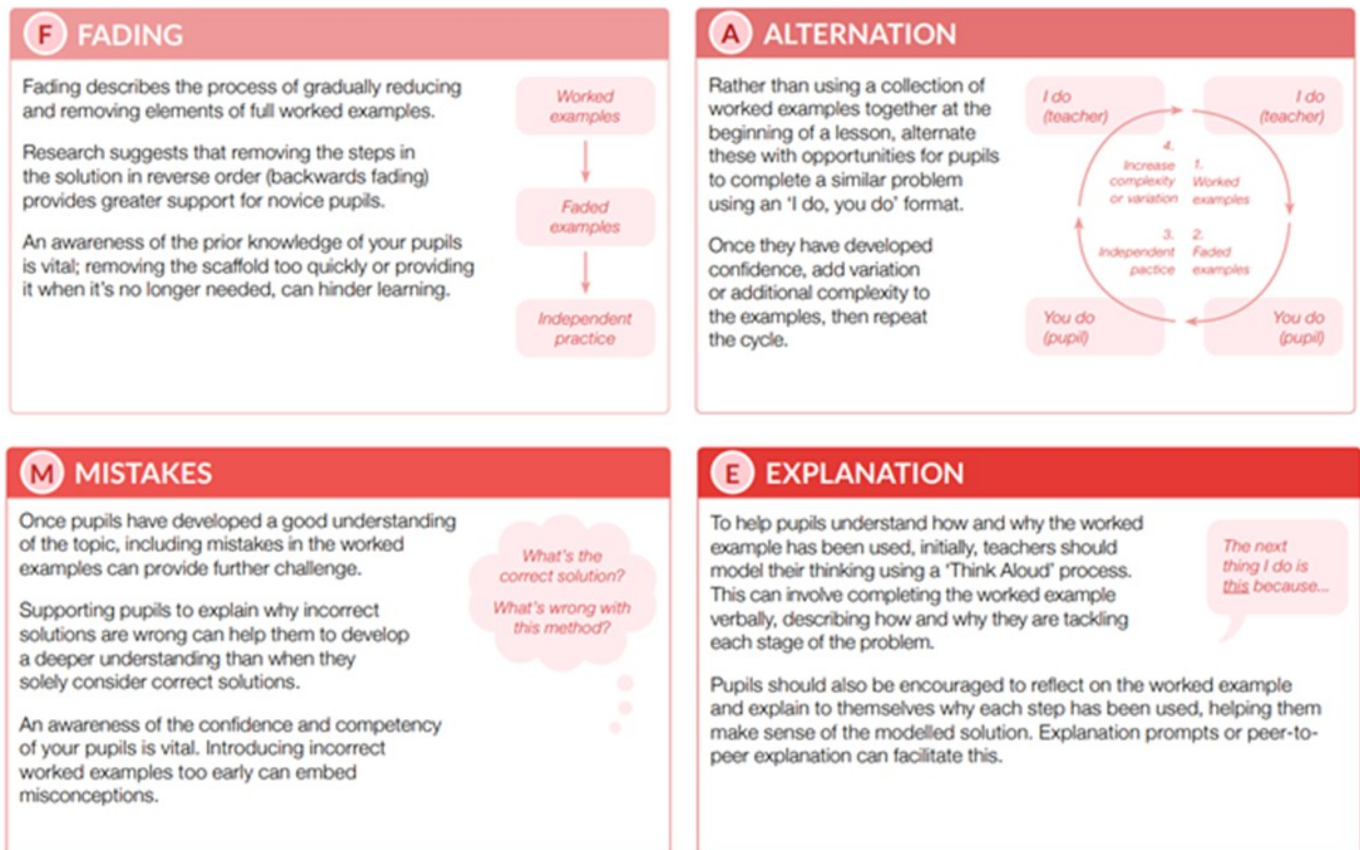
The Simple Memory model describes the mind as having two important aspects: working memory and long-term memory. Because working memory is limited, effective teachers will ensure that pupils are not presented with too much novel information at once. If this happens, pupils will become confused.



Cognitive Load Theory tells us that instructional approaches must respect the limitation of working memory. Here are two of the most important findings:

The Worked Example Effect

Novices, pupils who have limited prior knowledge, will learn more efficiently if they begin by studying worked examples or model answers. This is so that they learn how to approach tasks. The FAME approach to worked examples can help make them maximally effective:





Feedback & Marking

Whole school policy

Marking and Feedback at Trinity

"Feedback only functions formatively if the information fed back to the learner is used by the learner in improving performance." (William, 2011, p. 120)

Marking and Feedback Policy

Evidence of Teacher feedback in Red pen.

Pupil response to feedback in Green Pen.

Live feedback given at various stages throughout a lesson using short feedback loops.

Verbal feedback provides clear actionable steps.

Whole class feedback is structured and specific.

Whole class feedback is clearly signposted in pupil books. This is usually through green pen use but can alternatively be clearly labelled as whole class feedback.

KS3 books show evidence of marking at least every 3 weeks.

KS4 books show evidence of marking at least every 2 weeks in core subjects and every 3 weeks in non-core.

Tick and flick red pen marking is done only where appropriate.

Tick and flick is used to inform teacher planning.

Deep marking is done for any substantial pieces of work.

Feedback from deep marking provides SPARK guidance to pupils on how to improve their performance.

Feedback facilitates pupil progression through it being Feedback- Feed-up- Feed forward.

Feedback is SPARK.

Subject specific marking

Individual departments will offer feedback in a variety of ways and have the autonomy

to construct subject specific marking procedures in line with the above and must be seen to support pupils' journeys through the curriculum. Please refer to subject specific marking policies.

Feedback in practical subjects at Key Stage 3 (Music, PE etc) where books are either not used or do not fully evidence the pupil progression in learning should ensure that a record of pupils' practical progress is kept through the use of subject specific monitoring and/or assessment sheets which highlight key skills/learning achieved, and areas for development.

Marking Codes	SPARK
Cap Capital letter needed ? Does not make sense P Punctuation needed Sp Incorrect spelling // Paragraph needed ✓ Correct answer Pink for think Green for good	SPARK feedback SPARK – can be whole class or targeted feedback Specific- comments are linked to a discrete word/ phrase. Prescriptive- offers solutions or strategies to improve. Actionable – when the feedback is read, it leaves the pupil knowing what steps to take for improvement. Referenced – the feedback directly references the task criteria, requirements or targeted skills. Kind- its mandatory that all comments be framed in a kind, supportive way.



Feedback & Marking

Whole school policy

"Telling what is wrong isn't enough; to be effective, feedback must provide a recipe for action." (William, 2011, p. 121)

Feedback should:

Be specific, meaningful and accurate: SPARK.

Compare what a pupil is doing better now to what they have done in the past.

Encourage & support further effort.

Provide specific guidance on HOW TO IMPROVE.

Feedback could include:

Giving pupils examples of work that have and have not met the success criteria along with reasons.

Classroom displays that highlight students' achievement and provide examples to others.

Providing pupils with examples of work in progress that helps them to see the links between different stages.

Use of mark schemes and model answers.

Feedback is a valuable tool in teaching for progression.

Seven Principles of effective feedback (Nicol and MacFarlane-Dick 2006)

Clarify excellence by defining what a good performance is.

Facilitate students to engage in self-assessment.

Deliver high-quality feedback that is timely, specific and constructive.

Encourage teacher and peer dialogue around learning.

Foster positive motivational beliefs and self-esteem.

Provide opportunities to close the gap; provide clear guidance for the future.

Use the information to inform future teaching.




F E E D	Back	How am I going? Reflecting on progress	Feedback: detailed reflective comments that look at previous performance and areas to develop.
	Up	Where am I going? Goal-setting	Feed-up: communication that aligns student efforts with their learning goals and clarifies expectations.
	Forward	Where to next? The future path	Feed-forward: Advice on future tasks, guiding students on how to apply their learning in upcoming scenarios.



Feedback & Marking

Whole school policy

Formative Assessment Matrix (Brooks et al. (2019)

Expertise of student	Feedback Level	 Feedback How am I doing?	 Feed Up Where am I going?	 Feed Forward Where to next?
NOVICE	Task-based feedback is designed for students at this level of proficiency.	Feedback Prompts: <ul style="list-style-type: none"> ❑ "You have not yet ..." ❑ "Your work is XYZ. What we need is ABC." ❑ "You have still to reach 123 on the criteria." Strategies: <ul style="list-style-type: none"> ❑ Focus on one or two immediate actions ❑ Ensure feedback is immediate ❑ Align feedback to success criteria 	Feed Up Prompts: <ul style="list-style-type: none"> ❑ Write down "Today, I am ..." ❑ WAGOL: What A Good One Looks Like? Strategies: <ul style="list-style-type: none"> ❑ Shared lesson objectives ❑ Shared success criteria ❑ Be clear and precise ❑ Limit instructions (cognitive load) ❑ Use models ❑ Use diagnostic tools 	Feed Forward Prompts: <ul style="list-style-type: none"> ❑ "Why did you choose A instead of B?" ❑ "Explain to me why you did it this way?" ❑ "Do you think C or D is a better option?" Strategies: <ul style="list-style-type: none"> ❑ Use success criteria language ❑ Timely ❑ Provide challenge ❑ Link to goals
INTERMEDIATE	Process-based feedback is designed for students at this level of proficiency.	Feedback Prompts: <ul style="list-style-type: none"> ❑ Write down "Today, I am ..." ❑ WAGOL: What A Good One Looks Like? Strategies: <ul style="list-style-type: none"> ❑ Shared lesson objectives / success criteria ❑ Be clear and precise ❑ Limit instructions (cognitive load) ❑ Use models ❑ Use diagnostic tools (norm or self-referenced) 	Feed Up Prompts: <ul style="list-style-type: none"> ❑ "The key concept is..." ❑ "What you need to do is..." ❑ "Knowledge you need to show is ..." Strategies: <ul style="list-style-type: none"> ❑ Refine adaptive teaching ❑ Align to mastery goals ❑ Use graphical representation ❑ Increase task complexity each time 	Feed Forward Prompts: <ul style="list-style-type: none"> ❑ "Improve this by doing ABC" ❑ "If you did A or B, you could improve D and E" Strategies: <ul style="list-style-type: none"> ❑ Information received, increases ❑ Nature of actions/choices increase in difficulty ❑ Use prompts / crib-sheet ❑ Give challenge
EXPERT	Self-regulatory feedback is for students who can plan, monitor and evaluate their learning.	Feed Up Prompts: <ul style="list-style-type: none"> ❑ "Are you on track?" ❑ "Which level do you think you are?" Strategies: <ul style="list-style-type: none"> ❑ Timely feedback (now, or delay) ❑ For reassurance ❑ Positive or negative ❑ Characteristic of the task 	Feed Up Prompts: <ul style="list-style-type: none"> ❑ "How are you using the success criteria?" ❑ "How will you monitor your progress?" Strategies: <ul style="list-style-type: none"> ❑ Reduce exemplar work ❑ Show performance goals ❑ Using coaching prompts 	Feed Forward Prompts: <ul style="list-style-type: none"> ❑ "How could you go one step further?" ❑ "How could you improve this?" ❑ "How do you know?" Strategies: <ul style="list-style-type: none"> ❑ Delay feedback ❑ Offer self-evaluation ❑ Self-assessment against success criteria

Trinity Feedback Strategy.

SPARK

"Improve the learner, not the work" Dylan Wiliam.

Specific: Comments are linked to a discrete word, phrase, or sentence.



Prescriptive: Like a medical prescription that aims to solve an ailment, prescriptive feedback offers a solution or strategy to improve the work, including possible revisions or links to helpful resources or examples.



Actionable: When the feedback is read, it leaves the pupil knowing what steps to take for improvement.



Referenced: The feedback directly references the task criteria, requirements, or target skills.



Kind: It's mandatory that all comments be framed in a kind, supportive way.

