



Aims, objectives and ethos

The Sport Department's philosophy is Participation – Progression – Performance. We aim to enable all students to find suitable activities, but also generate a platform for those who wish to strive for high performance. We demand a range of qualities from our sportsmen and promote the qualities of Respect, Resilience, Responsibility and Love of Learning. Our teaching and coaching team believes that Physical Education is about inspiring students and providing them with the all-round skills needed to allow them to participate in sport for the rest of their lives. As they acquire and develop the core skills required in a number of sports, students are encouraged to develop their knowledge and understanding of both individual and team games, by learning how to devise, plan and implement tactics, act as a coach/manager and be able to umpire or referee.

Our students also take part in Health-Related Exercise and Fitness. This programme develops an understanding of how to exercise the body efficiently, giving our students an idea of the kind of exercise they should regularly be undertaking, to keep them fit and healthy, as well as an understanding of how physical conditioning relates to improved performance. Students enjoy four periods of high intensity, high quality Physical Education per two-week block. All students are fitness tested at the end of Autumn and Spring term. This helps to identify areas that require development, students who have made substantial improvements, and those athletes capable of reaching high performance. At AGSB we aim to fulfil each student's potential, alongside skill development, we aspire to grow character and encourage our students to develop resilience, respect, responsibility and a love of learning.

As well as each individual developing their potential in each unit of work, we also are conscious of identifying talent and encouraging all students to take part in our broad extra-curricular programme. We are exceptionally proud of the scale of provision and of the high-quality coaching. We enjoy regional and National success in a number of sports and aim to encourage all pupils to take up extra-curricular opportunities to encourage a life-long love of sport and to build on our success. Many of our athletes go on to represent the school in a range of competitions and to enjoy district, County and National representation in their sport. We celebrate success through our Twitter and Instagram pages, assemblies and our sports presentation evenings. We value every contribution to AGSB sport and encourage our students to play with discipline and pride, learn from defeat and collectively enjoy our success.

Staffing and structure

- The department is staffed by 6 full time members of staff and one part time (the rest of timetable in Maths).
- There are two HODs – one for curricular and one for extra-curricular
- The timetable is two weeks, with 25 periods in each week.
- In addition to the curricular commitments, each member of staff has responsibility for one or more AGSB sport's team and the management of their fixtures (both Saturday and cup).
- We have a full-time groundsman (Mr G. Heathcote) and employ several external coaches.
- In addition to the external coaches, we also have members of AGSB staff and parents who volunteer to coach teams at fixtures – although they do not coach mid-week they do allow us to extend our fixture diary.
- We also have a PE intern and regularly accept student teachers from MMU

Name	Title
Mr D Birtwell	Head of PE - Curriculum
Mr S Meakin	Head of PE – Sport - MIC Rugby
Mr M Soulsby	Assistant Head - Development – MIC Hockey
Mr A Rawson	Teacher of PE – MIC Racquets
Mr R Cammack	Head of Year 10 - MIC Football
Mr E Sheridan	Teacher of PE - MIC Cricket
Mr D Birchall	Teacher of PE and Maths

External coaches

Name	Sport
Mr M Furness	Tennis
Mr A Marcano	Hockey
Mr P Bilson	Squash
Mr B Kean	Table Tennis
Altrincham FC	Football – Y9

Curricular structure

KS3

- PE follows a 3-year curriculum. Broad traditional programme of study that aligns with the main traditional summer and winter sports. These sports all feed into our extra-curricular provision and align with the sports teams we enjoy regional and national success in.
- PE department sets all groups by ability following a rigorous and thorough Baselineing process (due to lack of accurate KS2 data). We also do an inventory on SEND, medical and talent ID during the year 6 transition day.
- Assessment at KS3 is based upon a FEDS programme and the pupils are marked on a flightpath for each sport and overall ability. Each unit of work is organised so pupils can show their ability to perform techniques and their effectiveness in games situations. Teachers have an online mark book to record progress in each lesson. They also are graded from 1-5 (1 highest) on their attitude to learning.

KS4

- PE at KS4 continues a traditional programme of study but includes some units that are only for KS4 pupils. The Intent of the KS4 curriculum is to provide shorter, more active, competitive unit of work which should increase activity levels. This is to empower and impassion participation outside the curriculum to increase health and fitness and educate pupils on the importance of life long participation in physical recreation/sport.
- Assessment at KS4 is in line with the GCSE assessment criteria but without the theory aspect. They are marked in each unit of work (technique and effectiveness in game play) and are graded on their attitude to learning (1-5).

Year 9&10 Fast Track GCSE PE

- At the end of year 8 pupils are invited to join the Fast Track PE set (usually for the set one pupil's – but an open, honest and fair suitability assessment is made with pupils and parents as to whether it is appropriate). This is to provide additional opportunity and further challenge for our highest performing students.
- The course runs over two years, with the awarding of their GCSE at the end of Year 10. This means that it is not an option in Year 9 and therefore allows more pupils to access the opportunity.
- The course runs in normal curriculum time, with 3 theory lessons and 1 practical. The justification for the lack of practical activity is that the students are already highly involved in sport both inside and outside of school and we monitor their activity levels and commitment to extra-curricular clubs.
- Results are exceptionally good. Last year the cohort of 50 pupils – 42% got a grade 9, 66% a 9/8, 86% 9-7 and 100% 9-6. This compares with the national average of 3.4% - 9, 9.8% - 9/8, 19.7% 9/7 and 36.7% 9-6.
- The pupils return to core PE in Y11 and the students who are interested in A2 PE are given an enrichment programme, including a University visit to highlight pathways in academic PE.

KS5

- The KS5 core provision is one hour of curriculum physical recreation a week. It takes place on a Wednesday afternoon. The ethos is fun, engagement, catharsis and is an integral part of the enrichment provision for our 6th form.

A2

- We have a very pleasing retention to A Level PE, which is particularly good in the context of the school going from 4 to 3 A Levels. This is a very academic school and therefore the fact that we have such good retention is a real accolade to the department.
- Results are very good at A Level – last year 33% of students achieved an A* and 100% A*/C.

Highlighted Intent of A2 PE is to educate on; Career Pathways, transferrable skills, low ratio support/intervention and to foster and engage pupils in an environment with tangible 'Love of Learning'

Key Stage Three Curriculum Overview

Year 7

	Name of topic	Key Content of the Topic	Assessment points
HT 1	Baselining and introduction to school's	6 weeks of assessing pupils' ability in a range of sports – to allow setting after October - Baselining	FEDS level descriptors – example below
HT 2	traditional sports feeding into extra-curricular clubs	Teaching of rugby, football, badminton, table tennis and hockey on rotation. Each set experiences each sport	FEDS level descriptors – example below
HT 3		Teaching of rugby, football, badminton, table tennis and hockey on rotation. Each set experiences each sport	FEDS level descriptors – example below
HT 4		Teaching of rugby, football, badminton, table tennis and hockey on rotation. Each set experiences each sport	FEDS level descriptors – example below
HT 5	Traditional sports feeding into extra-curricular sports	Teaching of cricket, athletics, tennis and rounders	FEDS level descriptors – example below
HT 6		Teaching of cricket, athletics, tennis and rounders	FEDS level descriptors – example below

Year 8

	Name of topic	Key Content of the Topic	Assessment points
HT 1	Traditional sports feeding into extra-curricular clubs	Teaching of units of work in football, rugby, badminton, hockey, table tennis, fitness, basketball and squash in sets	FEDS level descriptors – example below
HT 2		Teaching of units of work in football, rugby, badminton, hockey, table tennis, fitness, basketball and squash in sets	FEDS level descriptors – example below
HT 3		Teaching of units of work in football, rugby, badminton, hockey, table tennis, fitness, basketball and squash in sets	FEDS level descriptors – example below
HT 4		Teaching of units of work in football, rugby, badminton, hockey, table tennis, fitness, basketball and squash in sets	FEDS level descriptors – example below

HT 5	Traditional sports feeding into extra-curricular sports	Teaching of cricket, athletics, tennis and rounders	FEDS level descriptors – example below
HT 6	Traditional sports feeding into extra-curricular sports	Teaching of cricket, athletics, tennis and rounders	FEDS level descriptors – example below

Year 9

	Name of topic	Key Content of the Topic	Assessment points
HT 1	Traditional sports feeding into extra-curricular clubs	Teaching of units of work in football, rugby, badminton, hockey, table tennis, fitness, basketball and squash in sets	FEDS level descriptors – example below
HT 2		Teaching of units of work in football, rugby, badminton, hockey, table tennis, fitness, basketball and squash in sets	FEDS level descriptors – example below
HT 3		Teaching of units of work in football, rugby, badminton, hockey, table tennis, fitness, basketball and squash in sets	FEDS level descriptors – example below
HT 4		Teaching of units of work in football, rugby, badminton, hockey, table tennis, fitness, basketball and squash in sets	FEDS level descriptors – example below
HT 5	Traditional sports feeding into extra-curricular sports	Teaching of cricket, athletics, tennis and rounders	FEDS level descriptors – example below
HT 6		Teaching of cricket, athletics, tennis and rounders	FEDS level descriptors – example below

TENNIS

FOUNDATION (1, 2 & 3)

I can play in a practice situation within the service box and can rally but both lack accuracy and power.
I can play a forehand/backhand in a practice situation.
I can play a simple backhand in a practice situation.
I can underarm serve from the base line using the correct technique but lacks accuracy and tactical awareness.
I can recall three rules of the game.
I know the different playing areas for singles / doubles
I can umpire by keeping score of the game.

DEVELOPING (6 & 7)

I can play a variety of shots in a game and can keep a competitive rally going.
I can alternate between backhand / forehand in a game.
I can get into a good position to play the correct shot.
I can put power and some spin on my forehand in a practice situation.
I can put power and some spin on my backhand in a practice situation.
I can serve accurately and with the correct technique.
I can use the correct technique on my 1st and 2nd serve.

EMERGING (4 & 5)

I can play a variety of shots in a conditioned game.
I can play a forehand shot with some power and direction.
I can play a backhand shot with some power and direction.
I can serve correctly but sometimes lack power and accuracy.
I can explain to others three rules of the game and identify when someone has not followed the rules.
I can suggest to others how to improve their shots.
I can show a good ready position and movement around the court

SECURE (8 & 9) (10 IS AWARDED TO HIGH PERFORMANCE LEVELS)

I can sustain both a forehand / backhand rally with speed.
I can switch between attack and defence during a game.
I can serve accurately with power varying where I serve.
I can play doubles knowing the rules and rotation.
I can use tactics in doubles to outwit an opponent
I can umpire both singles and doubles knowing scoring systems and rules.
I can move around the court with speed and can react quickly to a return.
I can set up a practice and coach others to improve.
I exert significant control over game situations.

Do you know how to progress up the FEDSlevels?

The 'Top set' (Set 1) begin the Fast Track – GCSE PE qualification.

In Y9 pupils who are in set 1 will start GCSE PE, which they will complete a year early. It does not impact on options choices in Y9.

The pupils will take the GCSE during their PE lessons – 3 becoming theory and 1 practical.

GCSE results in the subject are excellent with the last two years results with 42% of students achieving a level 9, 68% a 9/8 and 92% 9-7. All students achieved a level 6.

GCSE Course Followed: Physical Education – Specification: Edexcel ([Syllabus code 1PE0](#))

Student's learning is supported by Kerboodle online learning tasks and tests

What can parents do to support their sons?

Take part in a range of sporting activities both through curricular and extra-curricular school sport. This will develop sport specific skills and improve their health and wellbeing. The PE department also actively encourages pupils to participate in sport or physical recreation clubs outside school.

Pupils can be further engaged within this subject by parents questioning their son about what he is doing in lessons and why he is doing it.

Details of the extra-curricular sports activities and team training times are given to the boys in September and are also made available on the school website.

Key Stage Four Curriculum Overview

Year 9 (Top Set only)

	Name of topic	Key Content of the Topic	Assessment points
HT 1	Applied anatomy and physiology	Skeletal, muscular and cardio-respiratory systems	End of unit test
HT 2	Applied anatomy and physiology	Skeletal, muscular and cardio-respiratory systems	End of unit test
HT 3	Applied anatomy and physiology	Skeletal, muscular and cardio-respiratory systems	End of unit test
HT 4	Movement analysis	Biomechanics – planes and axes of movement	
HT 5	Physical training	Training methods, principles of training, short and long term effects of exercise, fitness testing and drugs in sport	Trial Exam
HT 6	Physical training	Coursework	

Year 10 – Top Set only.

	Name of topic	Key Content of the Topic	Assessment points
HT 1	Health, fitness and wellbeing	Health, performance and lifestyle choices - diet, etc.	End of unit test
HT 2	Sports psychology	Classification of skills, SMART targets	End of unit test
HT 3	Sports psychology	Guidance and feedback	End of unit test
HT 4	Socio-cultural influences	Social influences on performance	End of unit test
HT 5	Exam technique and final practical assessment	Practical assessment and revision workshops	
HT 6	NA		GCSE exams

Recommended Revision Guides for GCSE

Topic descriptor sheets plus revision booklets will be issued to students (ZigZag Education). Past papers plus sports specific and coursework assessment criteria be shared with the pupils during the revision process. Kerboodle resources access for all pupils.

Revision Guide (Pearson) : EDEXCEL GCSE PE (9-1) -
ISBN 978-1-292-13512-0

Revision workbook (Pearson): EDEXCEL GCSE PE (9-1) -
ISBN 978-1-292-13508-5

Revision Guide (CGP); EDEXCEL GCSE PE (9-1) -
ISBN 978-1-78294-533-8

Kerboodle