

Redefining assessment and innovation in Key Stage 3 PE

"I think what we are doing now at Key Stage 3 is 'Pure P.E.'. By changing the objectives to the 'multi-ability' strands we are completely taking away the coaching aspect that clings to most P.E. lessons. So it really is Physical Education. That inspiration comes from Create Development, so thank you for all your support."

**Richard Wallbridge, Director of Sport & Performance at
Chislehurst & Sidcup Grammar School**

Introduction

Chislehurst & Sidcup Grammar School, a long-standing partner school for Create Development presented an inspiring, school lead best practice workshop to delegates at Youth Sport Trust's 2013 Annual Conference. They shared their journey and the impact that their innovation in Key Stage 3 PE has made.

In 2012 they were 'Highly Commended' within one of the Youth Sport Trust's National Innovations Awards. The category for which they were shortlisted was: 'Excellent Secondary PE department – secondary schools with outstanding, innovative PE pedagogy and provision that meets the needs and aspirations of all learners.'

Richard Wallbridge, Director of Sport & Performance and Danny Gower, Head of PE at Chislehurst & Sidcup Grammar School outline below the changes they have made with the support of Create Development and the impact these changes have made.

Background

Key Stage 3 Physical Education at Chislehurst & Sidcup has undergone an evolution over the last seven years. We have been able to move the teaching from an isolated sports focus to a generic multi-abilities approach*. We believe our innovative approach to delivery and assessment has made a significant impact on pupil's progress.

The first stage was to focus on the strands put forward by the government. Initially this did not seem to be anything other than window dressing. It took time for the staff to retrain their minds and start to move away from 'coaching' and start to concentrate on more generic skills activities within the P.E. curriculum. However, progress was made and in lessons we naturally found ourselves adopting a more pupil led approach, allowing them to develop skills such as observation and analysis. Small doses of Sport Education assisted the progress in taking the emphasis away from the teacher.

The 2007 Curriculum changes gave further clarity as to the importance of a generic approach and also confirmed our belief that engagement and enjoyment could only be obtained if the pupils had the core skills necessary to achieve a level of success. Further adjustments were made to support this and lesson objectives moved towards the Key Processes.

Working with Create Development

In 2010 two pilot groups were set up. We had come across some work by Create Development and their Create Development Wheel (CD Wheel) - www.cdwheel.co.uk, which focused PE around the gifted and talented strands whilst linking this to end of key stage levels. Create followed this up by providing additional training and support and this allowed us to deliver key generic skills in all activities with a major emphasis on pupil's social and personal development.

Impact on pupil progress

By altering lesson objectives and engaging pupils in meaningful self-assessment we have seen a rapid rise in pupil progress. Pupil enthusiasm increased because they had clear, accepted targets and could see that they were achieving.

This has resulted in increased confidence levels and all pupils developing a resilience and willingness to take risks and accept challenges. For example; in a Year 9 class by focusing on Level 6 of the Cognitive strand and using badminton as the vehicle, pupils were graded on their ability to read, react, review, analyse, evaluate and develop methods to outwit opponents. Pupils were directed towards specific objectives but had the opportunity to progress through the levels at a rate that they saw fit.

By altering the objectives we were able to see progress by all children no matter what their ability. It is perhaps ironic as we are using the gifted and talented strands to engage and develop the weaker and less engaged pupils. However, it also solves the age long question as to how to support the student who has been classed as talented, in all PE lessons. As all learning objectives are linked into the areas that have been identified as essential for developing the complete athlete we are able to show that we are supporting them all the time. Potentially we are creating the base for the pupils to excel when they are older when the physicality levels even up, an issue that had been identified at Gifted and Talented training camps.

Impact on physical development and attitudes to PE

What has been most pleasing and a key finding from both pilot groups is that in spite of not focusing objectives on physical development, the rate at which pupils have progressed has far outstripped what it used to using more traditional methods of delivery.

We have also started to see them link the skills they are developing to their extra-curricular pursuits as well as other areas of the curriculum. A classic example of the impact of the programme was found with a boy in a lower ability Year 8 class. First lesson of the year he refused to adequately complete the pulse raising activity and made little or no effort during the lesson. By the last week before half term he had volunteered to lead the warm-up. Without any prompting from the teacher he arrived at after school rugby training session. He has now played in three Saturday morning fixtures and has started to show an excellent ability to read the game and has had the confidence to suggest improvements to his more experienced peers.

Impact on curriculum planning and assessment

The programme has been integrated to all of Key Stage 3. All pupils have one of the Create Development 'Multi-ability' books to monitor progress and transfer the information to the Create Development Wheel (CD Wheel), an online 'Assessment for Learning' programme which they and their parents can access from home. Schemes of work have been adjusted and a balanced range of activities selected to deliver the curriculum.

The school runs an extensive extra-curricular programme and competes at a high level in a number of inter school activities. All sport specific coaching is now confined to training sessions after school or at lunchtimes. Intra-school competitions have also been moved to these slots. There was a fear that the ability of the teams to maintain their levels would be decreased because of the lack of contact time, however this has not been the case and standards have noticeably improved.

Whilst we still maintain some of the traditions of being a grammar school only Physical Education lessons are taught, games and games afternoons have been consigned to history. Pupils have access to 59 different activities from Croquet to Kendama.