



Subject: PE

Lead Teacher: Miss R Saunders

Year: 9, 10, 11

### Curriculum organisation

Students are taught in class groups (9A, B1,B2, 10X, Y, Z and 11A, R, S of 30 for two hours per week. They are not grouped by ability.

They are taught one PE and one Games lesson per week.

Once students move to KS4 PE, some sports are repeated such as netball, athletics, fitness, rounders, cricket, dance and handball. This allows us to build upon and consolidate prior learning and skills, ensuring any 'gaps' in knowledge are addressed. But we also begin to introduce some alternative sports to the curriculum to increase variety as well.

Students have full access to the Physical Education National Curriculum which is differentiated to meet pupils' learning needs and styles. The Physical Education curriculum is designed to be challenging, appropriate to each pupil's stage of development.

- To be active physically, demonstrating knowledge and understanding mainly through physical activity.
- To promote health awareness and the value of adopting a healthy lifestyle.
- To provide high quality coaching and teaching within PE lessons and after-school clubs.
- Staff to deliver high quality PE lessons.
- To increase the amount of inter-school competitive sport opportunities for students.
- To increase the amount of intra-school competitive sport opportunities for students.
- To instil a sense of good sportsmanship, and encourage recognition of other students contribution.
- To develop leadership skills, responsibility and self-awareness.

We offer Y11 students the opportunity to have some say in the way their curriculum is taught. This allows them to select activities that they are most engaged with. They must select a new sport in PE and Games each half term to ensure that a range of activities are taken over the course of the year.

### Overview of Topics & Key Information

How will your child be learning?

| Term        | Unit(s) of Work   | Key Enquiry Questions  | Key Content/<br>Terminology   | Skills developed  |  |
|-------------|---|--|---|---|--|
| Autumn Term | Y9 Games – Netball <ul style="list-style-type: none"> <li>- Fitness</li> <li>- Spacing</li> <li>- Marking</li> <li>- Intercepting</li> <li>- Holding space</li> <li>- Teamwork</li> <li>- Tactics</li> <li>- Interhouse</li> </ul> - Interhouse<br>Y10 Games – Lacrosse <ul style="list-style-type: none"> <li>- Scooping</li> <li>- Carry / running with the ball</li> <li>- Throwing and catching</li> <li>- Passing and moving</li> <li>- Attacking / defending</li> </ul> | <ul style="list-style-type: none"> <li>• How can I develop my knowledge and skills in this sport?</li> <li>• How can I improve the skills that I use?</li> <li>• Could I umpire or coach in this sport?</li> <li>• Do I have the knowledge and skills to know how to train to improve my own fitness levels?</li> <li>• Do I know what lifestyle factors impact my ability to train?</li> <li>• How can I make my training easier / harder?</li> </ul> | <ul style="list-style-type: none"> <li>• Tactics</li> <li>• Positional play</li> <li>• Rules</li> <li>• Attacking</li> <li>• Defending</li> <li>• Sport specific terminology in each sport</li> <li>• Aerobic endurance</li> <li>• Stamina</li> <li>• Speed</li> <li>• Agility</li> <li>• Reaction time</li> <li>• Reps</li> <li>• Sets</li> <li>• Weight training</li> </ul> | <ul style="list-style-type: none"> <li>• Passing skills</li> <li>• Positional play</li> <li>• Spacing</li> <li>• Attacking and Defending skills</li> <li>• Game Play</li> <li>• Increase in fitness levels</li> <li>• Knowledge of components of fitness</li> <li>• Knowledge of ways to train for different components of fitness</li> </ul> | <ul style="list-style-type: none"> <li>• Practical lessons</li> <li>• Individual work</li> <li>• Pair work</li> <li>• Small group work</li> <li>• Whole class work</li> <li>• Problem-solving tasks</li> </ul> |

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| <ul style="list-style-type: none"> <li>- Tactics</li> <li>- Interhouse</li> </ul> <p>Y11 Games – Fitness @ the Body Barn</p> <ul style="list-style-type: none"> <li>- 6 Lessons on technical</li> <li>- 3 lesson on Punch</li> <li>- 3 lessons on Open gym.</li> </ul>   | <ul style="list-style-type: none"> <li>• How can I develop my technique in the gym environment?</li> <li>• How can I improve the technique that I am using?</li> <li>• Do I have the knowledge and skills to know how to train to improve my own fitness levels?</li> <li>• Do I know what lifestyle factors impact my ability to train?</li> <li>• How can I make my training easier / harder</li> </ul>   | <ul style="list-style-type: none"> <li>• Technique</li> <li>• Strength</li> <li>• Reps</li> <li>• Sets</li> <li>• Hinges</li> <li>• Brace</li> <li>• Spotting</li> </ul>  | <ul style="list-style-type: none"> <li>• Knowledge of movement patterns</li> <li>• Increased knowledge of form and technique</li> <li>• Performance skills</li> <li>• Evaluation skills.</li> <li>• Confidence to train in a gym environment.</li> </ul>  |  |
| <p>Y9 PE – Dance</p> <ul style="list-style-type: none"> <li>- Musicals</li> <li>- 3 lessons teacher led to the greatest showman</li> <li>- 3 lessons interhouse dance practice</li> <li>- Interhouse dance performance</li> </ul> <p>Y10 PE – Dance</p> <ul style="list-style-type: none"> <li>- Street / contemporary dance</li> <li>- 2 taught lessons</li> <li>- 4 interhouse practice lessons</li> <li>- 1 interhouse dance performance</li> </ul> <p>Y11 – Class Choice</p> | <ul style="list-style-type: none"> <li>• Can you describe / demonstrate key dance actions used in 3 new dance styles?</li> <li>• Can you learn a short phrase of dance in each style?</li> <li>• Can you add actions to a short phrase of dance?</li> <li>• Do I have the knowledge and skills to know how to train to improve my own fitness levels?</li> <li>• Do I know what lifestyle factors impact my ability to train?</li> <li>• How can I make my training easier / harder?</li> </ul> | <ul style="list-style-type: none"> <li>• Actions</li> <li>• Principles (Levels, partner work, lifts,</li> </ul>   | <ul style="list-style-type: none"> <li>• Learn and remember a short phrase of dance</li> <li>• Choreography skills</li> <li>• Performance skills</li> <li>• Evaluation skills</li> </ul>  |  |
| <p>Y9 Games – Football</p> <ul style="list-style-type: none"> <li>- Passing, control and turning</li> <li>- Shooting</li> <li>- Attacking / beating an opponent</li> <li>- Defensive tactics</li> <li>- Set plays</li> <li>- Interhouse</li> </ul> <p>Y10 Games – Netball</p> <ul style="list-style-type: none"> <li>- Attacking principles</li> <li>- Outwitting opposition</li> <li>- Defending principles</li> <li>- Tactics/ team strategies</li> </ul>                      | <ul style="list-style-type: none"> <li>• How can I develop my knowledge and skills in this sport?</li> <li>• How can I improve the skills that I use?</li> <li>• Could I umpire or coach in this sport?</li> <li>• Do I have the knowledge and skills to know how to train to improve my own fitness levels?</li> <li>• Can I work in a team?</li> <li>• How can I make my training easier / harder?</li> </ul>   | <ul style="list-style-type: none"> <li>• Tactics</li> <li>• Positional play</li> <li>• Rules</li> <li>• Attacking</li> <li>• Defending</li> <li>• Sport specific terminology in each sport</li> <li>• Aerobic endurance</li> <li>• Stamina</li> <li>• Speed</li> <li>• Agility</li> <li>• Reaction time</li> <li>• Reps</li> <li>• Sets</li> <li>• Weight training</li> </ul> | <ul style="list-style-type: none"> <li>• Passing skills</li> <li>• Positional play</li> <li>• Spacing</li> <li>• Attacking and Defending skills</li> <li>• Game Play</li> <li>• Increase in fitness levels</li> <li>• Knowledge of components of fitness</li> <li>• Knowledge of ways to train for different components of fitness</li> </ul> |  |

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|             | <ul style="list-style-type: none"> <li>- Role of an umpire/ coaching.</li> </ul>   |   |   |   |  |
|             | <p>Y9 PE – Problem Solving</p> <ul style="list-style-type: none"> <li>• 6 lessons with a range of problem-solving activities</li> <li>• Student leadership activities</li> <li>• Interhouse problem solving</li> </ul> <p>Y10 PE – Volleyball</p> <ul style="list-style-type: none"> <li>- Develop volley</li> <li>- Develop dig</li> <li>- Serving</li> <li>- Spike</li> <li>- Block</li> <li>- Attacking and defending</li> <li>- Interhouse</li> </ul> <p>Y11 PE – Class Choice</p>   | <ul style="list-style-type: none"> <li>• Can I work in a team?</li> <li>• How can I develop my knowledge and skills in this sport?</li> <li>• How can I improve the skills that I use?</li> <li>• Could I umpire or coach in this sport?</li> </ul> | <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Overcoming challenges</li> <li>• Tactics</li> <li>• Positional play</li> <li>• Rules</li> <li>• Attacking</li> <li>• Defending</li> <li>• Sport specific terminology in each sport</li> </ul> | <ul style="list-style-type: none"> <li>• Development of problem-solving skills</li> <li>• Development of team work</li> <li>• Development of communication skills</li> <li>• Passing skills</li> <li>• Positional play</li> <li>• Spacing</li> <li>• Attacking and Defending skills</li> <li>• Game Play</li> </ul> |  |
| Spring Term | <p>Year 9 Games – Tag Rugby</p> <ul style="list-style-type: none"> <li>- Catching and passing development</li> <li>- Attacking</li> <li>- Dodging</li> <li>- Defending</li> </ul> <p>Year 10 Games – Handball</p> <p>Deeper development of</p> <ul style="list-style-type: none"> <li>- Familiarisation</li> <li>- Passing and shooting techniques</li> <li>- Attacking team play</li> <li>- Outwitting an opponent</li> <li>- Defending and goalkeeping</li> <li>- Set plays and officiating</li> </ul> <p>Year 11 Games – Class Choice</p> | <ul style="list-style-type: none"> <li>• How can I develop my knowledge and skills in this sport?</li> <li>• How can I improve the skills that I use?</li> <li>• Could I umpire or coach in this sport?</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Tactics</li> <li>• Positional play</li> <li>• Rules</li> <li>• Attacking</li> <li>• Defending</li> <li>• Sport specific terminology in each sport</li> </ul>   | <ul style="list-style-type: none"> <li>• Passing skills</li> <li>• Positional play</li> <li>• Spacing</li> <li>• Attacking and Defending skills</li> <li>• Game Play</li> </ul>   |  |
|             | <p>Year 9 PE – Fitness</p> <ul style="list-style-type: none"> <li>- Heart rate changes during exercise</li> <li>- Speed and reaction time training</li> <li>- Agility training</li> <li>- Co-ordination training</li> <li>- Muscular endurance training</li> </ul>   | <ul style="list-style-type: none"> <li>• Do I have the knowledge and skills to know how to train to improve my own fitness levels?</li> <li>• Can I work in a team?</li> <li>• How can I make my training easier / harder?</li> </ul>               | <ul style="list-style-type: none"> <li>• Aerobic endurance</li> <li>• Stamina</li> <li>• Speed</li> <li>• Agility</li> <li>• Reaction time</li> <li>• Reps</li> <li>• Sets</li> <li>• Weight training</li> </ul>  | <ul style="list-style-type: none"> <li>• Learn and remember a short phrase of dance</li> <li>• Choreography skills</li> <li>• Performance skills</li> <li>• Evaluation skills</li> <li>• Increase in fitness levels</li> </ul>  |  |

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|             | <p>Year 10 PE – Fitness @ the Body Barn</p> <ul style="list-style-type: none"> <li>- Introduction to the ways to train at the body barn (punch, weights, cardio etc)</li> </ul> <p>Year 11 PE – Class choice</p>   |  |   | <ul style="list-style-type: none"> <li>• Knowledge of components of fitness</li> <li>• Knowledge of ways to train for different components of fitness</li> </ul>   |  |
|             | <p>Year 9 Games – Ultimate Frisbee</p> <ul style="list-style-type: none"> <li>- Passing techniques</li> <li>- Catching</li> <li>- Passing development</li> <li>- Pivoting</li> <li>- Attacking skills</li> <li>- Defending skills</li> <li>- Interhouse</li> </ul> <p>Year 10 Games – Ultimate Frisbee Development of skills</p> <ul style="list-style-type: none"> <li>- Passing techniques</li> <li>- Catching</li> <li>- Passing development</li> <li>- Pivoting</li> <li>- Attacking skills</li> <li>- Defending skills</li> <li>- Interhouse</li> </ul> <p>Year 11 Games – Class Choice</p> | <ul style="list-style-type: none"> <li>• How can I develop my knowledge and skills in this sport?</li> <li>• How can I improve the skills that I use?</li> <li>• Could I umpire or coach in this sport?</li> </ul>   | <ul style="list-style-type: none"> <li>• Tactics</li> <li>• Positional play</li> <li>• Rules</li> <li>• Attacking</li> <li>• Defending</li> <li>• Sport specific terminology in each sport</li> </ul>   | <ul style="list-style-type: none"> <li>• Passing skills</li> <li>• Positional play</li> <li>• Spacing</li> <li>• Attacking and Defending skills</li> <li>• Game Play</li> </ul>  |  |
|             | <p>Year 9 PE – Cricket</p> <ul style="list-style-type: none"> <li>- Fielding fundamentals</li> <li>- Batting – defensive shots</li> <li>- Batting – cutting</li> <li>- Bowling – spin / pace</li> <li>- Wicket keeping</li> <li>- Interhouse</li> </ul> <p>Year 10 PE – Fitness @ the Body Barn</p> <ul style="list-style-type: none"> <li>• Open gym – opportunity for students to plan and carry out their own training programme</li> </ul> <p>Year 11 PE – Class choice</p>  | <ul style="list-style-type: none"> <li>• What different batting techniques can I use?</li> <li>• Why would I use different batting / fielding techniques</li> <li>• Do I have the knowledge and skills to know how to train to improve my own fitness levels?</li> <li>• Can I work in a team?</li> <li>• How can I make my training easier / harder?</li> </ul> | <ul style="list-style-type: none"> <li>• Sportsmanship</li> <li>• Stance</li> <li>• Body position</li> <li>• Follow through</li> <li>• Mechanics of movement</li> <li>• Attacking and defensive strokes</li> <li>• Batting order</li> <li>• Bowling techniques</li> <li>• Field placements</li> <li>• Aerobic endurance</li> <li>• Stamina</li> <li>• Speed</li> <li>• Agility</li> <li>• Reaction time</li> <li>• Reps</li> <li>• Sets</li> <li>Weight training</li> </ul> | <ul style="list-style-type: none"> <li>• Batting skills</li> <li>• Fielding skills</li> <li>• Throwing skills</li> <li>• Catching skills</li> <li>• Game play</li> <li>• Increase in fitness levels</li> <li>• Knowledge of components of fitness</li> <li>• Knowledge of ways to train for different components of fitness</li> </ul> |  |
| Summer Term | <p>Year 9 Games – Rounders</p> <ul style="list-style-type: none"> <li>- Throwing catching fielding</li> </ul>  | <ul style="list-style-type: none"> <li>• How do I outwit an opponent to achieve success?</li> </ul>  | <ul style="list-style-type: none"> <li>• Sportsmanship</li> <li>• Stance</li> <li>• Body position</li> <li>• Follow through</li> </ul>  | <ul style="list-style-type: none"> <li>• Batting skills</li> <li>• Fielding skills</li> <li>• Throwing skills</li> <li>• Catching skills</li> </ul>  |  |

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| <ul style="list-style-type: none"> <li>- Bowling development</li> <li>- Batting development</li> <li>- Fielding roles</li> <li>- Evaluation of tactics</li> <li>- Interhouse</li> </ul> <p>Year 10 Games – Cricket</p> <ul style="list-style-type: none"> <li>- Ball familiarisation</li> <li>- Fielding development</li> <li>- Bowling development</li> <li>- Batting development</li> <li>- Game situations</li> </ul> <p>Year 11 Games – Class Choice</p>   | <ul style="list-style-type: none"> <li>• How do I warm up and cool down in this sport?</li> <li>• How do I choose which batting technique to use when?</li> </ul>  | <ul style="list-style-type: none"> <li>• Mechanics of movement</li> <li>• Attacking and defensive strokes</li> <li>• Batting order</li> <li>• Bowling techniques</li> <li>• Field placements</li> </ul>  | <ul style="list-style-type: none"> <li>• Game play</li> </ul>   |  |
| <p>Year 9 PE – Athletics</p> <ul style="list-style-type: none"> <li>- Sprint running</li> <li>- Middle distance running</li> <li>- Triple jump</li> <li>- Shot putt</li> <li>- Javelin</li> <li>- Race walking</li> </ul> <p>Year 10 PE – Sports Leadership</p> <ul style="list-style-type: none"> <li>- Introduction to the course.</li> <li>- Communication – verbal and non-verbal x2</li> <li>- How to deliver a warm up</li> <li>- Planning a warm up and delivering to peers.</li> <li>-Use of equipment and space</li> </ul> <p>Year 11 PE – Class Choice</p> | <ul style="list-style-type: none"> <li>• How do I improve my skills in these sports?</li> <li>• How do I warm up and cool down in this sport?</li> </ul> <p>What qualities are needed to make a good leader?<br/>When would verbal and non-verbal communication be effective?<br/>What component are needed for a warm up?</p> | <ul style="list-style-type: none"> <li>• Sportsmanship</li> <li>• Stance</li> <li>• Body position</li> <li>• Follow through</li> <li>• Mechanics of movement</li> <li>• Techniques</li> <li>• Run up</li> <li>• Take off</li> <li>• Landing Angle</li> </ul> <p>Verbal communication</p> <p>Non-verbal communication</p> <p>Leadership qualities</p> | <ul style="list-style-type: none"> <li>• Increased running jumping and throwing skills</li> </ul> <p>Listening</p> <p>Communication</p> <p>Team work</p> <p>Planning</p> <p>Leading a fun warm up session</p> |  |
| <p>Year 9 Games – Danish Longball</p> <ul style="list-style-type: none"> <li>- Throwing and game rules</li> <li>- Catching and fielding</li> <li>- Batting</li> <li>- Game variations</li> <li>- Interhouse</li> </ul> <p>Year 10 Games Rounders</p>   | <ul style="list-style-type: none"> <li>• How do I improve my skills in these sports?</li> <li>• How do I warm up and cool down in this sport?</li> <li>• How do I choose which batting technique to use when?</li> </ul>   | <ul style="list-style-type: none"> <li>• Sportsmanship</li> <li>• Stance</li> <li>• Body position</li> <li>• Follow through</li> <li>• Mechanics of movement</li> <li>• Attacking and defensive strokes</li> <li>• Batting order</li> <li>• Bowling techniques</li> <li>• Field placements</li> </ul>  | <ul style="list-style-type: none"> <li>• Batting skills</li> <li>• Fielding skills</li> <li>• Throwing skills</li> <li>• Catching skills</li> <li>• Game play</li> </ul>                                      |  |

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| <ul style="list-style-type: none"> <li>- Fielding fundamentals</li> <li>- Batting</li> <li>- Bowling</li> <li>- Positional roles</li> <li>- Tactical ideas and concepts</li> <li>- Competitive matches</li> </ul>  |  |   |  |   |  |
| <p>Year 9 PE – Fitness @ The Body Barn</p> <ul style="list-style-type: none"> <li>- Introduction to the ways to train at the body barn (punch, weights, cardio etc)</li> </ul> <p>Year 10 PE – Sports Leadership</p> <ul style="list-style-type: none"> <li>- Game conditions and body positioning</li> <li>- Planning of session x2</li> <li>- Delivering the sessions x2</li> <li>- Evaluation of lesson</li> </ul> <p>Year 10 PE – Golf</p> <ul style="list-style-type: none"> <li>- Tri-golf skills festival for the last few lessons</li> </ul> | <p>How can I make my training easier / harder?</p> <p>Why do we condition games?</p> <p>How are you going to control the use of equipment?</p> <p>How will you make your session fun and engaging?</p> | <p>Aerobic endurance</p> <ul style="list-style-type: none"> <li>• Stamina</li> <li>• Speed</li> <li>• Agility</li> <li>• Reaction time</li> <li>• Reps</li> <li>• Sets</li> </ul> <p>Weight training</p> <p>Conditioned games</p> <p>Body position</p> <p>Environment</p> <p>Evaluation</p> |  | <ul style="list-style-type: none"> <li>• Increase in fitness levels</li> <li>• Knowledge of components of fitness</li> <li>• Knowledge of ways to train for different components of fitness</li> <li>• Increased awareness of golf skills</li> </ul> <p>Team work</p> <p>Leadership skills</p> <p>Planning</p> <ul style="list-style-type: none"> <li>• Ability to play tri golf</li> </ul> |  |

| Equipment needed for lessons   | How will learning and progress be assessed?  |
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| <ul style="list-style-type: none"> <li>• Full School PE kit</li> <li>• Trainers</li> <li>• Shin pads</li> <li>• Gum guards.</li> </ul> | <ul style="list-style-type: none"> <li>• Students will peer-assess during performance-based lessons (dance / gymnastics/ cheerleading).</li> <li>• Assessment is continuous and is based on: <ul style="list-style-type: none"> <li>- Development of skills practically.</li> <li>- Their ability to make and apply decisions in changing game / choreographic situations.</li> </ul> </li> <li>• Their development of physical and mental capacity to excel and challenge themselves to improve further.</li> <li>• Their evaluation skills in order to continue to improve.</li> </ul> |

| Extension & Enrichment opportunities   | What can you do to support your child?  |
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| <ul style="list-style-type: none"> <li>• Regular fixtures in a wide array of sports</li> <li>• Year 8-10 Netball weekend.</li> <li>• Year 11 and Sixth Form netball weekend.</li> <li>• Tibberton Friday night netball club.</li> <li>• Leading extra-curricular clubs.</li> </ul> | <ul style="list-style-type: none"> <li>• Ensure that they have full PE kit to be able to participate in indoor and outdoor sports in all weathers (layers for the winter, sun protection for the summer).</li> <li>• Make sure that if they are injured that a note is provided to explain the injury, how long they will be unable to participate, a supporting doctors / physio note if a longer-term injury and PE kit for them to change into so that they can still take on a role during the lesson.</li> <li>• Encourage students to participate in the extra-curricular opportunities that exist for PE.</li> </ul> |

| Inclusion  | Inclusion within KS4 PE   |
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| <ul style="list-style-type: none"> <li>• Teachers follow student passports to ensure that the needs of all students with SEND are met.</li> <li>• Work is enlarged to the necessary size for visually impaired students.</li> <li>• Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.</li> <li>• Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.</li> <li>• Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.</li> <li>• Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.</li> <li>• Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.</li> <li>• Students with ADHD are given movement breaks, fidget toys and lessons are ‘chunked’ to aid concentration.</li> <li>• Students are seated according to their needs, students work with the SENDCo to decide upon this.</li> </ul> | <ul style="list-style-type: none"> <li>• Within different sports students learn about a range of performers/coaches/officials with a full range of backgrounds, including those with disabilities.</li> <li>• Students are supported practically by the teacher if a student requires this.</li> <li>• Equipment is adapted where necessary to accommodate the needs of the students with SEND – e.g. A bigger ball/bat.</li> <li>• Modified rules and regulations can be implemented to aid inclusion and accessibility.</li> <li>• Where necessary students are given frequent demonstrations to revisit previous techniques taught to support their understanding.</li> <li>• Keywords/ subject specific vocabulary displayed on sports hall walls to aid memory.</li> <li>• Groupings are designed to support students when practicing their isolated skills or competitive games.</li> </ul> |
| <b>Rosenshine’s Principles – Individual needs</b>  |   |
| <ul style="list-style-type: none"> <li>• Equipment – Differentiated where necessary.</li> <li>• Demonstrate and showcase – students to demonstrate – correct technique – support peers.</li> <li>• Questioning in lessons – Open and closed questions- Probing and Funnel questions (Evaluation, analysis and application).</li> <li>• Peer assessment – Technique – WWW and EBI – support peers- technology and performance analysis.</li> <li>• Groupings – when students are completing isolated drills or in a competitive situation.</li> <li>• Standards – Opportunities for students to evaluate their own performance- use of standardised tables- set targets.</li> </ul>   |   |

**If you have any questions about this Learning Overview, please contact the named Teacher above.**