DDP Evaluation

Created by Saint George Catholic VA College.

This form can be used by Department leads to evaluate the effectiveness of particular school priorities and set targets.

Observe
SISRA Inform · Share · Reflect

Focus Areas

Subject Intention 1

Subject Intention 2

Fields

Label - We have the following intentions identified as the purposes of studying this subject at Saint George;

College intentions:

C1: -Creates a Catholic, aspirational ethos

C2: -Takes into account individual motivations, interests and abilities

C3: -Provides a broad and balanced experience for all students

C4: -Raises standards of attainment and progress

Quality of Education – Intentions

> We have the following intentions identified as the purposes of studying this subject at Saint George;

> College intentions
>
> C1: Creates a Catholic, aspirational ethos
> C2: Takes into account individual motivations, interests and abilities
> C3: Provides a broad and balanced experience for all students
> C4: Raises standards of attainment and progress

Subject Intention 1

INSERT YOUR 1ST SUBJECT INTENTION HERE

Comments:

*Encourage a lifelong healthy active lifestyle in physical activity. *Improve sporting ability in a range of sports, whilst developing competence, general fitness and skill.

💬 0   📎 0   📝 0   Add +

Subject Intention 2

INSERT YOUR 2ND SUBJECT INTENTION HERE

Comments:

* Understand the importance of lifelong participation in sport and what contributes to a healthy balanced lifestyle.
*Ability to successful link practical/sporting examples with theoretical understanding a range of topics.

💬 0   📎 0   📝 0   Add +

Labels can be used to provide additional information for those completing records. In this case it is to specify the college intentions which should be referred to when setting subject targets.

You do not need to link these focus areas to an outcome and could have them as fields. However, I find this provides some qualitative analysis within reports to be able to quickly view and filter focus area comments.

Observe
SISRA Inform · Share · Reflect

Focus Areas

Curriculum – Implementation

Curriculum – Justification

The "Add" option included in focus areas, allows for staff to engage with their records and keep everything in one place. Evidence can be uploaded such as Curriculum plans.

Any comments entered into focus areas will pull through into the details reports.

This provides some qualitative analysis within reports to be able to quickly view and filter focus area comments.

Curriculum design including schemes of work

Curriculum - Implementation

What does this look like in this department? How is it planned to meet the intentions of your curriculum? (Implementation)

Comments:

Full requirements of the national curriculum are met by the end year 8. The is done through a carefully planned and implemented curriculum which ensures study for all sports. Students also taught the rules and regulations for each sport (C1, C3 & S1). GCSE PE and BTEC Tech Sport pathways offered to the students (C1,C2,C3 & S2).
• Schemes of work feature a wide variety of practical activities for the students. Both the GCSE Course and the BTEC Tech Course often teach the theory content through practical activities (C2 & C3)
• All students at KS4 have one hour of physical activity a week and KS3 students have two hours. In KS3, students begin to learn specific theoretical anatomy and physiology which will help support their understanding and progress when it comes to KS4 (C3). Since September, year 7 & 8 students have been completing a workbook to support understanding of aspects of the theory curriculum in KS4 exam pathways. Progression of key skills and content carefully mapped across KS3 and KS4, both in practical and theory lessons (C4) GCSE PE is run through OCR, as the course is familiar to all teachers, we have experienced success for many years and the HoD is an OCR moderator which helps with standardisation. Current BTEC courses are run through Pearson/Edexcel (C4) Curriculum is broad and balanced to allow students to participate and develop their skills and understanding in a range of sports, which meets the requirements of the National Curriculum (C3).

💬 0 📎 0 📝 0   **Add +**

Curriculum - Justification

How do you know these things are appropriate? What evidence is there that they are effective?

Comments:

• Excellent track record of students achieving very good grades at KS4 in both courses (Evidence). Both courses have had an extremely positive progress score over the past few years, outperforming the National Average considerably.
• The two KS4 courses offered cater for the different types of learners as certain students would find the high weighting of exam grading difficult and cope better with formal assignments.
• The majority of students love to learn the theory content in a practical setting and this helps to create a love of learning in the subject. This has been supported by the improvements in end of unit test scores.
• Balance of subject specialists means timetabling KS4 in this way gives students best quality of teaching. This is supported in both a theory and practical setting. Made a GCSE Year 10 core PE group this year to extend and accelerate learning.
• OCR GCSE PE course is very similar to AQA & Edexcel, but the subject teachers have had experience in delivering this course and been rewarded with fantastic results in recent year. Having the HoD as an OCR practical assessor has also benefitted the PE department with practical moderation. Certain students would find the GCSE PE course difficult to achieve in, and therefore find the vocational course more suitable as less pressure on summative exams.
• Requirements of the National Curriculum met as students have the opportunity to take part in both competitive and non-competitive sport in a range of sports.

💬 0 📎 0 📝 0   **Add +**

Observe

Observe
SISRA · Inform · Share · Reflect

Focus Areas

Pedagogy – Implementation

Pedagogy - Justification

Pedagogy including use of assessment and homework

Pedagogy - Implementation

What does this look like in this department? How is it planned to meet the intentions of your curriculum? (Implementation)

Comments:

• SOLO learning objectives used to inform future planning and teaching, and as a way of assessing students (C4)
• During practical lessons, feedback is frequent through verbal discussions, mini plenaries, question and answer discussions, modelling etc. Books are marked in line with the PE marking policy in KS4 and all students receive learning targets to improve their understanding of particular areas (C4 & S2)
• Homework set for KS4 courses in line with the department policy. Students will receive homework on a fortnightly basis (end of topic), but this will be dependent on the area being covered. The intention of homework is on improving and consolidating the student's knowledge and understanding of particular topics and making them more confident when it comes to answering exam questions. Homework has been introduced in KS3 to support theoretical understanding of important anatomy and physiology parts of KS4 courses (C3, C4 & S2)
• Homework expectations are the same for all students. Range of online and offline tasks set in KS4. Homework set will be meaningful and planned to support students in their progress and understanding. Students in year 7 and 8 core PE now receive a homework grade on their termly mentoring report. (C3, C4 & S2)
• Teaching approaches decided by individual teacher but supported by collaborative planning and sharing of best practice across the department (C2 & C4)

💬 0   📎 0   📝 0   **Add +**

The "Add" option included in focus areas, allows for staff to engage with their records and keep everything in one place. Evidence can be uploaded such as links to pedagogy or best practice resources used in the department.

Any comments entered into focus areas will pull through into the details reports.

Pedagogy - Justification

How do you know these things are appropriate? What evidence is there that they are effective?

Comments:

• Teachers use a consistent approach of linking SOLO to differentiated lesson objectives. These are referred to regularly through the use of mini plenaries in lessons. Using SOLO allows the teacher to differentiate their lessons according to students learning needs
• Consistent and regular use of verbal feedback in practical lessons gives the students direct and quick feedback to improve performance if needed. Praise also supports motivation and the desire to want to improve. Consistent marking of books using the marking template allows teachers to give the students a admin and learning target to respond to. This is common practice during DIRT time in lessons.
• Homework is put on the College website to inform students in advance of what is expected. Homework tasks consolidate and extend learning, particularly at KS4 as they focus on practice exam questions.
• Department homework policy gives expectations as consistent for all students, regardless of course of ability.
• Balance of specialisms within the department enables collaborative planning in both KS3 and KS4.
• Results / figures from both KS4 and KS3 show how the College (PE department) is performing incredibly well in comparison to schools locally and nationally. For the 4th year running, the results in PE were the best in Southampton.

💬 0   📎 0   📝 0   **Add +**

![Observe SISRA logo] Observe
SISRA · Inform · Share · Reflect

Focus Areas

QofEDepartment Rating

QofEWWW

QofE EBI

QofE LM Rating

Sections allow you to split your form up allowing staff to focus on specific areas.

The WWW and EBI focus areas allow for Departments to provide some insight and reflect on their strengths and areas for development. This also allows for support to be requested from Senior Leaders.

This outcome set allows for department leads to easily show whether they are working towards or meeting particular aspects of school improvement. Senior Leaders can then easily identify If additional support is needed.

Outcome set
"DDP Evaluation"

Outcomes:
Working Towards
Meeting

Evaluation - Quality of Education

QofE Department Rating — Outcome: Working Towards

Working Towards

QofE WWW
Quality of Education
Comments:
• Curriculum content ensures that Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society, whilst working within the framework of a Catholic school. (Evidence: Schemes of work, curriculum maps, cultural capital audits)

• The new GCSE Specification is fully planned for as a three-year course, with resources created to support the delivery of a more difficult syllabus. As a department we actively support the ASPIRE values of the college within lesson, encouraging independence. Homework is embedded into the curriculum map to encourage independence and consolidate and extend learning. (Evidence: Curriculum maps, schemes of work, end of topic tests, homework tracker/plan/leaderboard)

• KS4 Results were excellent for the 4th consecutive year. 100% 9-4 in GCSE PE, 100% 9-5 and 55.5% 9-7. BTEC Sport results were again incredibly strong , with 95% 9-4 pass rate, 65.9% 9-5 and 19.6% 9-7.

• Learning walks, drop-ins, precision coaching lessons have always shown good strong consistent teaching. Various teaching styles adopted to cater for the different needs of learners and makes it easier for teachers to personalise learning needs.

• Headline figures from the PE audit produced by the HoD last year:

Headline Figures (Spring Term 1 before COVID-19)

100% KS3 (Year 7-9)
85% KS4 (Year 10-11)
94% of Students Participating in 2 hours of exercise a week

QofE EBI
Quality of Education
Comments:
• Ensure homework is set consistently in examination courses (particularly BTEC TECH Sport) across all teachers in KS4 to reflect the department and whole school policies.

• The quality of teaching during the winter months becomes affected because of the weather and the lack of indoor facilities. Teaching and progress will improve, particularly in KS3 if there were more indoor facilities available and this will also support the HoD with planning a more diverse curriculum.

• To ensure that all teachers within the department arrive to lessons before the students. This will help to establish consistent routines and ensure high expectations from the off.

• KS4 Core PE having the opportunity of an off-site option during their lesson time. This could also support KS4 GCSE PE students who need an additional sport like rock climbing or cycling for example. If costs weren't an issue as well, we could have a look at getting specialist coaches/instructors to come into PE lessons to support the delivery of CORE PE.

• If members of the department only teach PE and have no additional responsibilities. Utilise department time better through sharing of good practice and having meaningful conversations about the progress of groups.

QofE LM Rating — Outcome: Working Towards

Working Towards

Comments:
Comment Not Entered

Focus Areas

QofBA Department Rating

QofBA WWW

QofBA EBI

QofBA LM Rating

Outcome set
"DDP Evaluation"

Outcomes:
Working Towards
Meeting

The WWW and EBI focus areas allow for Departments to provide some insight and reflect on their strengths and areas for development. This also allows for support to be requested from Senior Leaders.

The "Add" option included in focus areas, allows for staff to engage with their records and keep everything in one place. Evidence can be uploaded such as behaviour policies and detention logs.

Evaluation - Quality of Behaviour and Attitudes

QofBa Department Rating   Outcome: **Meeting**

Meeting Criteria

[Add +]

QofBA WWW

Comments:

• Interaction with parents/carers regarding their child's behaviour and attitudes, both academically and in extra-curricular sport (Evidence: telephone logs, comments from parents at mentoring day, attendance at sport awards, College website, twitter)

• The behaviour for learning across all lessons in the department is very good, which supports high progress and attainment (Evidence: learning walks, student questionnaires, validation report)

• Incidences of low-level disruption are extremely rare. Majority of behaviour logs are because of lack of/incorrect PE Kit (Evidence: LM minutes, SIMS, weekly behaviour report, student questionnaires)

• Reward trips/meals out are organised to celebrate student success and reward dedication to extra-curricular sport at the College (Evidence: trips, head teacher's meals/coffee mornings)

• Students are predominantly very well behaved on department reward trips and extra-curricular fixtures, which helps to support and enhance the Saint George name locally and regionally.

• Many students still share how PE is their favourite subject which is fantastic to hear and how they become very disappointed if the PE time is taken away.

• Having the year 10 GCSE PE girls in a mixed gender high ability group in core PE lessons has helped to push them and keep them interested/motivated in lessons.

• Use of incentives like house points and small prizes keeps students motivated to do the best they can in lessons.

[Add +]

QofBA EBI

Comments:

• Ensure that all students are demonstrating positive behaviour for learning (particularly in BTEC TECH lessons), adhering strictly to the behaviour management policies (Dept and whole school)

• Working more closely with KS4 girls in CORE PE to improve their attitude and work ethic in lessons. As a department we currently give the students some option on what sport they are doing, but there is more scope to see what particular sports/activities would support a positive attitude. HoD to speak to Headteacher about the possibility of including a Dance teacher on year 11 curriculum time in PE.

[Add +]

QofBA LM Rating   Outcome: **Meeting**

Meeting Criteria

Comments:
Comment Not Entered

[Add +]

Observe
SISRA Inform · Share · Reflect

Focus Areas

QofPD Department Rating

QofPD WWW

QofPD EBI

QofPD LM Rating

This focus area allows for staff to reflect on the areas of strength and development for the department. Any comments entered into a focus area will pull through into the details reports for easier analysis.

Evaluation - Quality of Personal Development

QofPD Department Rating — Outcome: Meeting

Meeting Criteria

Add +

QofPD WWW

Comments:

• PE allows students to be able to development their character building, resilience, confidence and independence. Additionally, the number of students forgetting to bring their PE kit to lessons was lower than previous years.

• Over 85% of students in KS3 attended at least one extra-curricular club a week in 2019-2020.

• National representatives in trampolining, hockey and badminton. County representatives in a number of sports, including, football, rugby, hockey, cross country etc.

• Successfully won an extensive number of trophies at the Southampton City Awards Evening

• Virtual sports awards held to take over the sports awards which couldn't be hosted due to COVID lockdown.

• Topics in the GCSE PE qualification allows students to be involved in debates and discussions, with students improving their understanding of equality and diversity in sport.

• Students taking responsibility for setting up and collecting equipment in lessons. Introduced equipment monitors for certain groups when delivering a 'Sport Education' model.

• Students are often given different roles and responsibilities in lessons, for example, coach, official and manager to support progress and understanding in of subject area.

• Opportunity to apply to be a sport prefect/captain in year 11. Gain authority as well as an opportunity to be a role model to the younger students.

Add +

QofPD EBI

Comments:

• Be more consistent as a department with kit warnings and recording of these behaviour incidents. This seems to be working much better this year, with 'SIMS' recording a behaviour log if students have forgotten their kit three times in a half term.

• More frequent contact home with parents for students failing to bring PE kit when required.

• There may be scope to deliver a sports leadership qualification for students either in lesson time or extra-curricular. This will offer students an alternative pathway and develop qualities like leadership, organisation, confidence and communication. In addition, this could be a way to support/give valuable BTEC TECH students in the 'leadership' module that they get assessed in when they are in year 11.

Add +

QofPD LM Rating — Outcome: Meeting

Meeting Criteria

Comments:
Comment Not Entered

Add +

Outcome set
"DDP Evaluation"

Outcomes:
Working Towards
Meeting

![Observe SISRA Inform · Share · Reflect logo]

Focus Areas

QofLM Department Rating

QofLM WWW

QofLM EBI

QofLM LM Rating

This focus area allows for staff to reflect on the areas of strength and development for the department. Any comments entered into a focus area will pull through into the details reports for easier analysis.

Evaluation - Quality of Leadership and Management

QofLM Department Rating — Outcome: **Meeting**

Meeting Criteria

QofLM WWW

Comments:

• The HoD successfully led PE to achieving 100% pass rate in GCSE PE and 95% pass rate in BTEC Sport (Evidence: Results 2020 / Sisra). Best PE results in the Southampton for the 3rd year running.

• Very cohesive department which has gone on to be very successful both academically and with extra-curricular sports (Evidence: Extra-curricular, events, outcomes).

• Positive ethos and moral created in the department, which continued throughout the year and led to consistent set of results ever in PE (Evidence: outcomes, student questionnaire, learning walk and validation feedback)

• Work ethic and organisation of HoD allows fixtures, deadlines and data to be completed on time (Evidence: All data was recorded on time, % of extra-curricular fixtures completed in the city, range of sports the students get to compete in and all KS4 data was inputted on time).

• Department resourced in terms of stationary and practical equipment for this academic year.

• Oli Copplestone has managed the DP kit to ensure that all the kids have kit to complete lessons. This means that they can develop their knowledge and improve their levels of physical activity and resilience.

• Matt Ellerby has really stepped up this year, being really supportive to the HoD (acting as a 2nd in department). This is something Matt really enjoys and for that reason is applying to be put on the 'Aspiring Middle Leaders' course in Southampton.

QofLM EBI

Comments:

• To contribute more to the whole school teaching and learning programme. The HoD was involved in the 2019-2020 'Stepping into Senior Leadership with Confidence Course' to gain experience and look for progression routes, however, because of COVID-19, there has been limited opportunity to apply the skills learnt into school life.

• To ensure all department meetings minutes are recorded and sent to line manager, taking into consideration whole school and department priorities. Monday meetings are not always feasible and need to be rearranged because of extra-curricular clubs and fixtures.

QofLM Rating — Outcome: **Working Towards**

Working Towards

Comments:
Comment Not Entered

Outcome set
"DDP Evaluation"

Outcomes:
Working Towards
Meeting

Observe
SISRA Inform · Share · Reflect

Focus Area

Data for DDP

Fields

Label field – You don't need to write anything into this section. You should by now have an email with the supporting data document attached. Please download and complete and once it's filled out you can attach to this section when its in edit mode. Please email Sarah Drummond if you need more help.

Outcome set
"Data for DDP"

Outcomes:
Added – Complete
Added – Need Support Completing
Not Added – Still Need to complete.

Staff can use the "Add" option in View Mode to upload any evidence directly to the record. Email alerts can also be set up to notify Line Managers that this has been completed.

Using this outcome allows for busy leaders to quickly see if evidence has been completed or if further support is needed.
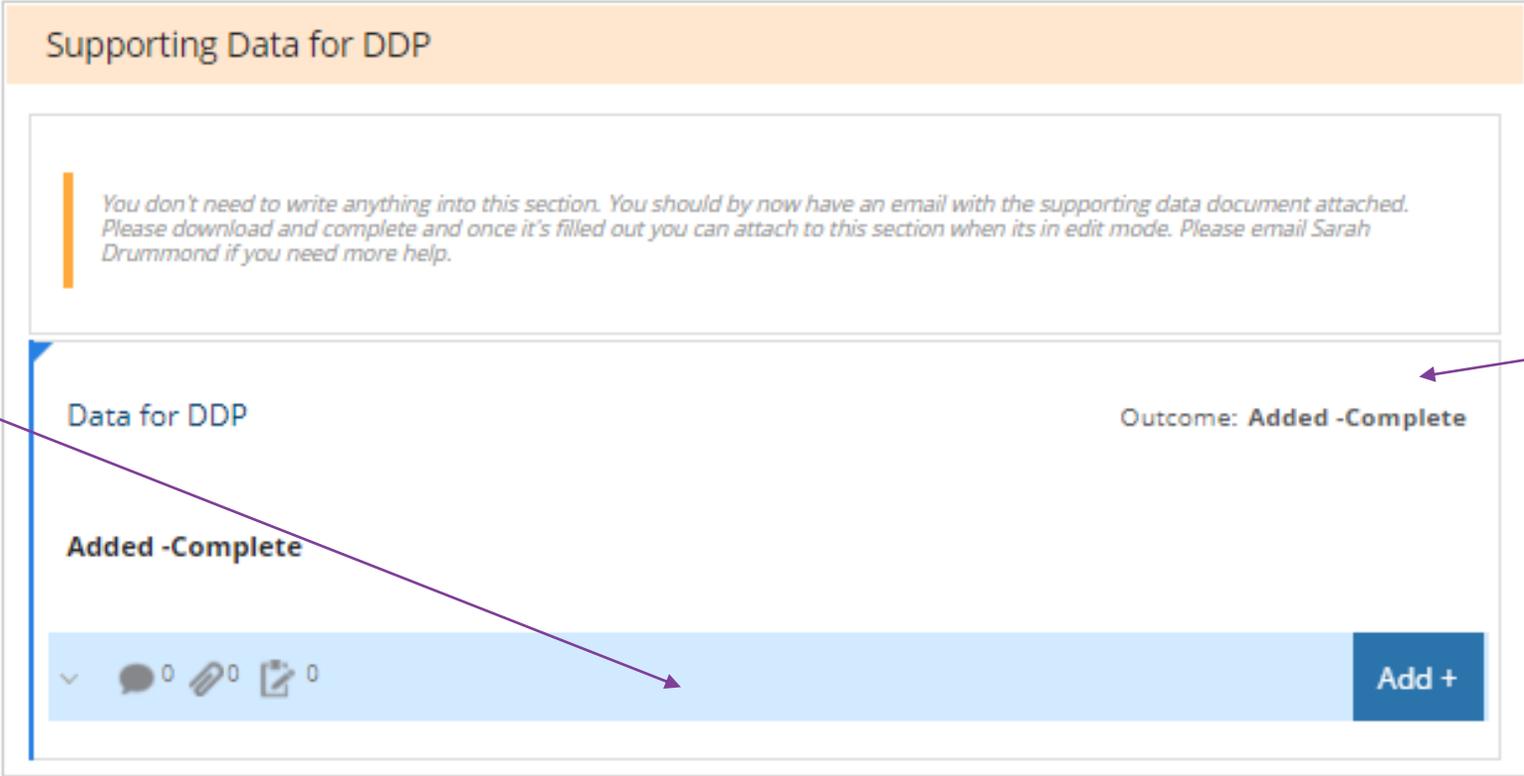
Supporting Data for DDP

You don't need to write anything into this section. You should by now have an email with the supporting data document attached. Please download and complete and once it's filled out you can attach to this section when its in edit mode. Please email Sarah Drummond if you need more help.

Data for DDP   Outcome: **Added -Complete**

Added -Complete

💬 0   🔗 0   📝 0   Add +

![Observe - SISRA Inform · Share · Reflect]

Focus Areas

QofBA Department Rating

QofBA LM Rating

QofE Department Rating

QofE LM Rating

QofLM Department Rating

QofLM LM Rating

QofPD Department Rating

QofPD Lm Rating

DDP Evaluation ?

Focus Area Name	Working Towards (%)	Meeting (%)	Total
QofBa Department Rating	66.7	33.3	3
QofBA LM Rating	33.3	66.7	3
QofE Department Rating	66.7	33.3	3
QofE LM Rating	33.3	66.7	3
QofLM Department Rating	33.3	66.7	3
QofLM Rating	66.7	33.3	3
QofPD Department Rating	33.3	66.7	3
QofPD LM Rating	66.7	33.3	3
Total	**12**	**12**	**24**

0%   100%
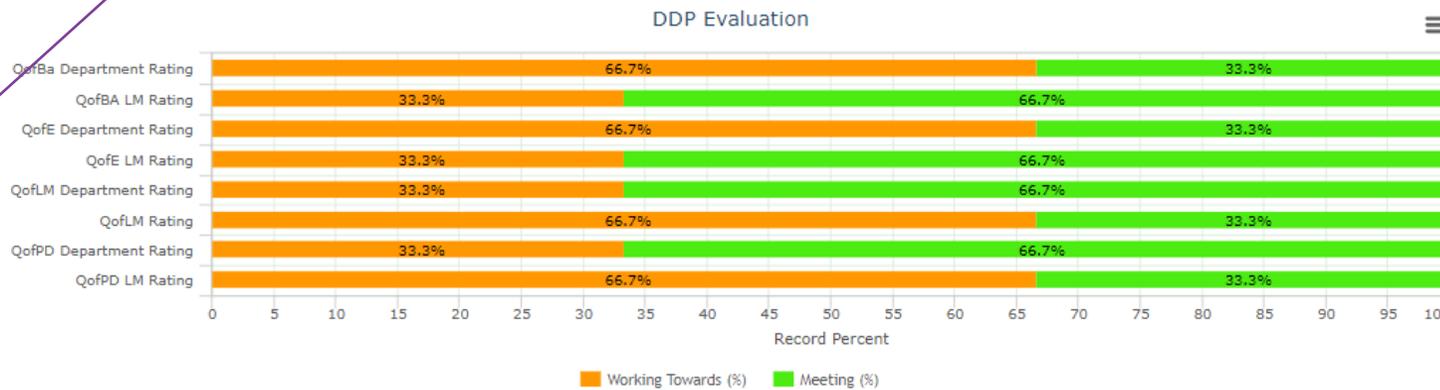
A quick and easy way to assess where departments are currently working and identify if further support is needed.

DDP Evaluation

QofBa Department Rating	66.7% / 33.3%
QofBA LM Rating	33.3% / 66.7%
QofE Department Rating	66.7% / 33.3%
QofE LM Rating	33.3% / 66.7%
QofLM Department Rating	33.3% / 66.7%
QofLM Rating	66.7% / 33.3%
QofPD Department Rating	33.3% / 66.7%
QofPD LM Rating	66.7% / 33.3%

Record Percent

■ Working Towards (%)   ■ Meeting (%)

Outcome set
"DDP Evaluation"

Outcomes:
Working Towards
Meeting

Observe
SISRA · Inform · Share · Reflect

Outcome set
"Data for DDP"

Outcomes:
Added – Complete
Added – Need Support
Completing
Not Added – Still Need to complete.

Data for DDP ?

Focus Area Name	Added -Complete (%)	Added -Support (%)	Not Added (%)	Total
Data for DDP	66.7	33.3	0.0	3
Total	2	1	0	3

0% ———————————————— 100%
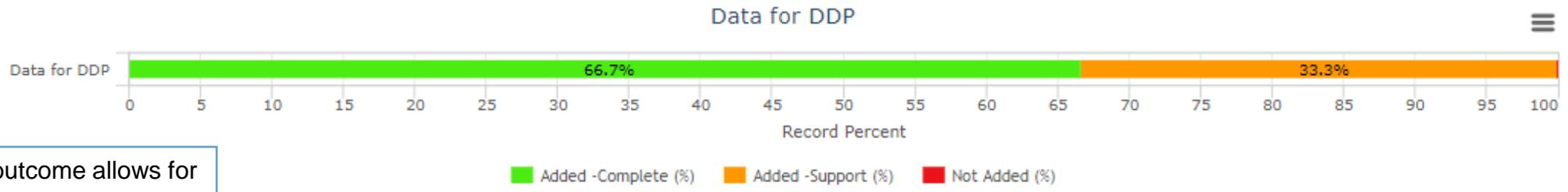
Data for DDP

| Data for DDP | 66.7% | 33.3% |

Record Percent

■ Added -Complete (%) ■ Added -Support (%) ■ Not Added (%)

Using this outcome allows for busy leaders to quickly see if evidence has been completed or if further support is needed.

Observe
SISRA Inform · Share · Reflect

QofBa Department Rating

Summary Information

Outcome Name ?	Count	%
● Working Towards	2	66.7
● Meeting	1	33.3

QofBa Department Rating - *Count*

QofBa Department Rating - *Percent*

33.3%   66.7%

■ Working Towards   ■ Meeting
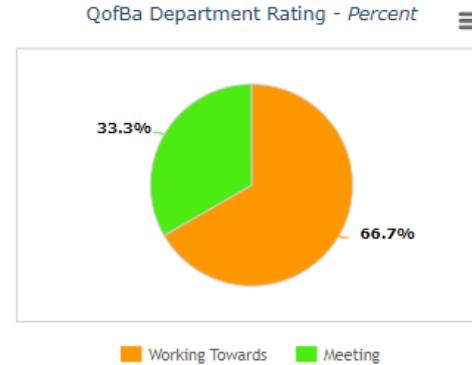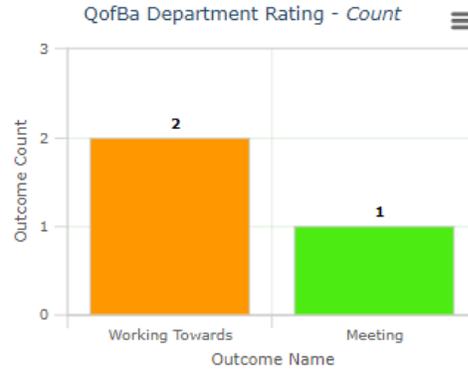
Detailed Information

Category	Department	Team	Staff

Department	Working Towards (%)	Meeting (%)	Total
Design and Technology	100.0	0	1
Humanities	100.0	0	1
Physical Education	0	100.0	1

Focus Area

QofBA Department Rating

Focus Area Reports

By clicking into a focus area (The blue title of the row within your table) you can see a detailed analysis of results. Charts and graphs can be exported if needed.

Outcome set
"DDP Evaluation"

Outcomes:
Working Towards
Meeting

Detailed information
Allows for leaders to filter results by category, Department, Team or staff. This allows for easy identification.

This template has been replicated within a SISRA system. All data is demonstrative.