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DDP Target Setting

Created by Saint George Catholic VA College.

This form can be used by Department leads to set targets for the year ahead and review throughout the academic year.

Focus Areas

Qof£ Priority 1 – Success Criteria

QofE Priority 1 – Actions & Responsibility

QofE Priority 1 – Spring Check

QofE Priority 1 – Summer Check

Fields

Label - Priority 1: To implement the principles of high quality teaching model

Spring and Summer review periods are used within this form for different sections.

As our forms allow for you to unpublish and modify records, there is not need to have multiple forms for the same review.

Quality of education (ACHIEVEMENT, ENJOYMENT)

Priority 1: To implement the principles of high quality teaching model

QofE Priority 1 - Success Criteria

Comments:
Encourage deep thinking through using a variety of differentiated tasks in GCSE PE Y10.
Encourage deep thinking through using a variety of independent and differentiated learning tasks in Year 9Y GCSE PE.
To extend the range of consolidation techniques to be used with 95R1/PD
To create resources for the new BTEC TECH Sport and Activity award to support the delivery of new content to Year 10 PE Diploma students.
To promote the use of homework/ varied lessons in the SOW to solicit research tasks which links classroom context to the real world examples in Year 9 GCSE PE class.

QofE Priority 1 - Actions & responsibility

Comments:
Precision coaching observations and feedback (ALL), precision coaching meetings (ALL), learning walk observations (ALL).

QofE Priority 1 - Spring Check Outcome: Amber

Amber

Comments:
Teaching and learning across the department once again remains consistent and very strong. All teachers have clear routines and expectations which creates a positive attitude towards learning in lessons. The learning walk feedback continues to support the high quality teaching within the subject area, where all members of staff have really tried to implement the principles of high quality teaching. From walking into the lessons, it was clear to see what the focus of the lesson is in regards to the 6 Cs. Lockdown has meant that some groups, particularly the examination groups are slightly behind where they should be and for that reason it has been difficult, particularly with the 'create' targets to really deepen students knowledge and understanding of particular topics as they have started from no where and for that reason needs to gain a basic understanding first.

QofE Priority 1 - Summer Check Outcome: Amber

Amber

Comments:
In addition, with limited indoor facilities has restricted the delivery of certain sports, and for that reason some staff have been unable to teach their specialist areas this year. All of the precision coaching feedback was very positive from T1B and staff will be getting watched again in T3B. The love of learning in PE is fantastic to see amongst the majority of teaching groups and I want this to continue to be a real focus through all year groups, particularly when it comes to engaging and motivating all KS4 core PE students. The uptake on both of the examination courses in year 9 remains high and consistent.

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

Labels can be used to provide additional information for those completing records. In this case it is to specify which areas of the form are mandatory for completion.

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.

Outcome set "1. Quality of Education"

Outcomes:
Red
Amber
Green

Focus Areas

QofE Priority 2 – Success Criteria

QofE Priority 2 – Actions & Responsibility

QofE Priority 2 – Spring Check

QofE Priority 2 – Summer Check

Priority 2: Department data target on attainment or progress

QofE Priority 2 - Success Criteria

Comments:
 70% or above pass rate in KS4 GCSE PE and BTEC TECH Sport.
 70% of KS3 students meeting minimum challenge target in Physical Education
 Current Progress in KS3
 Measured against minimum target grade based on prior attainment at KS2 Year 7 Year 8 Year 9
 % on or above Target 83% 54%
 % of PPI on or above target 75% 56%
 % of SEN on or above GCSE PE target 86% 0%
 % of High Ability on or above target 78% 47%
 (*Year 9 data was calculated before option process was completed. A large number of students switched to BTEC TECH Sport from GCSE PE, or chose not to continue).

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QofE Priority 2 - Actions & responsibility

Comments:
 Regular tracking of students in both KS3 and KS4 through SISRA, marksheet entry, department tracker, personalised BTEC and GCSE trackers, intervention, extra curricular clubs. Teachers to provide comments on their marksheets to support mentoring grades.

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QofE Priority 2 - Spring Check Outcome: Green

Green

Comments:
 Homework was set to KS3 students in the first term, before the second COVID lockdown. This worked really well and the majority of students completed this on MS teams. The homework set was to support the theoretical content on what students will learn if they choose PE as an examination subject in KS4.

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QofE Priority 2 - Summer Check Outcome: Green

Green

Comments:
 GCSE PE Results
 18% Grade 9
 37% Grade 9-7
 88% Grade 9-5
 100% 9-4
 BTEC Sport Results
 8% Distinction *
 19% Distinction * - Distinction
 50% Distinction * - Merit
 100% Distinction * - Level 2 Pass
 Over 70% of KS3 students meeting minimum challenge target in Physical Education
 PE audit completed and sent to HAB to support extra-curricular figures which have been very positive considering the difficult year that all students have had.
 Year 9 GCSE PE cohort this year have much better results in comparison to previous years. HoD and teachers of PE have worked closely alongside LM, HAB and BED to close the gap in comparison to target grades.

Outcome set
 “1. Quality of Education”

Outcomes:
 Red
 Amber
 Green

Focus area add options allow for staff to upload any evidence, reflections and they can set follow up actions as a reminder to for the next review periods.

Fields

Label - To strengthen student resilience through consistent application of the college rewards and sanctions system, whilst addressing barriers to learning.

Focus Areas

- BA Success Criteria
- BA Actions & Responsibility
- BA Spring Check
- BA Summer Check

Behaviour and attitudes (RESPECT, RELATIONSHIPS)

To strengthen student resilience through consistent application of the college rewards and sanctions system, whilst addressing barriers to learning.

BA Success Criteria
Comments:
Very few incidents of low level disruption in all Physical Education lessons. Students in class and enjoying their learning. Competitive and non-competitive sport will teach the students the importance of sportsmanship, teamwork and togetherness. Theoretical lessons in KS4 will look into depth about the importance of resilience in sport and practical examples linked to these. Provide students with challenging situations both in a practical and theoretical setting to improve their resilience.

BA Actions & responsibility
Comments:
PE Department will teach all students to win and lose gracefully and are taught the value of sportsmanship and teamwork. Reiterated and modelled by ALL PE Teachers. PE teachers who teach examination courses will use sporting examples in lessons to teach students resilience. Careful and detailed planning to include challenging tasks/practices to develop learner's resilience. Use department meetings and INSET training to share good practice and continue to work on our 'Challenge in PE' resource. Low level incidents are addressed in department meetings and parents informed if needed.

BA Spring Check Outcome: Green
Green
Comments:
Very few incidents of low level disruption in all PE lessons throughout this academic year. Students stay in class and enjoy their learning. Competitive and non-competitive sport has been taught throughout the year to teach the students the importance of sportsmanship, teamwork and togetherness.

BA Summer Check Outcome: Green
Green
Comments:
Students in KS4 PE learn about the importance of resilience in sport and link these to practical examples in preparation for their exams. As students will continuously be learning new and more complex skills in the same or new sports, as well as new tactics and knowledge, they will always be faced with various challenges and barriers in which they will need to improve their resilience in order to overcome these occasions. Furthermore, teachers are able to adapt their teaching for particular groups, as predominantly PE is taught in single sex ability groups, it allows the lessons to be tailored towards particular learning needs. Keeping the year 10 GCSE PE group separate this year in CORE PE has allowed students to be pushed further in lessons and to offer them with opportunities to learn and experiment with new sports and challenges. As the theoretical content in both examination courses have become more difficult, it's important for all teachers to continue to use new innovative teaching strategies in order to support understanding and facilitate learning. As a department, we still need to be more consistent with the reporting of PE kit marks on 'SIMS' and sanctioning accordingly.

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

Outcome set
"2. Behaviour/Attitudes"

Outcomes:
Red
Amber
Green

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.

Departments are able to provide a review during Spring and Summer terms. This allows senior leaders to have an overview of departments and easily intervene with relevant support and training if needed.

Fields

Label - To develop & promote the enrichment offer to students with a spectrum of interests and abilities.

Focus Areas

- PD Success Criteria
- PD Actions & Responsibility
- PD Spring Check
- PD Summer Check

Any comments entered into a focus area will pull through into the details reports for easier analysis.

Personal development (RESPECT, RELATIONSHIPS, INDEPENDENCE)

To develop & promote the enrichment offer to students with a spectrum of interests and abilities.

PD Success Criteria

Comments:

Number of students selecting examination courses in year 9. The last three years have seen both GCSE PE and BTEC Tech Sport full to capacity, which shows the success and value of both courses. Range of sports taught in the KS3 and KS4 curriculum. New sports have been embedded into the curriculum this year (Hockey and Ultimate Frisbee) which is given students a wider and more broad curriculum. Number of extra-curricular clubs offered to students in a variety of sports, with competitive leagues and cups for the majority of these at local, regional and national level. Organising and leading residential and sporting trips within the department when out of COVID-19. Department database produced by the HoD last year (up to February 2020) showed the following figures:
100% KS3 (Year 7-9)
85% KS4 (Year 10-11)
94% of Students Participating in 2 hours of exercise a week (855/906).

Icons for comment, edit, and delete, followed by an 'Add +' button.

PD Actions & responsibility

Comments:

Year 8 Options evening which was delivered as an assembly this year during. HoD to plan curriculum. All PE Teachers to deliver a varied and balanced curriculum. ALL PE Teachers to commit to extra-curricular sport by leading school teams and delivering after school clubs when the COVID-19 pandemic lifts. Ski Trip & Water Sports Trip organised by PE members of staff. PE Department provide further opportunities to attend sporting events (London Irish, Hampshire Cricket etc). HoD to complete PE audit for extra-curricular data as part of his UPS performance management target.

Icons for comment, edit, and delete, followed by an 'Add +' button.

PD Spring Check

Outcome: Green

Green

Comments:

Only school in Southampton to be offering extra-curricular fixtures throughout T3A and T3B through a range of sports and year groups. Clubs have been going throughout the year, excluding the remote learning couple of months.

Icons for comment, edit, and delete, followed by an 'Add +' button.

PD Summer Check

Outcome: Green

Green

Comments:

Participation figures have continued to rise throughout the year with the end of year and headline figures are below (PE audit).
Headline Figures (Summer Term 2)
100% KS3 (Year 7-9) participating in two hours of PE a week
52% KS4 (Year 10-11) participating in two hours of PE a week
80% of students at Saint George Catholic College participate in two hours of PE a week
53% of pupils at Saint George Catholic College participate in extra-curricular activities.
High uptake on both the GCSE PE and BTEC TECH Sport Activity and Fitness courses next year, which continues to support the popular choice of subject within the school.
ELL/AFO will look to launch the watersports trip again next academic year, with SHE leading the ski trip. Reward trips will be launched again next year once the restrictions are lifted to support participation at extra-curricular clubs.

The labels used in this template help to specify the aims and school development targets for staff to refer back to when setting and reviewing their targets.

Outcome set
"3. Personal Development"

Outcomes:
Red
Amber
Green

Fields

Label - Use Line Management time to better understand and support the quality of teaching within each department.

Focus Areas

- LM Success Criteria
- LM Actions & Responsibility
- LM Spring Check
- LM Summer Check

Leadership and management (ASPIRE)

Use Line Management time to better understand and support the quality of teaching within each department.

LM Success Criteria

Comments:
Drop in's, precision coaching, learning walk and tour feedback is positive and shows the very strong teaching that goes on within both practical and theoretical lessons. During LM management, bring and share ideas to support and develop all members of staff in various sports, and the examination courses in KS4. HoD works closely alongside Matt (2 year teacher) to support him with the difficult year 11 BTEC group he has got this year. Progress of group and quality of work has been improving since and the consistency within the BTEC TECH team is now much more cohesive. Twilight and department time is valuable time that is used to improve lessons and existing schemes of work which is having a more positive impact on delivery of high quality teaching.

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LM Actions & responsibility

Comments:
During line management meetings groups are adapted to ensure all students are in the correct teaching group which will provide them with the best opportunities to reach their potential. Discussions take place in terms of sharing students progress and as a way the department can standardise marking making it consistent across the department. All teachers responsibility to continue to develop their professional development through CPD, precision coaching, twilight sessions.

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LM Spring Check Outcome: Amber

Amber

Comments:
The department as a whole is very cohesive and this has allowed us to be very successful both academically and with extra curricular sports. The department is always supporting one another in terms of the delivery of extra-curricular sport, as well as supporting with CPD, teaching and data when needed.
With line management meetings, the HoD needs to ensure that he documents these more rigorously and ensure that members of the team are caught up with if they are unable to attend the meetings. Agendas could be discussed and created in advance with the line manager to ensure all of the necessary content is being covered and the meetings are more productive as a result.

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LM Summer Check Outcome: Amber

Amber

Comments:
The HoD successfully led PE to achieving 100% pass rate in GCSE PE and BTEC TECH Sport, Activity and Fitness (Evidence: Results 2021/Sisra). Fantastic set of results again, supporting a string of years with excellent results. The work ethic of the HoD, with the support of Matt Ellerby has allowed fixtures, deadlines and data to be completed on time. The moderation and standardisation process of the year 11 data was really positive and showed how well the team works together. Decisions are made from everyone in the team with all staff allowed to have an input and bring their ideas, with final decisions being made by HoD. HoD has listened to members of the team this year in purchasing resources/equipment to improve teaching and learning both inside and outside of the classroom.

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Outcome set
“4. Leadership & Management”

Outcomes:
Red
Amber
Green

This outcome set allows of departments to evaluate their own practice. It means senior leaders can then assess whether further support is needed.

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 Line Management agendas; meeting minutes; meeting timetables etc.

Fields

Label - Identify examples of how the team covers the 7 principles of Catholic Social Teaching in schemes of work, policies and procedures.

Focus Areas

- CE Success Criteria
- CS Actions & Responsibility
- CE Spring Check
- CE Summer Check

Catholic Ethos (SPIRITUALITY)

Identify examples of how the team covers the 7 principles of Catholic Social Teaching in schemes of work, policies and procedures.

CE Success Criteria

Comments:

Dignity - students learn to and can deal with losing gracefully. Students show respect towards teachers, as well as their peers and follow the high expectation which are set every lesson. Students know what the boundaries are very rarely test these in lessons. ASPIRE values are modelled by members of staff throughout the department. Solidarity - a developed curriculum map, which includes various sports to offer a broad and balanced curriculum and challenging students to reach their true potential (challenge grades). The common good - all students are offered the opportunity to participate in a broad and balanced curriculum which produces high level sport performers. Extra curricular and enrichment opportunities (including inter tutor sport) are also offered to students to provide them with further opportunities to develop as individuals and in terms of sport. The option for the poor - all extra curricular clubs are free of charge. DP students are offered PE kit to support and money off trips/events. PE department often raise money for various charities through organising whole school initiatives. Peace - contact sports are played competitively, but within the rules, showing etiquette and sportsmanship throughout. In addition, educating the students through the values of a range of sports, teaching them the diversity of the world and showing peace. Care for creation - students to display care and consideration for equipment and resources in lessons.

Icons: speech bubble, hand, document, plus. Add +

CE Actions & responsibility

Comments:

PE Department to ensure ASPIRE values are taught in lessons and extra-curricular sport and students are taught the importance of teamwork, etiquette, sportsmanship and ethics in sport. Ensure the curriculum is broad and balanced and meets the 7 principles of Catholic Social Teaching. Attendance and kit is continuously recorded to ensure students are regularly participating in PE lessons. Challenge work in PE is embedded in every lesson both practically and theoretically to challenge pupils and push them to their potential no matter what their ability.

Icons: speech bubble, hand, document, plus. Add +

CE Spring Check

Outcome: Amber

Amber

Comments:

PE department ensures that ASPIRE values are taught in lessons and during extra-curricular activities. Throughout the years, students are taught the importance of teamwork, etiquette, sportsmanship and ethics in sport. On top of this, during theory lessons, the PE department leads the class in the Angelus (Mon/Wed/Fri), but this is not always done during the practical PE lessons. Students show respect towards teachers, as well as their peers and follow the high expectation which are set every lesson. ASPIRE values are modelled by members of staff throughout the department. Extra curricular and enrichment opportunities (including inter tutor sport) are also offered to students to provide them with further opportunities to develop as individuals and in terms of sport.

Icons: speech bubble, hand, document, plus. Add +

CE Summer Check

Outcome: Amber

Amber

Comments:


All extra curricular clubs are free of charge. DP students are offered PE kit to support and money off trips/events. PE department often raise money for various charities through organising whole school initiatives, which is something as a team we will look to do a lot more next year. Students will experience competitive sport at Saint George, but this is taught within the rules, showing etiquette and sportsmanship throughout. This is always supported when Saint George students compete against other schools. Would love to see inter tutor sport take off again next year to encourage mass participation, as well as creating positive environments and memories within year groups.

Icons: speech bubble, hand, document, plus. Add +

The labels used in this template help to specify the aims and school development targets for staff to refer back to when setting and reviewing their targets.

Outcome set
"5. Catholic Ethos"

Outcomes:
Red
Amber
Green



What would this
look like in
reports?

Outcome set
"1. Quality of Education"

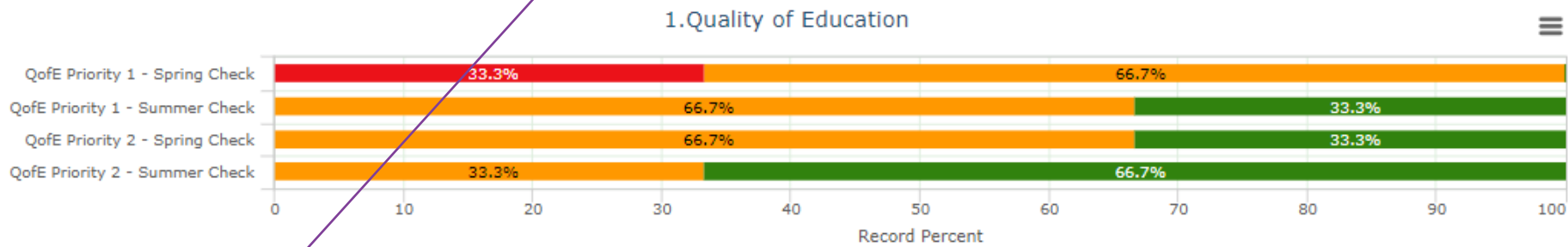
Outcomes:
Red
Amber
Green

- Focus Areas**
- QofE Priority 1 – Spring Check
 - QofE Priority 1 – Summer Check
 - QofE Priority 2 – Spring Check
 - QofE Priority 2 – Summer Check

1. Quality of Education ?

Focus Area Name	Red (%)	Amber (%)	Green (%)	Total
QofE Priority 1 - Spring Check	33.3	66.7	0.0	3
QofE Priority 1 - Summer Check	0.0	66.7	33.3	3
QofE Priority 2 - Spring Check	0.0	66.7	33.3	3
QofE Priority 2 - Summer Check	0.0	33.3	66.7	3
Total	1	7	4	12

0% 100%



This allows for easy analysis for leaders to drill down and fit out where each department are currently working. It also allowed for simple identification to implement further support or inter-departmental peer coaching.

Red (%) Amber (%) Green (%)

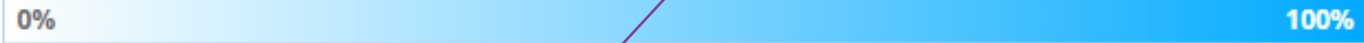
Focus Areas
BA Spring Check
BA Summer Check

Outcome set
"2. Behaviour/Attitudes"

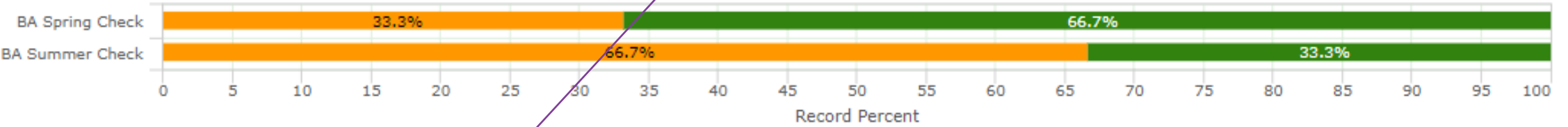
Outcomes:
Red
Amber
Green

2. Behaviour/Attitudes ?

Focus Area Name	Red (%)	Amber (%)	Green (%)	Total
BA Spring Check	0.0	33.3	66.7	3
BA Summer Check	0.0	66.7	33.3	3
Total	0	3	3	6



2. Behaviour/Attitudes



A quick and easy way to assess department experience in regards to Behaviour and Attitudes, It allows for busy leaders to quickly see if training or support is needed.

Focus Areas
PD Spring Check
PD Summer Check

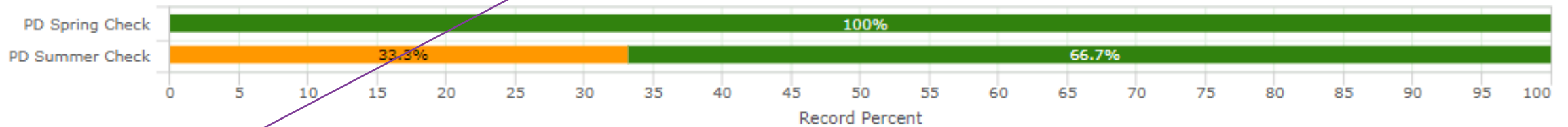
Outcome set
"3. Personal Development"

Outcomes:
Red
Amber
Green

3. Personal Development ?

Focus Area Name	Red (%)	Amber (%)	Green (%)	Total
PD Spring Check	0.0	0.0	100.0	3
PD Summer Check	0.0	33.3	66.7	3
Total	0	1	5	6
	0%			100%

3. Personal Development



This provides simple at a glance analysis for busy T&L leads to check where departments are working and if further support needs to be offered. .

Red (%) Amber (%) Green (%)

A quick and easy way to assess department experience in regards to Leadership and Management, It allows for busy leaders to quickly see if training or support is needed.

Focus Areas
 LM Spring Check
 LM Summer Check

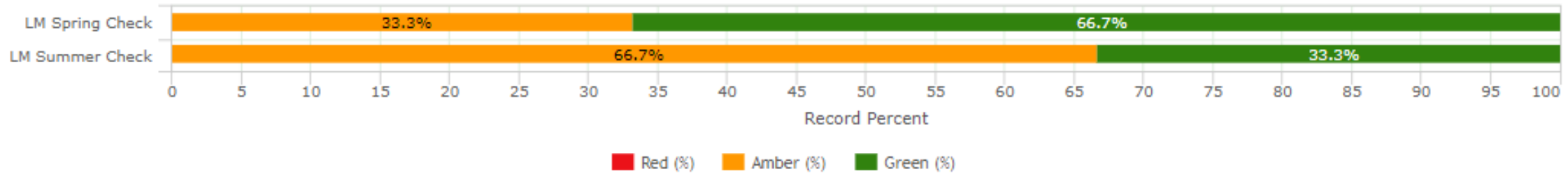
Outcome set
 “4. Leadership & Management”
 Outcomes:
 Red
 Amber
 Green

4. Leadership & Management ?

Focus Area Name	Red (%)	Amber (%)	Green (%)	Total
LM Spring Check	0.0	33.3	66.7	3
LM Summer Check	0.0	66.7	33.3	3
Total	0	3	3	6

0% 100%

4. Leadership & Management



This provides simple at a glance analysis for busy T&L leads to check where departments are working and if further support needs to be offered. .

Focus Areas
CE Spring Check
CE Summer Check

Outcome set
"5. Catholic Ethos"

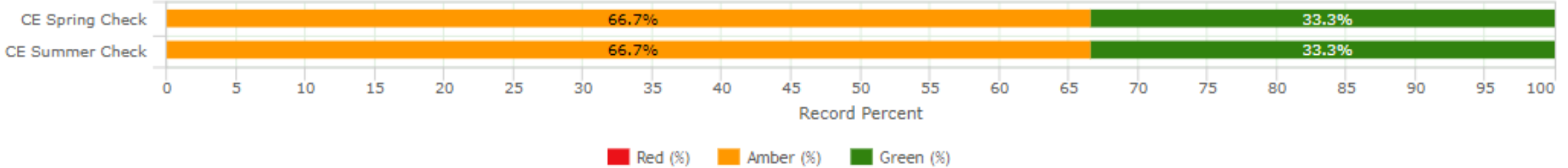
Outcomes:
Red
Amber
Green

5. Catholic Ethos ?

Focus Area Name	Red (%)	Amber (%)	Green (%)	Total
CE Spring Check	0.0	66.7	33.3	3
CE Summer Check	0.0	66.7	33.3	3
Total	0	4	2	6

0% 100%

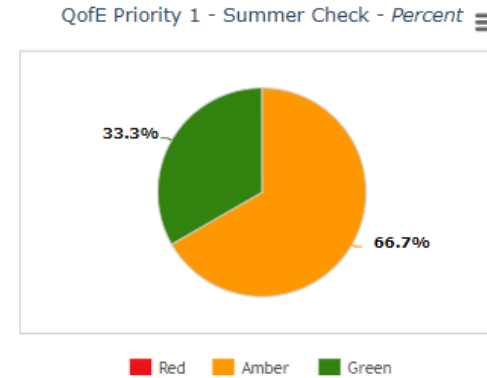
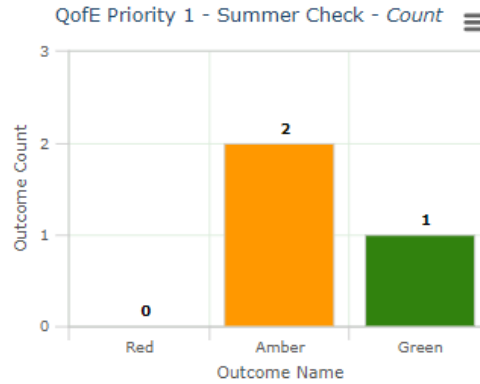
5. Catholic Ethos



QofE Priority 1 - Summer Check

Summary Information

Outcome Name ?	Count	%
Red	0	0.0
Amber	2	66.7
Green	1	33.3



Detailed Information

Category	Department	Team	Staff		
	Department	Red (%)	Amber (%)	Green (%)	Total
	Maths	0	0	100.0	1
	Performing Arts	0	100.0	0	1
	Physical Education	0	100.0	0	1

Focus Area
 QofE Priority 1 –
 Summer Check

Outcome set
 “1. Quality of
 Education”
 Outcomes:
 Red
 Amber
 Green

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.

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.