

Accreditation for Physical Education at College Park School

Accreditation or certification is commonly used to convey how a person has passed a test, or acquired a skill/competence. This concept differs from qualification in a way that it does not come with any legal recognition or license.

In line with the National Curriculum in England, a high-quality Physical Education (PE) curriculum must be broad and meaningful, providing opportunities for pupils to become physically confident in a way which supports their health and fitness (Department for Education, 2013). This aims to allow our children and young people (CYP) exploring and enjoying various experiences within the subject area. At College Park School (CPS), we offer PE provision through a diverse range of sports, such as handball, basketball, football, badminton, cricket, table tennis, and Olympic sport modalities. The purpose of this is to set a progress line from foundational skills (Early Years) to the last key stages at school, adapting the topics and approaches in the most convenient way for all the three curricular pathways at CPS (formal, semi-formal, and informal). This approach is aligned with CPS values and ethos, consisting in a person-centric and not-time-bound progression through key stages in the PE curriculum, and it seeks to find a coherent balance between following a strategically designed timeline framework and listening to our *pupils' voice*.

For secondary groups, the planning of each sport modality will be sequentially developed, scaffolding the learning process to create a solid base to ensure that the knowledge attained is appropriately implanted. The outcomes will be evaluated using an ipsative and summative assessment model. According to this, various sports skills will be addressed over the key stages, adding complexity elements as required, increasing the demand level, and forming the trunk of the learning topic (Figure 1).

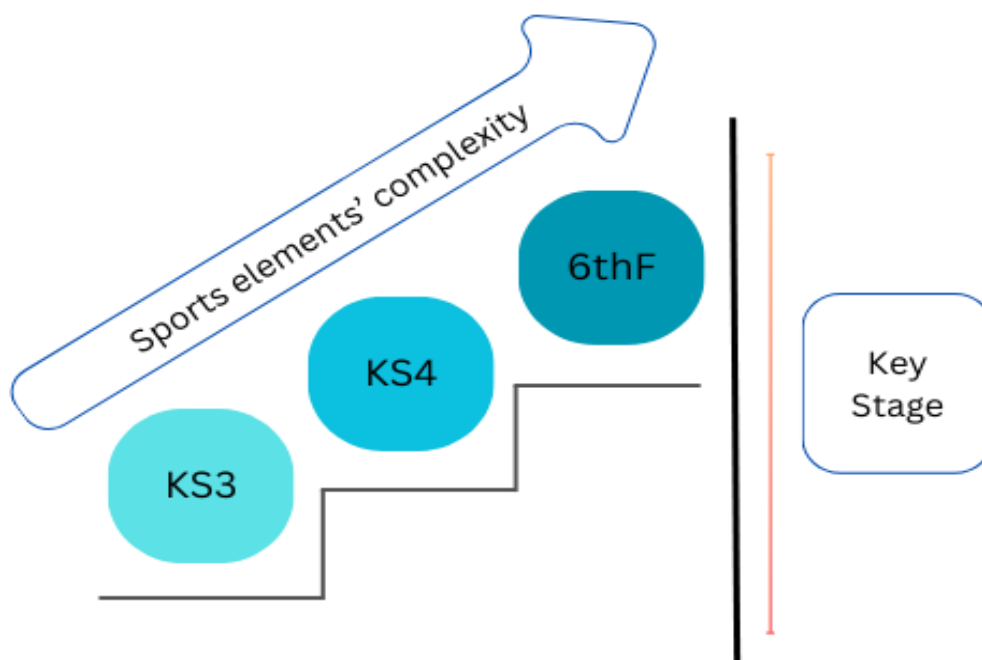
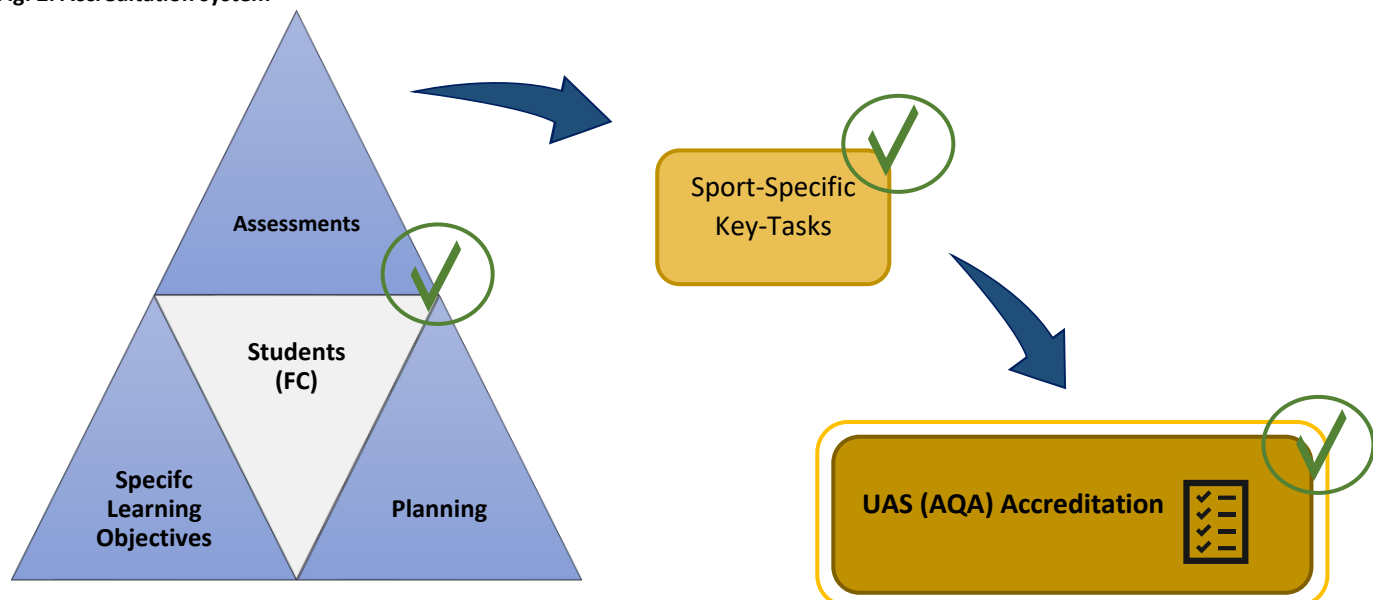


Fig. 1. Progression of sports elements' complexity through the key stages

Having our triangulation system (specific learning objectives → planning → assessments) as a reference and as a main criterion to identify progress, pupils accessing the formal curriculum will have the opportunity to achieve accreditation within the Unit Award Scheme (UAS) – AQA. This recognition will encompass different sport specialties' skills mastery which they have been working on over the key stages during their learning journey at CPS.

This accreditation system is based on professional observation and progress monitoring, warranting that the skills acquired are appropriately embedded and students build a robust motor and physical development. In this sense, those pupils who consistently achieve the specific learning objectives and proving it through assessments will be summoned to perform a battery of specific key-tasks related with the targeted sport discipline. This will then lead to eligibility, being granted with the UAS - AQA accreditation of this sport specialty after successfully completing this test (Figure 2).

Fig. 2. Accreditation system



In addition, it is worthy to highlight that even though this certification system does not convey any legal qualification, it represents an inclusive approach which recognises the hard work, dedication, and development of our CYP; it represents a celebration of progress along their learning process in PE.