|  |  |
| --- | --- |
| **Range and demand of skills and techniques in the activity** | As a striking and fielding game; Rounders is a sport which includes a wide range of skills and techniques, comparable to other striking and fielding activities.  Examples include:  Batting – Preparation , stance, swing adjustment and execution  Fielding – Catching/stopping, pick up and throw, and specialist backstop and post fielding skills.  Bowling - Repetition of preparation and execution for a style of bowling, speed, line and flight of the ball. |
| **Application of tactics / strategies / composition in the activity** | Rounders requires high levels of tactical awareness obtained over a period of time to excel and perform to a high level. Strategies and tactics are many and can be broken down in to five areas:  **Awareness and tactical application of Rule(s)**  The NGB has formalised rules which ensure that the play is correct, consistent, safe and fair. Knowledge and tactical application of the rules covers many areas of the game, and can only be obtained over a long period of time.  E.g. Knowing the correct way to terminate an innings -this prevents the last batter from scoring if they reach 2nd or 3rd post  **Strategic**  Strategy relates to decisions made in relation to fixed conditions, before dynamic play starts.  E.g. Consideration of weather and pitch conditions - determining outcome of winning the coin toss -choice of who bats first; decisions around type of hit – low and hard for uneven pitches, high and long into sunshine, setting the initial field etc  **Decision Making**  Tactical decision making relates to the skills and rules choices made in relation to dynamic play.  E.g. Fielders should always be aware of opportunities for second / third phase play – for example stumping the live player out at first and then throwing to another post to get a non-live batter out. Active play only stops when the bowler has the ball in the square.  **Positional**  Positional tactics relate to positional decisions in reaction to dynamic play.  E.g. Changing the field setting in reaction to the batters strengths.  **Personal**  Personal tactics are a personal understanding of self and others, in relation to confidence, motivation, physical ability (including injury or disability) and the ability to adapt to reflect this.  E.g. Verbal and physical communication between all players is critical to success - multiple batters on the track, catching and covering |
| **Develop skills over a significant period of time** | The wide range of practical skills and strategic/tactical knowledge involved in Rounders cannot be gained over a short period of time. Often this starts in Primary school and whilst someone with good hand-eye coordination could get initial success at Rounders true understanding of the sport comes with experience and purposeful practice over time.  Teachers offer a phased approach to the development of Rounders skills and tactics to build skills, knowledge, understanding and application over time. |
| **Suitable conditions in which to perform** | Schools can easily arrange suitable conditions through competitive situations using the Rounders England rules. For example   * Inter form * Inter school * Within lessons (single sex or mixed) * Part of school games * New Rounders England competitions for 2019   Rounders can be assessed indoors or outdoors on the pitch or in a classroom for tactics and strategic knowledge. |
| **Level of performance that can realistically be assessed `** | Recognising that this was one of the issues resulting in Rounders removal from the list, Rounders England have worked with an exam board and PE practitioners to develop revised criteria which is comparable to other sports and sets appropriate levels of challenge and difficulty with clearer explanations for assessors. This supports a PE department to set up live moderation of Rounders. |
| **Equalities considerations** | The inclusive nature of Rounders is reflected in the new branding of Rounders England whose mission is ‘Connecting people through Rounders’ and the strapline of #weareallrounders. Regardless of a person’s characteristics (sex, race, disability, religion / belief, sexual orientation, pregnancy & maternity, gender re-assignment and age) Rounders is a sport for all.  For example:   |  |  | | --- | --- | | **Sex** | The rules allow for play by male and female players | | **Disability** | Inclusive Rounders enables disabled players to participate | | **Religion / Belief** | Rounders has no rules barriers in relation to religion (e.g. restrictions on clothing) | | **Pregnancy & Maternity** | Rounders England rules allow for play during pregnancy; leaving the individual to make a risk assessment appropriate to them | | **Gender Re-assignment** | Rounders England has clear guidelines relating to gender re-assignment and social and competitive play at various ages. | | **Age** | Rounders can be played from primary school to senior years, Rounders England promotes family play and our mission is ‘connecting people through Rounders’. There is no barrier regarding age in the rules. | |
| **Centre resource and workload considerations** | The re-introduction of Rounders would SAVE teacher workload and SAVE costs for schools struggling in the current climate of educational funding.  For example;  Workload - through having an activity which can be moderated live and in a team environment (less resource intensive than one on one).  Costs - for schools struggling in the current climate of educational funding Rounders equipment is low cost.  Rounders has a high degree of familiarity and coupled with the expert support available from Rounders England, teachers are better equipped to assess effectively and consistently.  As a result PE teachers can make curriculum and extra-curricular provision a regular and progressive feature of students' experiences in school. As a relatively cheap and accessible sport for schools, PE departments would appreciate its reintroduction on all manner of workload fronts. |