

### PE - Department Culture Document

When students leave us, we want them to keep getting better. We want them to apply what they have learnt to more demanding situations or to new activities as they confidently navigate the huge variety of sport and physical activity available in modern society throughout their lives.

For this to happen students will know and live the multitude of benefits that Physical Education (PE), Physical Activity (PA) and Sport have to offer. We want to foster in them the confidence, competence, lifelong habits and traits that will make sure that they thrive in a top job and truly have a great life.

#### What does the PE Department Value?

- As a department, we prioritise creating positive experiences of PE, PA, and sport through delivering appropriately challenging lessons that students perceive as meaningful. This is done through contextualising learning, so students understand how this learning is useful to them physically, mentally and socially.
- Maximising every minute through tight transitions
- Feedback over marking
- Using PE to teach students concepts and skills that are connected to build confident performers with strong schema.
- Enabling students to understand how PE can be used to help them climb their mountain.
- Not using a 'one size fits all approach'. Students are at the centre of the PE curriculum and the implementation of the curriculum matches this.
- Teaching games using a Teaching Games for Understanding (TGfU) pedagogical model. This involves placing students in developmentally appropriate conditioned games and skill development practices, which reflect the particular focus of the lesson.
- Teaching Individual pursuit activities using Direct Instruction. This enables more of a skill focus through use of modelling and scaffold. Skills are taught in a progressive nature that increases in complexity as time continues which enables teachers to see clearly, when students' technique requires refinement or is ready to be progressed.

#### What do PE Lessons at DTA Look Like?

- **Some lessons will** provide opportunities for reflection on how the lesson can benefit students outside of PE lessons, school and in their adult life.
- **Most lessons will** place students in situations where they, alongside the guidance and instruction of a teacher, explore and solve problems in a variety of activities. This is through developing tactical understanding, decision making (what to do) and skill development (how to do it).
- **All lessons will** have no assumption of prior knowledge or access to physical activity and sport. All students are taught the same rigorous curriculum. Although students are taught in groups, we have the same high expectations of all students and we do not narrow the curriculum by group.
- All students are taught from the same scheme of knowledge so that everyone has access to the same powerful knowledge. However, for true equity, some activities are appropriately adapted or modelled as required for individual or groups of students.
- Games-based lessons involve students learning about the the principles of play. Principles of play are the strategies used to adapt to any situation in a game and encompass different skills and tactics.
- Core PE is taught in a manner where skills and concepts are interleaved in different contexts to enable long term retention and sufficient practice time.
- For example, keeping possession (on-the-ball focus) is delivered in Netball. However, the same concept is taught in handball, basketball and rugby also. This enables students to not only remember declarative knowledge more accurately long term, but also enables them greater depth of practice in mastering the tactics and skills required in order to keep possession when in possession of the ball.
- Games based lesson often take on a 'whole-part-whole' approach with a conditioned game to start, skill development in the middle, concluding with application of the principle of play being taught to a competitive situation. However, teachers may decide to use break out groups to work with students who may need support in mastering concepts or skills. For example, having a small break out group of students who are struggling with the overarm throw in a cricket lesson to allow them more repetitive practice to master the skill before re-integrating them back into the main lesson group.
- Teachers explicitly refer to what 'on task' looks like in PE through referring to being on task physically as well as mentally. This involves trying your best and working at the correct intensity, whilst remaining focused and emotionally regulated when making decisions which is a crucial skill beyond school.

#### How does the PE Curriculum Contribute to the Achieving the Academy Sentence?

- The academy sentence is '*The academy ensured that all students succeeded at University, or a real alternative, thrived in a top job and had a great life*'.
- Core PE and Examination PE play a crucial role in not only ensuring that students have the declarative knowledge, procedural knowledge and cultural capital to pursue further education leading to university and a top job and have a great life.
- The PE curriculum is building towards all students living and knowing the physical, mental and social benefits of PE, PA and sport.

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- This is to foster lifelong habits that enable students to truly have a great life post school. The PE curriculum will enable students to use what they have learnt in more complex sporting situations to keep learning in greater depth or to apply their already existing skills and knowledge to new activities they may try beyond school life.
- Throughout the 5-year curriculum learning is also contextualised in a manner that enables students to understand how the taught knowledge benefits them in their lives in future workplaces and in society beyond school.
- For example, how being able to work as a fielding unit to limit runs in cricket enhances verbal communication, concentration, leadership and followship skills and how these skills will be used beyond school in university and in the workplace.

### How is your curriculum implemented to support SEND and challenge disadvantage?

- Lessons are centred around the most vulnerable - true inclusion is no inclusion.
- This is done through consistency of routines, single level chunked instruction, front loading and INIP's. This mitigates cognitive load for all students and frees up working memory so students can learn, and teachers can teach.
- Lessons have no assumption of prior knowledge, or access to physical activity and sport to ensure all students can access learning fully.
- Double staffing is used rather than a teaching assistant.
- The most vulnerable students are placed with the most qualified adults.
- INIP's are kept in Teacher Files and are updated every cycle.
- Students with additional needs at Trinity make more progress than other students nationally. PE is no exception to this.

### Resources

- **Core PE:** The PE department use developmentally appropriate equipment to ensure all students can access the learning focus for the lesson. For example, shorter badminton rackets to support developing hand eye co-ordination.
- **Examination Route PE:** booklets are used to mitigate cognitive load and are carefully planned to enhance understanding and long-term retention through use of dual coding, turn and talk, gradual release, spaced practice, concrete and abstract examples and DIRT.

### Planning

- Teachers understand fully what misconceptions and gaps their classes have (both core and theory) and are expected to plan to address these gaps. Teachers use the schemes of knowledge to check when their class is ready to move on and plan lessons accordingly. This ensures that content is not rushed through, and true mastery can be fostered. Teachers use IP sheets in response to summative data and select highly tailored teaching strategies to close identified gaps.
- Teachers maintain the high expectations through teaching all students (regardless of group) the same curriculum to equip them with the same powerful knowledge. Student answers are expected to be in full sentences (one of the school's literacy strategies) and key terminology is expected to be included.
- Staff ensure 'right is right' by not 'rounding up' students' answers to enable all students to understand the high expectations in terms of responses and teachers take time to question students on the 'why' behind their answer to ensure rigour in questioning and to facilitate stronger schema construction through linking learning to previous topics and examples that the students can relate to and understand.
- In core PE routines and learning habits are translated into the PE context and this is explained explicitly to students to support them in making positive choices to enable them to continue to climb their mountain in PE.
- Students who study vocational sport (BTEC Tech Award in Sport) or examination PE (AQA GCSE PE) use IT resources to complete internal assessments that contribute to their final grade. This requires them to use the internet as a research platform to deepen their understanding of topics independently in a professional manner. This will require students to type into Microsoft word and create PowerPoint presentations to summarise their learning and produce responses to internal assessments.
- LTPs/SoW/SoK cover all skills and principles of play that are involved in playing different categories of game (invasion, net and wall, striking and fielding) and individual pursuit lessons cover the wide variety of skills and knowledge that are needed to participate confidently in athletics and gymnastics, and this is also the case in dance and OAA lessons. These skills and principles of play are explored in greater depth as time goes on to allow students to enhance their confidence in a wide variety of different sports and activities. This allows students to gain an appreciation of sport and physical activity enhances the chances of them being more physically active post school.

### Instruction and modelling

- Individual pursuit activities are delivered using Direct Instruction. This enables more of a skill focus through use of modelling and scaffold. Skills are delivered in a progressive nature that increases in complexity as the lesson continues which enables teachers to see clearly when students' technique requires refinement or is ready to be progressed.
- For example, when teaching the javelin, the technique is progressed from a square on throw to a full run up, shuffle and throw. This is done gradually to enable feedback and quality of technique at each stage of progression.
- Games based lessons are taught using the TGfU model. TGfU involves placing learners in conditioned games and skill development activities where appropriate which reflect the particular focus of the lesson. From this point teachers will progress the initial activity where appropriate and place students in skill development activities as and when required.

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- Teaching Games for Understanding involves students being placed in appropriately conditioned games that match the learning focus for the lesson.
- Once 'Game Appreciation' (appreciation of the rules and demands of the activity) students' tactical awareness is encouraged through carefully scripted questions surrounding the why, where, what, who, how and when. This, ultimately, leads to a refinement in decision making (what to do? How should I do it?).
- Once students understand the tactical problems that exist in the conditioned game it may be appropriate to work on the 'How' through refining skill execution, this may be done in skill development activities with or without defensive pressure.
- These factors contribute towards an increase in performance of the students to enable learners to enhance tactical awareness, decision making and skill execution through playing appropriately conditioned games and engaging in skill development activities as and when needed.
- Carefully scripted questions underpin this process to encourage tactical reflection and game understanding (e.g. what to do, how to do it, where to go, which option to take, why a decision has been made).
- This enables students to understand how to carry out the principles of play and understand how skills can be used to do this. This allows lessons to be suited to facilities and context, lesson time to be maximised, the benefits of Physical Activity to be promoted and delivery can be tailored to maximise learning.
- This model is used as through it students will appreciate the tactical demands, decision making required, and skills required to succeed in different games (what to do and how to do it). Students will be able to transfer and apply their knowledge and understanding across activities as they will recognise the similarities between games of a similar format (e.g. football and handball as these are both invasion games) which allows for greater transfer of learning between sports of the same game type.
- Examination PE is taught through direct instruction with teachers working within the concrete before moving towards more abstract examples.
- Visualisers are used to model key concepts in examination route PE to students and to enable live feedback to be provided in show-call, so students know how to get better.
- All content in core and examination PE is spaced and interleaved as opposed to block practice to help students consolidate their learning by interrupting the forgetting process.
- Practice testing is used in examination PE lessons and in homework to help students commit knowledge to their long-term memory.
- Learning of key theoretical concepts is applied to practical lessons in core and examination PE which allows students to build more complex schemes by applying their understanding to a greater number of specific sporting contexts.
- The curriculum is designed so that students can retrieve prior learning every single lesson and through homework.

### Assessment and Feedback

- Formative assessment is continuous and integral to the curriculum in PE in both core and examination route PE and is meticulously planned into our schemes of knowledge to progress check, identify misconceptions and inform future planning.
- Teachers gather live data in lessons through observations, retrieval practice, cold call and spotlighting.
- Assessment in the core only takes place at KS3. Students are given a subjective grade in relation to the three key stands of the curriculum (for for life, know the sport, know the rules)
- Summative assessment is used to provide data entry twice per year per year group. However, summative assessment is always used to inform planning as to students can know more and remember more.
- Summative data is used to inform planning. Teachers complete Intervention and Prevention documentation for their classes which involves selecting the gaps, which students need to close such gaps and the highly tailored teaching strategies that will be used to intervene and prevent these gaps from forming.
- There is a synergy between assessment and feedback with teachers using messy mark books to address misconceptions and inform subsequent lessons which involves dedicated DIRT time.

### Curriculum Outside the Classroom

- The PE and Co-Curricular curriculum brings to life our PDS focus on leading a healthy, active lifestyle. Students will engage in health and well-being activities in KS3 and KS4 and be exposed to a broad range of activities to encourage lifelong participation in physical activity.
- In studying PE at KS4 students will explore the positive impacts on exercise on our physical, mental and social health alongside the negative impacts of smoking and a poor diet which enhances their understanding of a healthy lifestyle. Furthermore, PE develops students' resilience, teamwork, leadership, followship, ability to manage stress in a positive manner and confidence which all link explicitly to PDS.
- The PE Department offers extra-curricular clubs on Monday, Tuesday, Thursday and Friday mornings and a variety of after school activities to all students to develop their skill set, understanding of the game/activity and socialise with peers. As part of this, students are given multiple opportunities to represent the academy at competitions including the Dixons Cup.
- Students also develop their knowledge and understanding of concepts that exist beyond the curriculum in co-curricular games. Training is carried out after school to prepare for fixtures against other schools in local leagues and in the Dixons Cup competitions.

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- Using the careers spotlights we explore through discussion and practical experience, the vast range of careers in the sporting domain beyond the generic understanding of being a coach, teacher or elite performer. This is, when appropriate, linked to key concepts learnt in the core curriculum as well as in options PE.

### Professional Growth

- All staff in the PE department receive weekly coaching. For teachers within the department this is largely instructional coaching. However, a coach may switch to the GROW model where appropriate.
- All staff have a performance tracker, which is saved publicly, and any member of staff can write on anyone's tracker.
- When students are in morning meeting staff take part in Practice twice a week in order to enhance confidence in front of students.
- PE department meetings take place weekly on Friday, which enables the PE team to develop subject knowledge.
- JRO is accountable for the QA of the PE department with a focus on instructions and routines.