

# Dudley Academies Trust

## Statement of Physical Education Curriculum Intent – The Link Academy 2021-2022

2021/22



The Physical Education department at the Link Academy are committed to develop the child as whole. We offer a broad curriculum, challenging learners to understand the value of a healthy active lifestyle whilst embedding values of fairness and respect positively contributing to life in today’s society. We strive to instil a love of learning whilst developing physically confident, resilient learners who can make connections between theory and practice underpinning how their development can improve performance. From year 7 learners experience an ambitious curriculum gaining feedback in a combination of cognitive, social, emotional and performance skills contributing to a holistic development within a sport setting.

Dreaming big	Rewarding effort	Leading together	Respecting each other and our world	Learning that inspires
<p>We encourage positive attitudes to challenge and support resilience through feedback.</p> <p>Work in diverse group settings to allow learners to adopt a range of roles to support challenge for all abilities.</p> <p>Specialist staff maintain high expectations when teaching, creating a challenging competitive environment whilst</p>	<p>Through a culture of high aspiration, our students will believe that consistent hard work, well-focussed effort and a resilient approach to feedback will be rewarded.</p> <p>We actively strive to celebrate achievements focussed on learners developing a trust in their peers within lessons. Consistent hard work, attendance and a positive</p>	<p>Learners develop leadership in Physical Education in and out of lessons regardless of ability. As a subject we recognise the opportunity for learners to lead in a variety of roles through a challenging and broad curriculum. Feedback is consistently offered in lesson to peers in a positive learning environment.</p> <p>Peers are given a platform</p>	<p>Every lesson Physical Education is underpinned by a positive learning environment. Staff embed values of fairness and respect through activity developing learners character as well as physical performance.</p> <p>A culture of consideration is generated in lessons with personal challenge being the focus regardless of ability.</p>	<p>Lessons inspire students to gain experiences within extra-curricular with the aim to encourage lifelong participation and an interest in activity.</p>

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<p>offering an out of class enrichment. This develops an interest in activity and character and contributes to a holistic development of the child. A comprehensive and consistent approach to a broad extra-curricular programme allows all students the opportunity to raise aspirations and gain experiences in new activities in a safe environment.</p>	<p>attitude to learning will result in praise in lesson as well as post cards, phone calls and text messages to parents and carers.</p>	<p>to develop skills to problem solve and demonstrate resilience to challenge. This develops confidence in leadership and is promoted through positive student role models leading events within the community and local primary schools.</p>		

## Curriculum Framework

Our curriculum framework places high value on excellent practice and research evidence to inform the overarching curriculum principles outlined below. These principles emphasise the importance of effective curriculum design, intelligent sequencing of knowledge and meaningful assessment that informs learning. Our expert teachers implement evidence informed methods to maximise learning and retention of knowledge and skills, meaning the level of challenge in the curriculum outlines the level of challenge in our classrooms.

### Knowledge (content)

- Curriculum content is knowledge-rich, tackles misconceptions and builds on prior learning.
- Knowledge and skills are introduced in a well-sequenced coherent curriculum providing clear progression for all learners.
- Progress is learners knowing more and remembering more of the curriculum.
- Home Learning is used to practice and embed knowledge and skills effectively.

### Teaching & Learning

- Teachers are experts in their subject.
- Teachers understand that learning is the long-term retention of knowledge and the ability to transfer it to different contexts (skills).
- Teachers employ evidence informed teaching methods to improve learning and knowledge retention.
- Cognitive Science informs teaching to ensure retrieval practice, spacing of knowledge and low stakes testing are used effectively
- Teachers actively seek opportunities to improve their teaching through their active engagement with the Teacher Development Programme and the Trust wide CPD programme.
- Teachers are responsive in their teaching and continually tailor support for those learners at risk of underachievement (Closing the Gaps).

### Assessment & Feedback

- Assessment is underpinned by the four pillars of assessment: purpose, validity, reliability and value.
- The purpose of assessment is to always improve students' learning and teachers' teaching.
- Formative assessment takes precedence over summative assessment.
- Summative assessment includes cumulative knowledge (and skills).
- Key Assessment Review Points (KAPs) are meaningful, informative and considerate of teacher workload.

- Feedback is an essential part of teaching and takes many forms; teacher marking is only one form and therefore is not relied upon solely to improve learning.

## Wellbeing

- Staff and learner wellbeing are central to the academy's values.
- Learners are encouraged to recognise the importance of learning beyond that which is examinable.
- The academy calendar is strategically planned and implemented to be considerate of staff workload whilst not compromising student learning.
- Each curriculum identifies and capitalises upon opportunities to support the Social Emotional Mental Health development of our learners.

## Reading & Academic Vocabulary

- We develop a culture of reading at every opportunity within the academy day.
- Reading is wide, varied and challenging at an age appropriate level.
- Learners are supported to read fluently and in depth for pleasure and knowledge.
- Every opportunity is taken to develop and use academic vocabulary across the curriculum.

## Leadership

- The SMART curriculum is typified by a dynamic process of curriculum design, implementation and review. This allows a continuous cycle of review and prioritises curriculum improvement.
- Curriculum Maps are planned, developed and evaluated regularly to focus on well-sequenced learning, challenge and progression.
- A Trust wide quality assurance process is central to the work of leaders at all levels both in the academy and the Trust's central team.