



How do we identify the starting points of our students?

- At the start of the academic year students take part in mixed sports which provides a baseline assessment for the basic motor competency development.
- formative assessment is conducted at the start of each unit of work and throughout the lessons. Lessons include teacher led, peer and self-assessment using the LO criteria, SOW and assessment progress ladder.



What do we want pupils to learn?

- **Healthy participation:** safe practice, how to participate, short- and long-term impacts of participation.
- **Rules, strategies and tactics:** conventions, regulations, strategies that are specific to participation in an activity /sport.
- **Motor competence:** accurate movements, movement patterns, movement techniques and sequences.

What should pupils be able to do at the end of this sequence/topic/key stage?

- To develop technique and improve performance in a range of sports and activities gaining the understanding on how to improve performance effectively.
- Competent and confident to take part in a range of sporting activities developing the understanding on the long-term benefits of taking part in physical activity.
- Analyse their own and others performance and apply and demonstrate ways to improve and achieve personal best.

What key threads flow through our curriculum?

- Healthy lifestyle.
- Develop and apply new skills.
- Basic rules and regulations.
- How to lead a healthy and active life.

How do we assess and track progress?

- Formative assessment conducted at the start and end of each unit delivered in line with the school's marking policy.
- Termly end of term evidence for learning celebration assessment.
- Termly RAP meetings.
- Peer assessment and self-assessment throughout lessons.

How we uncover and respond to gaps in knowledge?

- End unit assessment.
- Termly summative assessment.
- Differentiation.
- Adaptation within lessons to reduce the gap.



How do we adapt our content to help our students know more?

- Attend CPD and develop knowledge of pedagogical technique.
- Starters and TOE.
- Teaching for understanding model.

How do we promote reading?

- Visual resources
- Reading the LO and criteria
- Researching set sports etc
- Books and magazines
- Form time activities surrounding sports on the TV; football etc

How do we deepen knowledge?

- Repetition.
- Matching skills to life skills and everyday tasks.
- Scaffolding information through videos, discussions, visual aids, demonstrations then providing students the opportunity to apply this knowledge within a practical situation.
- Scheduled opportunities to revisit information so students know more and can do more.

What we do to make sure students retain knowledge during this sequence?

- Group discussions, recap and repeat each week LO delivered, linking to everyday life and different sports.
- 121 discussions, questioning.
- Recall, demonstration, repeat then apply information.
- Use of the school's teaching and learning model;
 - Acquire
 - Construct
 - Apply