

PE and Wellbeing Policy

Albany Academy

Origins of the Curriculum

Our Key Stage 4 PE and Wellbeing programme of study is rooted in the National Curriculum and reflects our commitment to delivering a high-quality, inclusive education within our Alternative Provision setting. It is designed to ensure that all students, regardless of their length and duration of placement, have access to a broad, challenging curriculum that mirrors the standards and expectations of mainstream education. The curriculum aims to complement the learning provided by students' home schools while preparing them for successful progression into post-16 education, training, or employment. The aim of the PE curriculum at Albany Academy is to ensure that all learners develop their self-confidence through participation in complex and demanding physical activities. This high-quality physical education curriculum inspires all students to succeed and excel, to become physically confident in a way which supports their health and fitness. Providing opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

This is consistent with the national curriculum for PE and aims to ensure that all students:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Our students come from a variety of home schools, resulting in them being entered for examinations across a wide range of exam boards. In recognition of this diversity, we have carefully designed our curriculum with reference to the National Curriculum, rather than aligning with any single exam board. This approach allows us to deliver a broad and balanced programme that focuses on developing key knowledge and skills essential for success across all specifications. Our curriculum is intentionally structured to identify and address gaps in learning, ensuring that students are well-prepared and equipped with the foundational understanding needed to achieve the best possible outcomes in their qualifications.

At Albany Academy, PE at Key Stage 4 is delivered in a way that is responsive to the individual needs of our cohort. Students attending our pathways have experienced diverse and often disrupted educational journeys, both in the short and long term. As a result, a significant amount of time and

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effort is dedicated to identifying and addressing gaps in their knowledge, ensuring they receive the support needed to make meaningful progress. Our Alternative Provision setting allows teachers the flexibility to adapt the curriculum, guiding students through the assessment objectives in a manner that supports their personal progression.

The curriculum has been thoughtfully designed to meet the specific needs of our Alternative Provision (AP) setting. It is purposefully adapted from the National Curriculum, with careful consideration given to the potentially limited duration of each student's placement. Key knowledge and skills are prioritised wherever possible, as we recognise that many of our students have had limited opportunities to engage in hands-on learning. We also understand the critical role of prior knowledge in building new understanding and skills. However, due to inconsistent attendance or engagement in previous educational settings, gaps in prior knowledge are a common barrier for our learners. To address this, the curriculum has been designed with built-in flexibility, allowing for responsive adjustments to accommodate individual learning needs and to bridge gaps in understanding effectively.

Content and Sequencing

The fundamental areas in our P.E. curriculum cover the three pillars:

- Healthy participation
- Motor competence
- Rules, strategies and tactics

These are covered through our curriculum which is subdivided into

- Health and Fitness
- Co-operation and Collaboration
- Leadership

Through Physical Education, students gain the confidence to engage in physical activity both in and beyond school. Throughout Key Stage 4, they experience a broad range of traditional sports, including cricket, badminton, football, basketball, fitness, and tennis. These activities help students develop leadership and interpersonal skills, encouraging respect for themselves and others through excellent sportsmanship. They learn the value of resilience, perseverance, and striving for personal excellence.

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As a result, students improve their fitness levels and deepen their appreciation and understanding of high-level sport.

The curriculum is delivered concentrically, allowing students to build on prior learning and develop new skills and knowledge, regardless of the length of their placement. Direct instruction is used to enhance agility, balance, coordination, stamina, and speed, with core motor skills that are revisited throughout the year in both health and fitness and co-operation and collaboration units. The curriculum framework is structured around cognitive, social, and physical development, enabling students to master physical techniques, analyse performance, and collaborate confidently with others.

Students consolidate the physical development and skills acquired in Key Stages 1 to 3, becoming more competent and confident while refining their techniques across a variety of sports and physical activities. They learn what makes a performance effective and how to apply these principles to their own and others' work. Ultimately, they develop the confidence and motivation to participate in physical activity beyond school, understanding its long-term health benefits.

Students will be taught to:

- Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games (e.g. tennis, basketball, football).
- Develop their technique and improve performance in both competitive and non-competitive sports.
- Take part in activities that present intellectual and physical challenges, working individually and in teams to build trust and problem-solving skills.
- Be encouraged to participate in sports and leisure activities outside school through community links and sports clubs.

This carefully selected and sequenced content is designed to develop students' movement competence and confidence, enabling them to engage in a wide range of physical activities that can become a lifelong pursuit. Our high-quality PE curriculum allows all students to enjoy and succeed in

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various physical activities. They develop a broad skill set and the ability to apply tactics, strategies, and compositional ideas effectively. Students are encouraged to think critically during performance, analyse situations, make decisions, and reflect on their own and others' work to improve. Through these experiences, students gain the confidence to participate in diverse physical activities and understand the value of a healthy, active lifestyle. They discover their interests and aptitudes, and learn how and where to engage in physical activity beyond school, helping them make informed choices about lifelong participation. PE also supports personal and social development, as students work individually, in groups, and in teams, learning about fairness, responsibility, and leadership. They take on various roles, including leadership, coaching, and officiating, and through a wide range of experiences, they learn to be effective in competitive, creative, and challenging situations.

Learning objectives are derived from the National Curriculum and are carefully sequenced to support the progressive development of skills, while also providing regular opportunities to revisit and consolidate prior learning. This approach helps embed and secure knowledge over time. Adaptations are made where necessary to meet the individual needs of pupils, particularly those on fractional placements. Instruction is tailored using scaffolding, modelling, and effective task design, drawing on principles from cognitive science (e.g., Rosenshine; Fiorella & Mayer), to ensure that all lessons are accessible, stimulating, and appropriately challenging for every learner.

If students are unable to participate in physical activity, we can offer alternative lessons. As a Trust we have commissioned a bespoke curriculum model that is offered to ensure continued access to the PE curriculum. These lessons can be delivered on-site and, where necessary, entirely within the classroom. Topics include:

- Food and Nutrition
- Healthy Bodies and Minds
- On the Move
- Reading: Developing an Understanding of Sport

Overview of units of study: Table

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	Autumn	Spring	Summer
Year 1	Fitness, Basketball, Badminton, Dodgeball	Fitness, Football, Leadership/OAA, Table Tennis	Fitness, Short Tennis, Cricket, Rounders
Year 2	Fitness, Basketball, Badminton, Dodgeball	Fitness, Football, Leadership/OAA, Table Tennis	Fitness, Short Tennis, Cricket, Rounders

Assessment and Outcomes

Formative assessment is embedded throughout all aspects of PE teaching. Teachers continuously monitor students' progress through a range of classroom activities, discussions, and observations. These ongoing assessments provide immediate feedback and inform responsive teaching. Progress is tracked systematically, and assessment data is used diagnostically to support reintegration, personalised support, and sustained progression. Assessment data is used both to evaluate individual student progress and to inform broader curriculum development and instructional practice. During the initial lesson of each activity block, the basic gross motor skills required for that specific activity are assessed by PE staff so that areas which need to be developed can be targeted within subsequent physical learning sessions. Pupils and staff analyse their performance, enabling pupils to accurately connect knowledge that is declarative (know-what) and procedural (know-how). This purposeful feedback informs next steps. This careful monitoring of the impact ensures that all pupils know more and can do more.

Pupils will be supported to understand concepts of competence, performance and creativity to deepen and broaden their knowledge, skills and understanding. These include:

Motor Competence

- Develop control of whole-body skills and fine manipulation skills.
- Select and use skills, tactics and compositional ideas effectively in different types of physical activity.
- Respond with body and mind to the demands of an activity.
- Adapt to a widening range of familiar and unfamiliar contexts.

Performance

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- Understand how the components of competence combine and apply them to produce effective outcomes.
- Know and understand what needs to be achieved, critically evaluating how well it has been achieved and finding ways to improve.
- Appreciate how to adjust and adapt when performing in different contexts and when working individually, in groups and teams.

Creativity

- Use imaginative ways to express and communicate ideas, solve problems and overcome challenges.
- Explore and experiment with techniques, tactics and compositional ideas to produce efficient and effective outcomes.

Healthy, active lifestyles

- Understand that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle.
- Recognise that regular physical activity that is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social wellbeing.

These movements, skills and techniques will be formatively assessed during a variety of physical and competitive activities. Teachers will use visual observation and picture records or written descriptions of pupils' progress throughout the activity.

If, during the induction session of any activity, a student is observed by specialist staff to need more specific targeted support with any of their gross or fine motor skills, then further assessments may be conducted to determine whether a more formalised intervention is suggested to help them make progress in line with age-appropriate expectations.

PE and the Wider Curriculum

In Physical Education, it is essential that pupils view their attainment as incremental and shaped by effort and practice rather than defined by sex, ethnicity, or other personal characteristics. The

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instruction, practice, and feedback provided during lessons are designed to support all pupils in developing their competence, reinforcing the vital message that everyone can improve. Creating positive and purposeful learning environments that focus on skill mastery, self-improvement, and effort is central to our approach.

Cultural Capital

At Albany Academy, we believe it is vital for all students to develop the cultural knowledge, behaviours, and skills that will enable them to thrive in society and the world of work. The PE curriculum plays a key role in building students' cultural capital, preparing them for the next stage of their lives by fostering confidence, collaboration, and resilience.

SMSC & British Values

PE provides a powerful platform for students to make sense of the world around them. We aim to help students explore the connection between physical health and mental wellbeing, encouraging positive choices and a growth mindset.

Teamwork is a fundamental aspect of PE, developed through activities such as reading the game, discussion, explanation, and leadership. Students are encouraged to articulate their understanding and support one another, building confidence and independence as learners.

The curriculum actively promotes British Values, including tolerance, resilience, and sportsmanship, through problem-solving and the development of complex skills. Students are supported to learn from mistakes, listen to teammates and coaches, and continually strive to improve.

Careers

Many students excel in physical activity, and PE opens the door to a wide range of career opportunities in sport, fitness, and health. Our curriculum helps students understand the real-world relevance of PE and supports the development of transferable skills that will benefit them in further education and employment.

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Reading in PE

We take every opportunity to support reading development within PE. Students are signposted to relevant resources to enhance their understanding of sport and physical health, boosting both their confidence and subject knowledge.

Wider School Life

Additional opportunities to be active during break and lunchtime provide pupils with valuable chances to practise their skills and apply their knowledge in informal settings. These moments further support the development of collaboration and cooperation, which are essential in many team sports and games.