

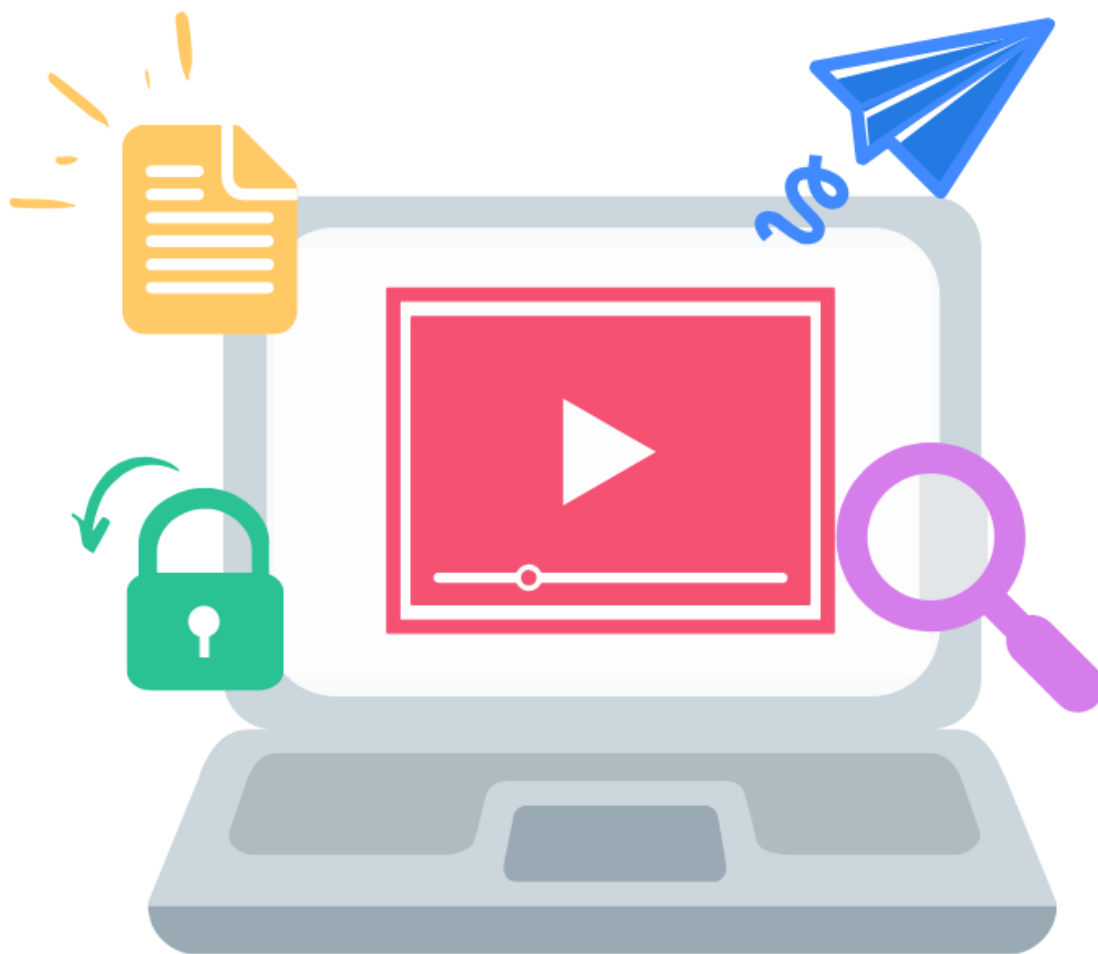
# REMOTE LEARNING MODULE

Subject: Physical Education – Cambridge National Year 10 – R053

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Updated:



Subject:	Cambridge National	Teacher:	SAH, AJM, SOF
Year:	10	Class:	10
Unit title:	R056 – LO1: Leadership roles and responsibilities		
Duration:			

## Intent

Intent Statement - at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this unit/topic?

This topic will focus on student's completing work whilst in school and should a local lockdown be imposed we will have prepared the students to be able to access, complete and submit this module of work.

Aims - what do you want pupils to be able to know and do by the time they finish this unit/topic?

R053 - Leadership

Learning Outcome 1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.

Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?

### **Ambitious –**

- To create and develop work that exceeds expected target.
- To realise that a first draft is not a final draft and that high level of performance is determined by perseverance and resilience.
- The ability to take responsibility for their own work outside of the school environment in the pursuit of excellence.
- To meet deadlines with no excuses to allow for a smooth progression of learning

**Brave –** To accept challenges outside of their comfort zone, eg to have to do research and preparation when distance learning

**Kind –** To realise that more is achieved by working together during this pandemic. Working independently at home and bringing prepared work in that can be improved

Content – what is being covered, ensuring breadth & depth?

National Curriculum/Exam Specification – how does the content link to the NC or Exam Spec?

<ul style="list-style-type: none"> <li>Leadership qualities, roles and responsibilities</li> </ul>	R053 Leadership – LO3
<p>Powerful Knowledge - what powerful knowledge is included in this SoW? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?</p>	
<ul style="list-style-type: none"> <li>Be able to organise folders and files to then use as an informative resource.</li> <li>Learn how to plan and write extended pieces of writing that incorporate reasoning and evaluation.</li> </ul>	
<h2>Implementation</h2>	
<h3>KEY CONCEPTS</h3>	
<p><b>Key Concepts</b> – what are the key concepts being taught?</p>	<p><b>Progression</b> – how will studying these key concepts support progression to the traditional curriculum that has been planned?</p>
<ul style="list-style-type: none"> <li>Organisation – Student folders, time management</li> <li>Structure – writing frames, student folders</li> <li>Extended writing – guidance on how to structure a piece of prose, how to implement feedback</li> </ul>	<ul style="list-style-type: none"> <li>These concepts are the foundation to success for this course.</li> <li>Work is practically and assignment based.</li> <li>All students need to know how to prepared and present a structured piece of prose</li> </ul>
<h3>LEARNING</h3>	
<p><b>Synchronous</b> – what are the synchronous aspects of the module, including new material taught?</p>	<p><b>Asynchronous</b> – what are the asynchronous aspects of the module, including deliberate practice?</p>
<p>Students will be shown examples of work and then examples of how to research the topic.</p> <p>Structure strips and scaffolded assignments will help the students complete the draft pieces of work. Staff will assess the work and make suggestions of how work can be improved.</p>	<p>Since this is a coursework structured course during synchronous learning students will use the resources to develop and structure their responses.</p> <p>This style of learning should be easily transferred to the home environment because effective routine will have been established.</p>

**ENGAGEMENT**

<b>Accessibility</b> – how are you going to ensure students without ICT can engage with this module?	<b>Disengagement</b> – how are you going to ensure students who are not engaging with this module are identified and supported?
<p>We will identify these students who have limited ICT engagement and be able to address all needs.</p> <p>If emails can be accessed through any form of ICT, work can be produced on paper. Students can photo work and return via email and when the opportunity to return to school and use ICT resources is available, students can type up work</p>	<p>Communication via email and telephone will be used to support students and encourage them to attempt work. Regular checks will be made by teaching staff.</p>

**WELLBEING**

<b>Lockdown</b> – how will students share their experiences of lockdown?	<b>Social and Emotional</b> – how will student social and emotional health be supported?
	<ul style="list-style-type: none"> <li>• During onsite meetings students will be given live feedback on their work and points for improvement</li> </ul>

**FEEDBACK**

<b>End of Module</b> – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?	<b>Review Points</b> – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?
<p>Students will receive written feedback on any work submitted and given suggestions on how to improve.</p> <p>Students complete work in red and then when marked will be converted to black.</p>	<b>2 Weeks</b>
	<b>4 Weeks</b>
	<b>6 Weeks</b>
	<b>8 Weeks</b>
	<b>Other</b>

**OPPORTUNITIES**

<p><b>Discussion</b> – what are the discussion based opportunities?</p>	<p><b>Group</b> – what are the group work based opportunities (while still ensuring social distancing)?</p>	
<ul style="list-style-type: none"> <li>Structures and procedures</li> </ul>	<ul style="list-style-type: none"> <li>working in a classroom looking at examples of good practice of work.</li> </ul>	
	<p><b>4 Weeks</b></p>	
	<p><b>6 Weeks</b></p>	
	<p><b>8 Weeks</b></p>	
	<p><b>Other</b></p>	<p>When relevant and appropriate – during most sessions</p>

Delivery								
1	4	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			
		Classroom (whole sequence completed)	x	Blended (live and remote as study)	x	Video clips, newspaper article relevant to the lesson topic	What	Organise student folder Write extended prose Are the different roles within a sports organisation
		Why	To be able to access work and improve learning					
		How	Be given folders, stationary, guidance notes and exam exemplars. Doing internet research					
1	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)	
		<ul style="list-style-type: none"> <li>Expectations</li> <li>Exemplary work on topic</li> </ul>		<ul style="list-style-type: none"> <li>Develop knowledge on how to write detailed statements</li> <li>Identify different leadership roles within an organisation</li> </ul>	<ul style="list-style-type: none"> <li>Exemplars of good work</li> <li>practice writing detailed prose with examples</li> </ul>			
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
		<ul style="list-style-type: none"> <li>Write a descriptive piece of prose</li> <li>Write first extended pieces of work</li> </ul>		<ul style="list-style-type: none"> <li>Verbal feedback given as students work</li> </ul>		<ul style="list-style-type: none"> <li>Targets will be set in a live lesson to be completed by the next live lesson.</li> <li>Work will need to be completed by this date</li> </ul>		
2	4	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			
		Classroom (whole sequence completed)	x	Blended (live and remote as study)	x	Article identifying the roles of a sports organisation	What	Are the different roles in a sports organisation
		Why	To identify the key role of each position eg manager					
		How	Identify the key objectives of each role with relevant eggs					
	3	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Sync hron	

		<ul style="list-style-type: none"> <li>Research two leadership roles identified from previous cycle</li> </ul>	<ul style="list-style-type: none"> <li>Question students' findings from the research</li> </ul>	<ul style="list-style-type: none"> <li>Plan the structure of the prose based on structure strip relevant to level of challenge</li> </ul>	Asynchronous (remote)	
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)		
		<ul style="list-style-type: none"> <li>complete extended writing tasks</li> </ul>	<ul style="list-style-type: none"> <li>Verbal feedback given as students work</li> <li>Written feedback given on previous written tasks</li> </ul>	<ul style="list-style-type: none"> <li>Verbal feedback Targets will be set in a live lesson to be completed by the next live lesson.</li> <li>Work will need to be completed by this date as students work</li> </ul>		
3	2	1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
		Classroom (whole sequence completed)	x	Article identifying the roles of a sports organisation	What	Are the different roles in a sports organisation
		Blended (live and remote as study)	x		Why	To identify the key role of each position eg manager
			How		Identify the key objectives of each role with relevant eggs	
		Number of lessons in cycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
			Research two leadership roles identified from previous cycle	Question students' findings from the research	Plan the structure of the prose based on structure strip relevant to level of challenge	
			7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	
			complete extended writing tasks	<ul style="list-style-type: none"> <li>Verbal feedback given as students work</li> <li>Written feedback given on previous written tasks</li> </ul>	<ul style="list-style-type: none"> <li>Verbal feedback Targets will be set in a live lesson to be completed by the next live lesson.</li> </ul>	Work will need to be completed by this date as students work
						Asynchronous (remote)
	4	4	1) Lesson Type (classroom or blended for remote homework)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
Classroom (whole sequence completed)			x	Article identifying the roles of a sports organisation	What	Are the different responsibilities for leaders in an organisation
Blended (live and remote as study)			x		Why	Are these responsibilities important

					How	Are these responsibilities carried out	
Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
	Research two leadership roles identified from previous cycle		Question students' findings from the research		Plan the structure of the prose based on structure strip relevant to level of challenge		
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
	complete extended writing tasks		<ul style="list-style-type: none"> <li>Verbal feedback given as students work</li> <li>Written feedback given on previous written tasks</li> </ul>		<ul style="list-style-type: none"> <li>Verbal feedback Targets will be set in a live lesson to be completed by the next live lesson.</li> <li>Work will need to be completed by this date as students work</li> </ul>		
5	4	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	x	Article identifying the roles of a sports organisation	What	Are the personal qualities and leadership styles of a good leader	
		Blended (live and remote as study)	x		Why	Are these components important	
					How	Are these components carried out	
	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
	Research two leadership roles identified from previous cycle		Question students' findings from the research		Plan the structure of the prose based on structure strip relevant to level of challenge		
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)
complete extended writing tasks		<ul style="list-style-type: none"> <li>Verbal feedback given as students work</li> <li>Written feedback given on previous written tasks</li> </ul>		<ul style="list-style-type: none"> <li>Verbal feedback Targets will be set in a live lesson to be completed by the next live lesson.</li> <li>Work will need to be completed by this date as students work</li> </ul>			
6		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	



	Classroom (whole sequence completed)	<input type="checkbox"/>		What				
	Blended (live and remote as study)	<input type="checkbox"/>		Why				
				How				
Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)		
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)		
7	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)				
	Classroom (whole sequence completed)	<input type="checkbox"/>		What				
	Blended (live and remote as study)	<input type="checkbox"/>		Why				
				How				
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)			Synchronous (live)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)			Asynchronous (remote)
8	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)				

	Classroom (whole sequence completed)	<input type="checkbox"/>		What					
	Blended (live and remote as study)	<input type="checkbox"/>		Why					
				How					
Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)		
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)		
9	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)				
	Classroom (whole sequence completed)	<input type="checkbox"/>		What					
	Blended (live and remote as study)	<input type="checkbox"/>		Why					
				How					
	4) New Material (previous learning/ new material)			5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)			Synchronous (live)
	7) Deliberate Practice (guided/ independent)			8) Feedback (light/deep)		9) Review (daily/monthly)			Asynchronous (remote)
10	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)				

	Classroom (whole sequence completed)	<input type="checkbox"/>		What			
	Blended (live and remote as study)	<input type="checkbox"/>		Why			
Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)
	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)