



Subject: Physical Education

Intent

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| A love of learning and the success of every child at the heart of all we do |
| The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives. |
| <p><i>'High quality PE and school sport produces young people with the skills, understanding, desire and commitment to continue to improve and achieve in a range of PE, sport and health-enhancing physical activities, in line with their abilities' (DCMS Learning through PE & Sport)</i></p> <p>The children within our school will have experienced the following by the time they leave Year 6;</p> <ul style="list-style-type: none"> ● Opportunities to learn and develop new physical skills both in specific PE lessons but also in play ● Be able to practise their new skills in a learning environment that facilitates this ● Have the opportunities to take risks safely ● Watch sport being played – either live or videos ● Participate in school sports day ● Experience music and be encouraged to move freely to this ● To participate in a sports specific clubs – either at school or externally ● To share their sporting achievements with their peers ● To be exposed to a range of sports. These sports are referred to (for example Cricket) and specific skills are taught explicitly for these sports (throwing and catching, hitting a target, striking a ball). ● Participated in team and individual activities where they learn about turn taking, sharing, communication and sportsmanship ● Children who excel in sport are given opportunities to challenge themselves, attend additional clubs and are given links to external providers in the wider community ● Children who attend sporting clubs outside of school are provided with the opportunity to lead and share their knowledge and skills to upskill their peers ● Participated in competitions that challenge both their ability but also sportspersonship ● Represent the school in sporting events ● Enjoy a wide range of sports, including yoga ● Experience external providers, teaching sport specific lessons ● Enjoyed a course of swimming sessions where they develop the core strokes ● Experience trips or a residential where they participate in physical activities like den building, climbing, walking, high ropes etc |

Implementation

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| A love of learning and the success of every child at the heart of all we do |
| The aim of our Curriculum is for all our pupils to leave The Topsham School as citizens of the future, with the skills needed to succeed in every part of their lives. |
| High Quality Planning |
| <p>Substantive Knowledge and Experiences in PE</p> <p>A progression of Skills and Knowledge for PE has been written for teachers to ensure there is National Curriculum coverage and a progression of these key elements from Foundation Stage, through Key Stage 1 and through to the end of Key Stage 2.</p> <p>We have chosen to invest in PE Passport as this ensures we have a spiral curriculum where learning builds on the prior knowledge, skills and experiences of our children; leading to the practising and refining of key skills alongside the development and deepening of key knowledge.</p> |

We have chosen to use the spiral scheme Primary PE Passport as this builds skills and knowledge year upon year from Nursery to Year 6 across all sports and other sporting activities. This also provides planning extensions for those children working identified at 'greater depth' in PE. The lessons are well-thought out, resourced including videos for CPD and clearly written so can be accessed by all staff.

Disciplinary knowledge and Critical thinking skills in PE

In PE, to supplement the planning of Primary PE Passport, we use Bloom's Taxonomy to support the development of these two characteristics of learning. This approach ensures consistency of practice, language across the school and high-level questioning for assessment for learning. Through the planning and teaching of PE, the children will be provided with opportunities to reflect and critically analyse how they think, evaluate their PE work against agreed success criteria and use their knowledge and skills to create something unique to them that reflects their depth of understanding. Not only does this way of working inform assessment but enables children to work 'like an athlete'.

Metacognition: Developing and supporting Positive Attitudes to Learning in PE

Teachers ensure our Learning Powers are explicitly planned for in every subject area. The overarching Learning Powers that are threaded through every PE lesson and sequence are: Collaboration, Practising, Perseverance. Time is planned for children to be able to reflect on how their Learning Powers are supporting them in the learning process and which ones they may need to develop or access to support them to succeed.

Through this we provide a consistent approach to planning our curriculum which builds on prior learning, allows children to see connections, challenges and facilitates higher level thinking skills and supports children understand how they learn and what they need to do themselves to achieve and succeed.

High Quality Teaching and Learning in EVERY subject

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| Assessment for Learning | Appropriate Pitch: age and stage appropriate for all children | Appropriate Match including high expectations and challenge for all | Subject Knowledge including modelling and teaching subject specific vocabulary and promoting READING | Promotes and develops Metacognition |
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A successful P.E lesson will have:

- A warm up which engages and prepares children's bodies and minds for the lesson, with some explanation of why we do it
- Fundamental movement skills, cooperative and competitive opportunities (KS1)
- Skills progressions, collaborative/cooperative and competitive opportunities (KS2)
- Reflectiveness through self and peer evaluation of skill or performance, to make improvements and work collaboratively
- Reference to learning powers and school values

Through this we enable all stakeholders to have a clear and consistent understanding of how we teach and support children achieve and succeed in our curriculum intent.

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| T | O | P | S | H | A | M |
| Trust and Respect | Opportunities for all | Partnerships | Success | Health and Happiness | Aspiration and Attitudes to learning | Motivated |

We are committed to giving the children the opportunity, knowledge and skills to be happy and healthy - highlighting our school value of Health and Happiness. Through the teaching of the P.E curriculum, the children will understand how physical and mental health can be positively impacted by physical activity and sport. They will be exposed to some health and skill, key components of fitness, with the intention of children leaving the school

Through this, we create a safe, secure learning environment where all stakeholders have a shared and consistent understanding of our Values and positive behaviours expected within our school that support everyone learn, succeed and achieve.

High Quality, Enabling Environment

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| Discussions in relation to progression of a sequence that supports children's understanding of their learning journey; where they have come from and where they are going? | Learning Powers clearly linked to the learning sequence. The STEP principle used by all teachers to enable access for all | Children independently access high quality resources that engage and allow interaction. They access and use the working wall for key vocabulary. |
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Through this we provide an exciting, inclusive learning environment that promotes and makes learning visible to both teachers and children, enables independence and celebrates the learning process

Impact:

Monitoring and Supporting High Quality Planning and Timetabling

A long term overview of PE is planned for by the PE coordinator, who scheduled specific sport coverage across the year. Primary PE Passport is then used to inform planning and teachers work collaboratively to make appropriate adaptations relevant to the needs of the children. Timetabling will show balanced coverage of all subjects.

Through this we aim for planning to be consistent across the school, at the appropriate pitch for each stage and phase and offer equal opportunities for ALL children to make progress through the year.

Monitoring and supporting High Quality Teaching and Learning

Monitoring will take place through drop ins, evidence trawls (on the app), assessment completion made by the teachers and children, pupil voice and dialogues with teachers. Progress in PE will be seen through a sequence of learning and across the year. Using Primary PE Passport teachers will plan sequences that build on prior learning of the children from their current year and from previous years, using the assessment grids to ensure consistent progression.

Through this we aim to ensure teachers have the skills, subject knowledge and confidence to teach all areas of the curriculum and so ensure the progress and success of ALL children in every area of their learning

Monitoring and Measuring Progress through assessment and published data

In PE we track the coverage, progress and achievement of each class, and plan each sequence of learning to ensure that knowledge and skills in PE are built on consistently throughout the year and then year on year. Tracking is informed by formative and summative assessment in each sequence of learning and gaps identified to inform future planning.

Through this, we understand the needs of ALL of our children and use this information to identify next steps and match learning need to ensure children make progress

School Improvement Priorities

P.E has a great opportunity to support the SIP by focussing on maintaining 'good' levels of P.E delivery, through the use of CPD and monitoring. P.E is also a vehicle for promoting positive attitudes and behaviours to learning. This will be built upon by referring to the learning powers throughout sequences, as well as school values. Clubs will also link to an 'end opportunity', as well as promoting the well-being of all children and providing them all with opportunities to take part.