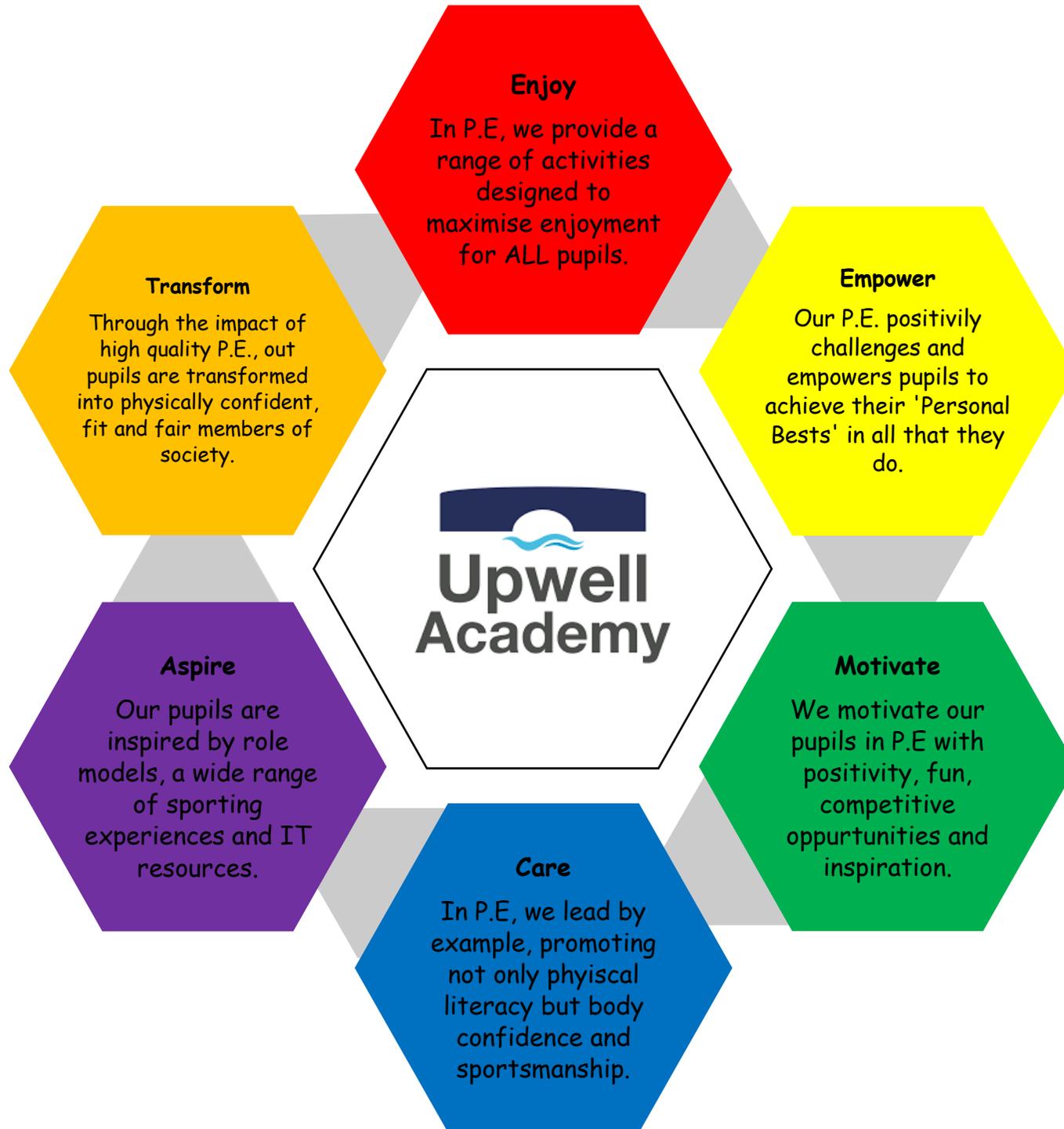


P.E Intent



Implementation

We aim to make PE an enjoyable learning experience and encourage children to participate in a variety of activities and events. We provide opportunities for all children to be physically active and to understand the importance and impact on the body.

We:

- enable children to develop and explore physical skills with increasing control and co-ordination;
- encourage children to work and play with others in a range of group situations;
- develop the way children perform skills and apply rules and conventions for different activities;
- increase children's ability to use what they have learnt to improve the quality and control of their performance;
- teach children to recognise and describe how their bodies feel during exercise;
- develop the children's enjoyment of physical activity through creativity and imagination;
- develop an understanding in children of how to succeed in a range of physical activities and how to evaluate their own success.

We use a variety of teaching and learning styles in PE lessons. We do this through a mixture of whole-class teaching and individual/group activities. Teachers draw attention to good examples of individual performance as models for the other children and we encourage the children to evaluate their own work as well as the work of other children. Within lessons we give the children the opportunity both to collaborate and to compete with each other, and they have the opportunity to use a wide range of resources.

In all classes there are children of differing physical ability. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. We achieve this through a range of strategies:

- setting common tasks that are open-ended and can have a variety of results, e.g. timed events, such as an 80m sprint;
- setting tasks of increasing difficulty, where not all children complete all tasks, e.g. the high jump;
- grouping children by ability and setting different tasks for each group, e.g. different games;
- providing a range of challenge through the provision of different resources, e.g. different gymnastics equipment.

The curriculum planning in PE is carried out in three phases (long-term, medium-term and short-term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues in each year group. Our medium-term plans give details of each unit of work. These plans define what we teach and ensure an appropriate balance and distribution of work across each term.

We plan PE activities so that they build upon the prior learning of the children. While there are opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area, there is planned progression built into the scheme of work, so that the children are increasingly challenged as they move up through the school. We have schemes of work such as Val Sabin and Real PE.

Health and safety: The general teaching requirement for health and safety applies in this subject. We encourage the children to consider their own safety and the safety of others at all times. We expect them to change for PE into the agreed clothing for each activity area. We expect teachers to set a good example by wearing appropriate clothing when teaching PE and our policy is that no jewellery is to be worn for any physical activity.

Resources: There is a wide range of resources to support the teaching of PE across the school. We keep most of our small equipment in the PE store, and this is accessible to children only under adult supervision. The hall contains a range of large apparatus, and we expect the children to help set up and put away this equipment as part of their work. By so doing, the children learn to handle equipment safely. The children use the school field for games and athletics activities and the local swimming pool for swimming lessons.

Additional opportunities: The school provides a range of PE-related activities for children at the end of the school day. These encourage children to further develop their skills in a range of activity areas. The school sends details of the current club activities to parents at the beginning of each term. The school also plays regular fixtures against other local schools. This introduces a competitive element to team games and allows the children to put into practice the skills that they have developed in their lessons. These opportunities foster a sense of team spirit and co-operation amongst our children.

Sports premium Funding: Funding will be used as detailed in the Sports Premium Plan and will allow us to develop teaching skills, update equipment and provide quality experiences

Special educational needs and disability (SEND): We teach PE to all children, whatever their ability, as PE forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities that are matched to the needs of children with learning difficulties, and work in PE takes into account the targets set for individual children in their strategy sheets or EHCP's.

Impact

Teachers assess children's work in PE by making assessments as they observe them working during lessons. They record the progress made by children against the learning objectives for their lessons. At the end of a unit of work, teachers make a judgement against the National Curriculum levels of attainment. They record this information and use it to plan the future work of each child. These records also enable the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. The teacher passes this information on to the next teacher at the end of each year. The PE subject leader keeps photographic and video evidence of good and outstanding work (using the Sport's Wheel).