

**ST LUKE'S CE
PRIMARY SCHOOL**

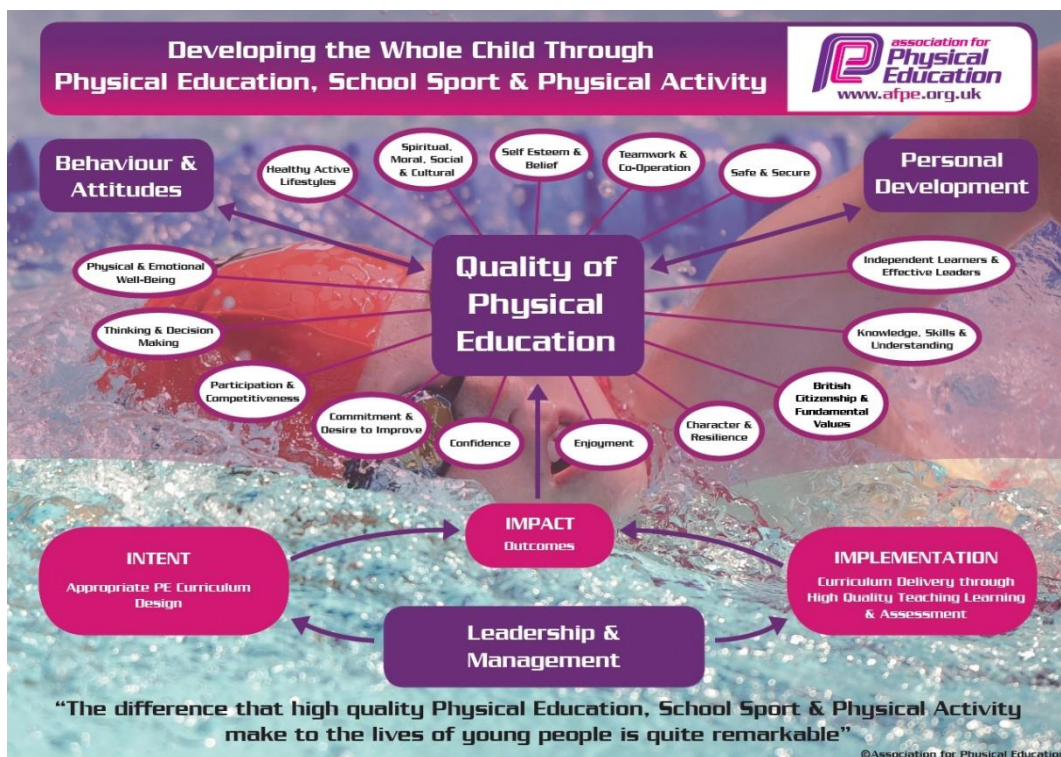


**CURRICULUM
STATEMENT FOR
Physical
Education**

Subject Lead: Marcus Williams

1. Aims

- 1.1 At St Luke's, we believe that a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It will provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Pupils will be given opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect. Our ultimate aim is for all pupils to lead happy, fulfilled and active lives.
- 1.2 Below are some of the many advantages that will benefit our children from learning Physical Education:



2. What will pupils be taught?

This is guided by the EYFS Statutory Framework and the National Curriculum

EYFS: Physical Development: one of the prime areas of learning

Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. By creating games and providing opportunities for play both indoors and outdoors, adults will support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Practitioners also use picture books and other resources to explain the importance of a healthy lifestyle providing the foundation to social

and emotional well-being.

Key Stage 1

Pupils will be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Key Stage 2

Pupils will:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate (basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance through athletics, gymnastics and yoga
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Pupils in Y4 and Y5 will also have swimming lessons, where they will be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively: front crawl, backstroke and breaststroke
- perform safe self-rescue in different water-based situations

3. How will pupils be taught?

- 3.1** We teach PE using the 'PE Passport' online portal. This is used to ensure full coverage of all national curriculum objectives and to ensure clear progression of skills from Year 1 through to Year 6.
- 3.2** In EYFS, pupils are gain the skills that support the Fundamental Movement Skills unit of PE Passport, through direct teaching and in continuous provision.

- 3.3 In KS2, we use the 'Cross Curricular Orienteering' portal to deliver outdoor and adventurous activity challenges both individually and within a team
- 3.4 The curriculum is structured and sequenced, so that each unit builds upon the previous units and important vocabulary is frequently revisited, in order that children learn and remember it.
- 3.5 Pupils are taught PE by class teachers in the main, with some specialist input.

4 Inclusion

4.1 In line with our ethos of inclusion, it is important that our PE curriculum can be accessed and enjoyed by all pupils. We have the same learning intentions for all pupils, with no lowering of expectations.

4.2 **Pupils with Special Educational Needs and / or Disabilities (SEND)**

Just as in all other areas of the curriculum, for the delivery of PE, teachers need to anticipate barriers to participation for pupils with particular SEND. Planning with pupils' needs in mind will minimise those barriers so that all pupils can fully take part and learn. For all pupils to be able to achieve the same learning intentions, it will be necessary to adapt teaching to ensure access through the use of strategies such as:

- Using STEP framework – Space / Task / Equipment/ People
- Breaking down content into smaller chunks or steps
- Varying levels of support, including effective support from TAs as well as the teacher, e.g. directing a TA to scaffold the learning for a specific pupil or group of pupils while ensuring that the development of the pupil's independence and their confidence in themselves as a learner is not compromised as a result
- Removing unnecessary expositions, i.e. keeping spoken language at an amount and at a level that will enable maximum access, with visual support
- Supporting different means of expression / methods of recording,
- Intervening appropriately, i.e. checking on the understanding after a whole class introduction, and providing access to key information to support the learning; observing when a pupil or group of pupils seems to be struggling with a new concept or idea, and creating opportunities to dig deeper into any misconceptions that may have arisen, before these have the chance to become entrenched

Similarly, when assessing pupils with SEND, an altered or alternative method of assessment may be appropriate.

4.3 Mastery

Within P.E. the concept of 'mastery' refers to a real depth of learning. Children who have mastery are able not only to demonstrate a skill effectively, but to be able to apply it within a range of situations, to be able to clearly articulate what is effective or not effective about their attempt at a skill, or to discuss their peers' attempts.

Pupils with a particular talent will be signposted to clubs outside school that can further nurture and refine their skills.

5 Assessment and Reporting

5.1 The purpose of assessment should be to:

- ensure and evidence progression against the programme of study
- track progression of cohorts and individual pupils
- identify lack of progression in order to trigger catch-up strategies

5.2 Progression in the learning of PE can be evidenced in two main ways:

a) Formative assessment through observing and giving feedback:

- High quality and regular feedback throughout each lesson is a feature of every learning experience in physical education. Through feedback, pupils understand what they can do well and what they need to do to improve and make progress. Teachers can evidence and demonstrate the ongoing progress that a child makes through a range of recordable measures. These might include, for example, recording videos, and taking photos through use of mobile technology which is saved into the pupil's PE Passport.
- Pupils will have a clear understanding of how they can make progress with clear exemplification of standards and expectations.

b) Regular summative assessment:

- Self-assessment and reflection. There is a pupil self-assessment tool in the PE Passport portal where children can answer a set of multiply choice questions at the end of each unit of work. This will enable the teacher to see how the children felt about the unit of work and how well they feel they have progressed.
- Throughout a unit a work, the teacher is able to assess pupils against a series of outcomes linked to the three categories: Performance, Personal/Social and Competition. The gradings are: Bronze, Silver and Gold.
At the end of each lesson the children will self-assess against outcomes with a thumbs up/down signal.
At the end of each unit of work, the teacher will grade pupils on how well they have done overall in the Performance, Personal/Social and Competition categories. They will award each category either: Gold, Silver or Bronze.

- Summative assessment allows not only for the evidencing of progression, but also for identifying when progression is not being made, either at a class or individual level. Evidence about pupil progress will travel with the pupil (via their PE Passport) as they progress through a year group or key stage phase.

5.3 In line with the assessment policy, a verbal report may be given to parents in the autumn and spring parent-teacher meetings. A comment on PE may form part of the full written report in the summer term where it is noted to be a particular strength or area for improvement.

6 Impact

As a result of high-quality PE teaching, all pupils at St Luke's will....

...by the end of EYFS:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically - as running, jumping, dancing, hopping, skipping and climbing.

...by the end of KS1:

- develop their fundamental movement skills.
- become increasingly competent and confident.
- access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

...by the end of KS2:

- continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

7 Subject delivery monitoring

The school's PE lead has responsibility for the implementation of the schemes, the quality of teaching, and levels of pupil progress and achievement. Monitoring the quality of delivery and outcomes can comprise:

- lesson visits
- oversight of planning

- discussion with teachers
- discussion with pupils

These activities also ensure the PE lead is well-placed to identify any CPD needs.

Marcus Williams

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