

Intent

GROWTH:

Implementing a progressive curriculum with a broad range of activity that challenges children to grow both physically and mentally. Moving from Fundamental movement to fundamental mastery and application to modern day sport.

RESILIENT:

Learning how to bounce back from performance criticism and defeat.

Using both as a vehicle to future success and improvement.

OPPORTUNITIES:

Offering a broad range of curricular and extra curricular activity that is open to all and adapted where necessary to meet the needs of any and all participants.

WONDER:

Providing inspiration and the opportunity to be creative, take risks and be brave in their pursuits in Physical activity and sport. Educating them in the avenues and walks they could follow from grass roots to potential professional participation.

TEAM WORK:

Providing opportunity to use independent skills in a group environment working towards a common goal. Using problem solving skills and tactical development in competitive and non competitive environments alike.

HEAD, HEART, HANDS:

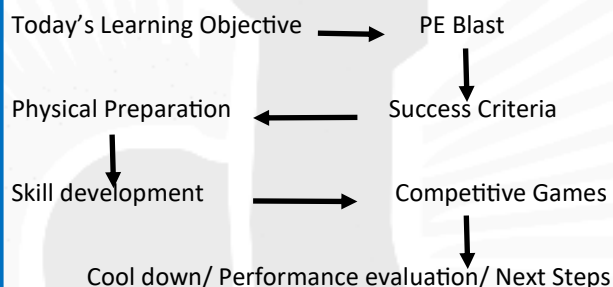
Having a DEEP and Full understanding of assessment in PE. Recognising that a positive mental attitude and creative thinking brain are as important as physical health and well being.

Subject on a Page PHYSICAL EDUCATION

Implementation: Planning

Utilising The PE Hub Curriculum online resource and assessment tool tailored and adapted where necessary to suit the needs and abilities of the children and provision through DCCT enhanced schools package. All elements designed to meet all requirements of the National Curriculum.

Implementation: Learning Sequence



Implementation: Teaching and Learning Pedagogies

Each PE lesson begins with a PE blast where children are encouraged to retrieve prior knowledge from previous lessons. Children are questioned on prior learning and are encouraged to articulate their answers using appropriate, specific terminology linked to the subject or sport.

Children are aware of how skills and techniques can be transferred through different areas of PE.

Children are shown examples of modern day professional sport examples through youtube as an attention grabber.

Implementation: Resources

- ⇒ PE Equipment— Subject appropriate
- ⇒ Suitable facilities, MUGA, School gym, outdoor facilities
- ⇒ The PE Hub online resource
- ⇒ DCCT Enhanced affiliation package. Offering school games competition calendars. Externally delivered curricular sessions and bolt on programs.

Implementation: Curriculum Links

Maths Links: Keeping score, counting in different increments 2s,3s,etc subject dependant

PSHE links. Taking tuns, working as a team, taking and giving constructive feedback. Understanding the values of and knowing how to be resilient in the face of failure and defeat.

Geography links: Knowledge of different countries national sports and eite level athletes from different nations

History links: History of sports backgrounds and founders.



Implementation: Environment

School gym displays are expected to have a large working wall in the form of a whiteboard which can be used during a lesson to clearly display learning intentions, outcomes and objectives as well as visual aids to support techniques and skill development.

The PE facilities display:

- A whiteboard
- Head, heart, hands resource poster
- Media equipment to be able to record and play-back good practice and areas for development and provide music to support gymnastic and dance based activities.

Large posters to display current elite level performers from different sports of different genders, cultural backgrounds.

Where possible, knowledge organisers to be displayed as a reference point for children to refer back to throughout the unit.

Visual markings on ground for both indoor and outdoor playing surfaces to introduce children to different boundaries and restrictions used in games, sport and activity

School sports equipment regularly audited, updated and upgraded and where necessary new equipment bought in to provide best possible and expose children to new and unique sports and modern games.

Implementation: Feedback

Pupils are given regular feedback from teacher, support staff and peers to support learning and skill development.

Referring regularly to the HEAD, HEART, HANDS success criteria and the learning objectives to celebrate good practice and areas for improvement.

Digital resources and platforms used to record practice through video footage. This can be used to make comparisons to elite performers and be referred to later in the unit to see improvement.

Implementation: Support

Quality first teaching strategies to support all learners to reach their full potential.

Use of appropriate questioning to guide pupils to solutions and improvement.

Grouping children appropriately in competitive elements to give them best experience and to challenge different levels of ability.

Direct adult support on a 1:1 or small group as required.

Formative and summative assessments to inform next steps for individuals or groups.

Games and skill development activities to be adapted where necessary to suit individual child's needs

Learning challenges to stretch the more able.

Impact: Evidencing

Non written outcomes through visual observations (class teacher and support staff)

Non written outcomes in the form of final performance videos (Gymnastics and dance)

Competition certificates from DCCT calendar events.

Impact: Assessment

Question and answering section of the weekly PE blast to check prior knowledge is secure.

Visual assessment and feedback from class teacher during an on going lesson.

Self and peer feedback conducted between children through the use of iPad to provide visual aids to critique.

Summative assessment through PE hub online assessment tool that links directly to NC statements.

Impact: Monitoring

Following the school's tiered approach to monitoring.

Pupil Voice, Staff voice and curriculum support all play a role in subject monitoring and the quality of delivery.

This is supported by observations by SLT to ensure consistency across the school.

