



God's Love in Action

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

PE

Implementation

Contents

1. Curriculum and Progression
2. Lesson Structure
3. Practice and Retrieval
4. Assessment
5. Supporting pupils with SEND
6. PE in EYFS
7. Supporting classroom teachers

1. Curriculum and Progression

Planning, assessment, and quality of teaching is of a high priority. The school employs a PE & Wider Schools Leader to ensure consistency and quality of our PE and extended schools' provision is of a high quality. We show progression and differentiation for all students to make progress, no matter their ability. We simply encourage children to enjoy their sport and ignite interests that will help them live a long and healthy life.

We currently use 'The PE Hub' to enhance pupil's learning, and provide a resource that teachers feel more confident in teaching effective PE. The scheme has been created by teachers that have been in the profession and specialise in creating new content regularly. This helps the PE lead in focusing on other areas of the PE curriculum, including CPD, increase participation and engagement.

Members of staff are supported by the subject leader. This enables teachers to discuss and improve their knowledge in this subject. Regular PE Review meetings are held every term to assess the development of both the children and staff. Assessments are carried out and discussed with the PE leader to create a 'whole-school' image. This helps support the mid-to-long term planning.

Additional support is offered to staff from external providers including Aston Villa Foundation. Team-teaching opportunities enable staff to deliver high-quality sessions with support, leading to delivery on their own.

Sports leaders are developed at UKS2 and are used to help with promoting sport at lunchtimes and the running of competitions within the MAT.

2. Lesson Structure

Each lesson has a structure that develops understanding of the skill(s) they're learning right from the starter activity. The theme is then carried out and developed into main activities that enhance the skill further, or in Key Stage 2's case, skills are implemented into noncompetitive and competitive games. Below is a more detailed structure to lessons in PE at St Johns & Peters:

- Recap of previous lesson(s). This maybe during the starter activity or a class discussion.
- Start activity – Warm-up task that includes a recap of previous lesson/start of a new skill/rule being implemented during the lesson. This task may be differentiated for pupils, including progression for greater depth.
- Demonstrations of good pieces of work/progression.
- Main Activities – Developing the skill through a range of tasks that can be differentiated. A main task may involve a small-sided game to implement the skill further.
- Each lesson children work towards a 'School Game Value' that promotes the well-being and social aspects. They work towards earning certificates and praise for their good work.
- Plenary may consist of demonstrations, class discussions, peer assessments, or a variety of coaching techniques from our Walkthru strategies.

Teachers explicitly teach learners (across the unit of work):

- **Knowledge** of the skill/tactic/rule of a game.
- The ability to **perform** the skill unchallenged.
- The ability to **apply** the skill in practice during a more challenging environment/activity.

- To **develop** the skill and particularly in KS2, adopt the skill in game scenarios.

Depending on the unit of work and the learning stage, some of the features below are used in our PE lessons.

Feature	Function
Do Now	To recall previous learning so children know and remember more.
I Do (model)	The class teacher/higher ability student will model explicitly how to achieve the lessons learning objective and empower children to with the knowledge required to do so. Name the steps need to achieve the learning objective.
We Do	Children are provided with an opportunity to rehearse the lesson objective with other children to embed the skill being taught with support from peers. This allows the class teacher to circulate with purpose and check whole class understanding through questioning.
You Do	Most children can independently apply their new skill into their own work to demonstrate they have understood the learning objective.
Exit – (Assessment – recall and retrieve)	At the end of every lesson a question is given to each child which directly links to the learning objective. Children have an opportunity to recall/retrieve previous learning to support their memory and not lost in their short term.

3. Practice and Retrieval

The curriculum is designed to allow children to use prior knowledge from previous units of work (during the academic year) and apply them to their learning. Units of work may have similar skills and vocab that are transferable. For example, a variety of passing can be used in Basketball & Handball in Year 3.

We have several learning strategies include Think-pair-share, cold calling, and strategic questioning, which can support retrieval and prior knowledge. Children have the opportunity to demonstrate in lessons, giving other pupils the chance to give feedback using knowledge and key vocab that they've learnt.

Knowledge organisers are also used to support the teachers input throughout the unit of work. It compiles the key information like vocabulary, key questions, prior knowledge that pupils may have, and the end of unit's objectives.

Key areas of focus are clearly visible and accessible for teachers at a glance.

Knowledge Organiser: Year 5 Handball

Prior Learning: Developed 3 step rule incorporating bounce. Defended and prevent attacks by blocking and intercepting. Passed and move with the ball to set up attacks. Demonstrated and implement the rules of handball.

Equipment needed: Handballs, cones, bibs, stopwatch, hoops, goals.

Key Vocabulary/Skills

Practice and attempt jump shot.	Dribble, block, screen, pivoting, steps, double fault, offensive foul, free throw.
Closing angles as goalkeeper.	
Use offensive dribbling.	
Pivoting to make successful passes.	
Set plays.	

Unit Focus: Use specific handball skills in games. Begin to play effectively in different positions. Increase power and strength of passes. Moving the ball over longer distances. Use a wide range of handball rules consistently.

Key Questions:

1. Which areas of handball do you feel you need to work on?
2. What is a set play?
3. Can you name any other sports that would use set plays?

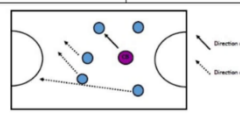

Head: Play in formations and execute 'set plays' in game situations

Hand: Use an offensive dribble to progress quickly up the court.

Heart: Explain how a team's passage of play was successful.

Rules:

- You cannot pull or hit the ball out of a player's hand, but you can have your hands up in front of them to attempt to block the pass
- Play with 'throw offs' which are used at the start of each half and after a goal scored.

4. Assessment

At St Johns & Peters CE Academy, planning is to be done following the progression of key concepts and skills listed in our curriculum map. Teachers will be making continual assessments of the children's abilities during sporting activities.

Further teacher assessments of the children's P.E. abilities are made whilst selecting for a school team during our School Game competitions at Level 1, 2 and 3. Overall progression in P.E. is commented upon through an annual report to parents.

In our curriculum, some units of work are revisited throughout the year. The planning enables children to recap on certain skills through different sports. For example, a 6-week set of planning of striking and fielding can focus on gathering, throwing, and catching in Cricket one term. When revisited later in the year, they will repeat skills but through another similar sport like Rounders. This is when teachers can assess progress is being made and challenge children to progress further.

During lessons, class discussions are carried out in lessons that involve self-evaluation, peer assessment, and recap of previous lessons and skills. Teachers can use this to help assess children's progress and develop their knowledge of where they are at and what they need to do to progress further.

PE Review Meetings

Termly meetings are arranged by the subject lead and are held with teachers to assess the children and teachers' ability, highlighting any areas for development. The 'assessment tool' is a working document used to measure the progress made by every child. The document shows their progress from the year they join the school (including Nursery), right through to when they leave in Year 6. The tool can also reflect the percentage of greater depth, the demographics (and how they are performing), and any children that may not be achieving in certain areas. With this information, plans can be put in place to support children during their PE lessons or further education outside normal school hours.

During PE review meetings, this is an opportunity for staff to celebrate success and teachers' strengths. It's also an opportunity to look at areas of development. This all contributes to effective learning in PE.

Assessment Tool

This tool was designed to follow the progress of students. The spreadsheet uses the national curriculum criteria to form its objectives and using the tracker tool, it allows staff to see which children are exceeding, improving, or need that extra support in particular areas. The data will show the previous year's scores, allowing staff to have prior knowledge of the progress they've made the previous academic year. This also allows the tool to show the progress they make through the year.

How do we use the data effectively? What is its purpose?

Using its data, the PE lead can support children with interventions to focus on their areas of development. It's impact is then recorded and analysed during the termly PE review meetings with staff.

Data also shows what percentage of the class are making progress. This includes gender, EAL, Pupil Premium and SEND figures. With this information, focus can be given to certain areas through other avenues in school including after-school clubs to help with engagement and progress.

5. Supporting pupils with SEND

At St Johns & Peters CE Academy, we aim for all PE lessons to be accessible for all pupils. We recognise that high-quality teaching is what is best for all pupils, including those with SEND or other additional needs. Our consistent approach to teaching is underpinned by Walkthrus instructional coaching, equipping teachers with a toolkit of research-based strategies that have been proven to work in the classroom.

Where pupils may have additional needs that could prevent them from engaging with the content of a lesson, the class team will make adaptations to ensure that each child can access the learning. Some pupils may require extra time or support in activities, while others may require pre-teaching of specific vocabular. Teachers are encouraged to engage SEND pupils through differentiated tasks and not to be isolated away from the class.

In each of the hall spaces, a poster is used to simplify tasks. InPrint resources are used to help with 'now and next' tasks, or a recap on the skill being learnt within the lesson. Teachers and support staff have freedom to amend this where necessary.

SEND Events

Termly multi-skill events are created for students to excel further and measure progress. Activities that are put on by the PE lead may link in with their current/previous units of work to help with practice and retrieval skills. This is a non-competitive environment where it is designed to challenge pupils but be a welcoming and engaging environment full of praise and enjoyment.

SEND Interventions

Weekly sessions with Aston Villa Foundation enable both pupils and staff to engage in a more challenging environment. The PE lead delegates the skills to be taught and feedback is regularly given based on their progress.

Solar is a tool to track progress and is then fed back to the SENDCo during meetings. Staff regularly working SEND children are able to record progress and evidence on their profile.

The PE lead and SENDCo are able to raise any concerns they have about specific pupils, and regularly seek guidance for additional strategies or advice.

6. PE in EYFS

Reception follow the PE Hub planning and progression of skills document. This is effective for learning, assessment and consistency for pupils. Within the revised EYFS statutory framework, the specific area of development physical education has the strand of gross motor skills:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and co-ordination when playing, move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

A weekly 'Motor Skills' lesson is put on by both the class teacher and PE lead. The session has a blend of teacher led activities, interventions and activities for children to choose and explore in their normal classroom environment. The session supports the Early Years framework and builds a good picture of the whole child' physical progress.

During the lesson, the PE lead has all the children in small groups. A focus group, that is formed of the bottom 20% of the class, will have more time and input on certain areas of their gross motor skills. The progress is then is reflected after each session and again during the termly PE review meeting with class teachers.

7. Supporting classroom teachers

All teaching staff receive 1:1 instructional coaching, delivered by a trained coach from the senior leadership team. These fortnightly meetings follow a programme based around cognitive load theory and quality first teaching. These are then enhanced during the termly PE Review Meetings where some of the teaching techniques can be implemented in PE lessons.

Staff have support available on a regular basis by the PE & Wider Schools Leader, and CPD is available. CPD is designed based on the findings of the meetings and this may be completed by an external provider (like Aston Villa) or in-house (by PE lead).

Insets may be booked in if there is a particular area to address across the school. This may be for all staff around feedback, or SEND staff around deeper differentiation tasks.

The PE Hub subscription has plenty of resources available including videos, printouts to enhance learning, plus plenty of tabs on each unit that gives detailed information of the unit of work.

Staff have access their medium and long term planning available at all times, and resources are look after by the PE lead.