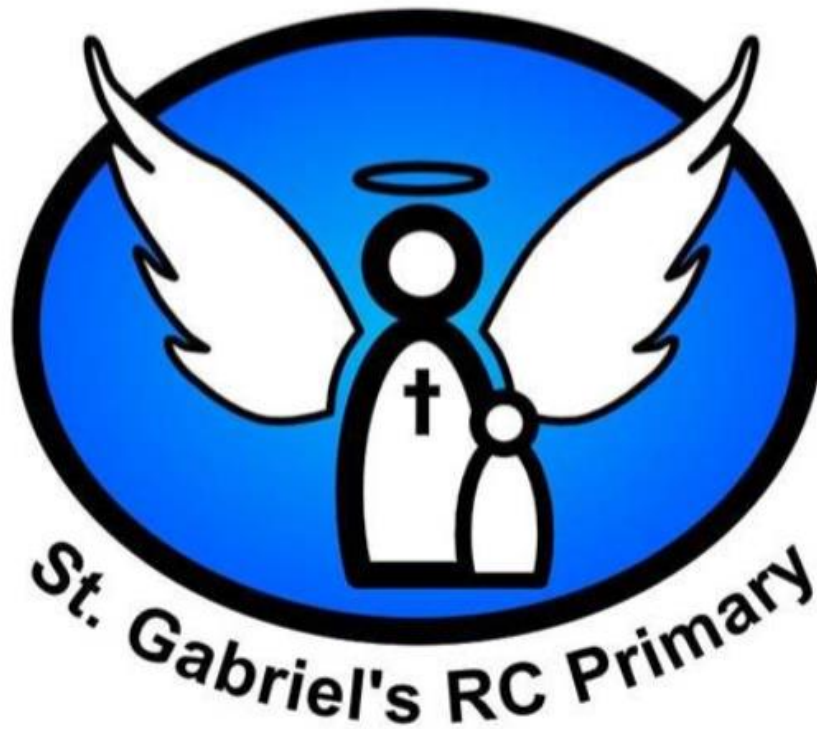




PE

Intent, Implementation and Impact Policy

Intent, Implementation and Impact in PE

INTENT	Subject Statement	In PE, we aim to provide a well-sequenced inclusive curriculum from Foundation to Year 6 that allows pupils to experience a range of sporting and physical activities that encourage them to develop their health, fitness and well-being. We promote enthusiastic and active learners who develop their communication, collaboration and competitive skills helping them to improve self-regulation and resilience in order to reach their personal best. We offer opportunities for all children to compete in inter and intra sporting events as we believe this builds character and helps to embed values such as fairness and respect. Through this we aim for children to acquire a lifelong love of physical activities so it becomes an integral part of their life now, and in the future.
	Subject Expectations	• PE/active lesson should be delivered twice a week. • Lessons should be skills based which can be applied to a variety of games. • Pupils should be encouraged to take an active role during PE. This could be delivering warm ups, spotting (especially children who take part in particular skills outside of school, e.g. gymnastics, football, etc). • School Games values to be adopted – determination, honesty, passion, respect, self-belief, teamwork • To adopt the healthy body, healthy mind through: • Links through Science – knowledge and understanding of the body, nutrition – so pupils understand PE is not just about sport. • Links through PSHE – so pupils understand that a healthy mind is just as important as a healthy body.
	Conditions for learning	<u>Displays / Working Environment</u> • Learning environments will be fit for purpose and safe for the children to use; • Any debris will be removed so limited risk of injury. <u>Learning Behaviours / Attitudes to Learning</u> • All pupils to be active during PE • Pupils to make links to PE through Science and PSHE • Pupils to use correct terminology during lessons • Pupils to become independent and resilient learners – explore ways to challenge themselves or to simplify tasks • School games values to be demonstrated and used by pupils and also recognised in others • Pupils to show respect and care of equipment and correct use of handling it.
	Planning	<u>Progression and Sequencing</u> • PE Passport provides all modules necessary for a progressive curriculum to be covered for EYFS to Y6 • Modules and PE areas (Gymnastics, Invasion Games, etc) can be delivered in any order but must be well thought out, for example, net/wall games and some invasion games should be taught when weather is more suitable. Athletics and gymnastics are indoors so would be better suited to winter months. <u>Planning</u> • To follow the PE Passport scheme for long term plans and medium term planning. Lessons can be annotated where necessary for the needs of particular classes <u>Structure of Lessons</u> • Warm-up; to be delivered by teacher or pupils • Demonstration of skills • Enough time to practice skills with opportunities for challenge • Demonstrations from pupils of skills – not too many, as this can waste active learning for the rest of the class <u>Resourcing</u> • Sports equipment in the PE shed for staff to use for particular units • Sound system in the hall for Dance units

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IMPLEMENTATION	Curriculum	<u>Scope</u> - Teachers to use the PE Passport scheme which provides coverage of all areas in PE. Challenges are provided within some lessons to further develop skills of those working at GD - The pillars of progression in PE will be demonstrated across Key Stages – motor competence and rules, strategies and tactics, healthy participation <u>Sequencing</u> - Each year group provides age appropriate challenges and builds on prior knowledge for particular skills/games/areas <u>Knowledge</u> - Declarative knowledge will be applied through lessons through 'knowing that' certain rules need to be followed for games and understanding particular body stances, grips will help in particular PE areas - Procedural knowledge will be applied by 'knowing how to' apply certain skills together and how this can be applied as certain advantages to develop tactics and strategies - CPD videos are provided on the PE Passport scheme to allow staff to view how to teach particular skills or sequencing
	Pedagogy Teaching and Learning Quality 1st teaching based on current research	<u>Learning</u> - Pupils to be active and show a commitment to beat their personal best. - Subject specific terminology to be used and understood - Pupils to demonstrate, use and understand the school games values. - Pupils to show independence and initiative to challenge themselves or to simplify if necessary. <u>Teaching</u> - Teachers must be well prepared for lessons, e.g. equipment ready; to ensure pupils are active. - Demonstrations to be given of skills. This can be a teacher demonstration, or a pupil – provided good previous knowledge of the pupil's sporting background, e.g. gymnast, football or rugby player, etc. - Opportunities for pupils to practice and challenge themselves – to beat their personal best during a lesson. - Correct terminology to be used/modelled during lessons and encouraging pupils to use it.

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	Meeting the needs of the learner	<u>Planning</u> - PE Passport scheme has been set up. Staff to complete long term plans of the topic areas they would like to cover - Staff must ensure that all PE elements are covered: Dance, Invasion games, Net/wall games, Athletics, Gymnastics - Teachers to follow the PE Passport scheme and adapt lessons where necessary <u>Provision for SEND / disadvantaged</u> - Inclusion strategy document provided for staff to refer to assist with planning and identifying needs of particular lessons - Spotting must be used by teachers and TAs. Simplifying tasks or instructions, changing equipment or adapting tasks to suit the needs of the learner is paramount. Staff members must support and encourage disadvantaged learners so as not to discourage their effort or goal for their personal best. <u>Challenge</u> - When focussing on skills, pupils should be encouraged to use different equipment to assist in developing their skills. For example, when practising their throw/catch technique, pupils could use a smaller size ball, increase distance between partners, use one hand. This should be modelled and referred to the class to encourage independence; instead of pupils telling the teacher they can do it, they use initiative and creativity to think of ways to challenge themselves. <u>Catch up / interventions / Cumulative dysfluency / Addressing gaps</u> - Recaps to be provided; this could be a quick demonstration at the beginning of the lesson. To determine whether pupils need more time to practice particular skills – lessons may need to be adapted for this. Teachers should be prepared for this.
IMPACT	Review and Assess Assessment for Learning	<u>Questioning</u> - Use of open-ended questioning, e.g. when discussing tactics - Use of closed questioning to continue developing pupil knowledge of the body – e.g. muscles used in warm-ups <u>Review of learning</u> - Teachers check pupil understanding – are pupils in correct starting positions, are they posturing their body correctly, are they moving correctly, are they demonstrating the correct skills required, etc <u>Feedback to improve</u> - Formative assessment and verbal feedback to be provided during lessons; demonstrations may be used to assist in feedback.
	Summative assessment	- Staff to focus on particular groups of pupils per lesson to assess on the PE Passport. Assessments are made using the Bronze (WT), Silver (E), Gold (GD) award scheme under unit outcomes - At the end of each unit, staff to assess pupils and award them a final assessment grade - Pupil outcomes need to be added as to what each individual pupil has received their assessment grade on.
OTHER	Culture	Love of PE flourishes throughout school by: - Providing enrichment opportunities through making links to Science, particularly when learning about the body, for example, muscle development, and nutrition. Links can be made through D&T for the Nutrition unit of work. - Enrichment opportunities can also be provided with links through the Manchester United Foundation - Engagement opportunities are provided through intra-sports competitions in both KS1 and 2 as well as sports games and activities organised during lunch times. - Skills festivals are organised through Rochdale Borough Games to target pupils who are reluctant learners and provide more opportunities for pupils with SEND or girls to encourage them to be engaged learners and develop skills in particular areas and promote sporting opportunities. - Sports competitions are organised to promote being active as an ethos within school and ASC are also provided.

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	Wider curriculum opportunities / Cultural capital	• Links to Science and PSHE – healthy body and mind • Manchester Utd Foundation provides opportunities for pupils, for example, mascots at team matches, inclusion events, promotion of gender equality, match day tickets provided • Nutrition workshops • Special days/weeks to be assigned for healthy body/mind, e.g. stress awareness month, mental health week, etc so pupils understand that PE is not just a physical subject and games, but links to diet and mental health
	Reading within the Curriculum Area	• Pupils learn to read and recognise body language to help within games, for example, knowing when someone will dodge or the direction an attacker will go • Learning to read facial expressions and recognise mood when linking to PSHE and mental health
	Related Policies	• Teaching and Learning • Assessment • Behaviour Practices