



P.E.

Intent

Skills and Knowledge

To develop competence to excel in a broad range of physical activities.

Vocabulary

An understanding of vocabulary linked to P.E.

Competitive Sports

To engage in competitive sports and activities.

Healthy and Active Lifestyle

To be physically active for a sustained period of time and encourage physical activity and exercise.

Evaluating and Improving Performance

An ability to evaluate their own and others' performance.

Accessibility

To provide all pupils with access to the lesson and build self-esteem, confidence and resilience.



Our Amazing ACORNS Ageements

- A** • We aspire to achieve in all our learning
- C** • We are kind and collaborate in discussion, learning and competition
- O** • We are open and honest about our thoughts, with empathy and respect
- R** • We respect ourselves and others, including when in competition
- N** • We welcome new opportunities to learn, experiment, create and compete
- S** • We use our super learning powers in all our learning

Implementation

Teaching and learning

We follow the *GetSet4PE* scheme to teach PE across the school. The scheme ensures that children are given a wealth of opportunities to develop their physical movement skills as well as achieving whole child objectives. Children also deepen their understanding of PE, year on year, by being introduced to specific vocabulary which is also mapped on a vocabulary pyramid for each area.

Organisation

In EYFS, children begin to develop the foundations of movement through accessing the Physical Development strand of the *Early Years Foundation Stage Framework*. Reception begin formal PE sessions within the autumn term and use the *GetSet4PE* plans. They also continue to develop these skills within their continuous provision and Wild Wednesday sessions. In KS1 and KS2 the units from *GetSetforPE* are followed.

Elements of P.E covered

The *GetSet4PE* units cover all areas of the National Curriculum, some in Key Stage 1 and some in Key Stage 2, including: basic movements; team games, then competitive games; balance, agility and co-ordination, building to include strength, technique and control; dance; outdoor and adventurous activities; swimming. The rainbow grid outlines the specific units covered.

Enrichment and promotion of P.E

Alongside rich teaching and learning opportunities in P.E., physical activity is encouraged. We offer extra-curricular sporting clubs, and children also take part in competitions. P.E is championed by the subject leader, who also carries out ongoing monitoring, then spotlight monitoring in a two-yearly programme. Monitoring may include observation, pupil voice and teacher voice. The P.E action plan is updated through monitoring, celebrating success and noting next steps. Ideas are shared with staff and governors.

Impact

End points

We aim for pupils to be ready to confidently access their next stage of learning in P.E, through building skills and knowledge.

In Early Years the end point is their Early Learning Goals. In Year 1-6, the skills and knowledge we aim to equip them with are outlined in the *GetSet4PE* progression ladders.

Assessment for learning

In Early Years, assessment is through the EYFS curriculum.

In Years 1-6, ongoing teacher assessment is through observation, questioning, activities and completed work. This allows teaching to be modified to promote further learning.

Tracking and evidencing progress

At the end of each unit, the pupils' learning in that unit is assigned working towards, working at or greater depth for the year group.

Half-yearly, each pupil's average outcome is added to a tracking grid, which also allows tracking of different groups.

The subject leader and the senior leadership team can analyse outcomes and drive further improvement in P.E.



