



PE at Pearson Primary School



Intent

Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain a good physical development, emotional development, and good level of health/fitness. We intend to deliver high-quality teaching, learning opportunities and wider experiences that inspire all children to succeed physically, and in developing life skills. We want to teach children skills to keep them safe, such as being able to swim. We also want to teach children how to compete individually or as part of a team; and take part in physical activity showing passion, honesty and determination. Our curriculum aims to improve the wellbeing and fitness of all children at Pearson, not only through the sporting skills taught, but through the values that sport and physical activity promote, including the School Games Values of Honesty, Determination, Teamwork, Passion, Respect and Self Belief.

Implementation

- PE at Pearson provides challenging and enjoyable learning through a range of sporting activities: invasion games; net and wall games; striking/fielding games; gymnastics; dance; swimming; and outdoor and adventurous activities.
- The long-term plan sets out the PE units that are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met.
- Pupils participate in two, high-quality PE lessons each week. In addition, children are encouraged to participate in the varied range of extra-curricular activities after school or at lunchtime.
- Foundation stage develop fitness and motor skills through acquisition of a wide variety of play equipment, with provision reviewed yearly.
- Children in Year 4 swim for 7.5 hours (10 x 45 minutes) through a Hull City Council provided SLS. We use Sports Premium funding to provide extra – trebling this swimming offer – providing lessons for Y3 and Y5 too. Year 5 pupils take Bikeability training as well.
- KS2 take part in a weekly HIIT work-out - developing fitness, strength and stamina.
- Through our PE curriculum, we are developing the inclusion of pupil leadership into all lessons. Through a unit of work, pupils will develop their leadership of the warm-up and other small group parts of the lesson. Each year, sports leaders are trained and are coached to begin to manage small sporting activities at lunchtimes through the week.
- We provide opportunity for all children to represent the school in competitive L2 sport with other near-by schools (KS2 = 3 x per year, KS1 = 1 x per year). We also provide L2 sporting opportunities for targeted SEND and underactive pupils.
- Children are invited to attend competitive sporting events within the local area. More-able pupils are targeted for L2 events (city) aiming to qualify for L3 (regional) events.

Impact

- We use a variety of strategies to evaluate the knowledge, skills and understanding that our pupils have gained in each unit, including; pre and post assessment of units, questioning lesson by lesson, weekly reviews of previous learning, peer assessment against success criteria, pupil/teacher demonstrations, and use of example clips.
- Evidence of this learning will be recorded through digital means – filming targeted children, aiming to demonstrate progress between a start of unit task and an end of unit task - and will form the basis of moderation within the year at school.
- Leaders will monitor the quality and impact of the PE Curriculum through regular check-ins, observations, evidence checks and pupil voice to assess the extent to which pupils know more and remember more.

SEND

Our ambition is for all our pupils to access the full PE Curriculum. PE tasks will be differentiated for less and more-able pupils through the STEP principle, which includes adapting to a more suitable Space, suitable Time, suitable Equipment (e.g. more suitable size, shape or tactile ball – or even using a bean-bag instead) or number of Participants.

Sequence – Unit

- Pre-assessment recorded and saved, against the unit assessment. 3 to 5 focus pupils of BA, A and AA expected level.
- Activities and games chosen to develop skills and knowledge of the sport that builds from lesson to lesson.
- End of same unit assessment, recording same pupils and demonstrating progress.

Sequence – Lesson

Sport focus dependent and at teacher's discretion. A typical lesson may follow this suggested sequence:

- Warm up (child led towards 2nd half of unit).
- Demonstration and skill practise.
- Child/group demonstration with peer feedback against success criteria.
- Application & improvement using pointers from demonstration.
- Skills application in further activity/game situation.