



ROKEBY PRIMARY SCHOOL

PART OF STOWE VALLEY MULTI ACADEMY TRUST

Physical Education at Rokeby Primary School

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1. Subject Statement

Intent

At Rokeby, we believe that P.E. provides a crucial element of a child's education and has the potential to ensure healthy outcomes in later life.

We want our children to become sportspeople who enjoy a range of activities.

- A sportsperson is someone who learns, practises and improves their skills
- A sportsperson is someone who can apply their skills to a game or activity
- A sportsperson is someone who understands and uses tactics
- A sportsperson is someone who self-evaluates and knows how to improve
- A sportsperson is someone who has a fundamental understanding of sporting behaviour.

Our P.E. curriculum is underpinned by both The National Curriculum 2014 and The Rainbow Continuum.

Implementation

P.E. is taught in blocks throughout the year. Where possible, activities are linked to topic areas. All class teachers identify which children are WTS, EXS and GDS for each lesson and edit and adapt future lessons in reflection of this. We want children to learn more about how their bodies operate and encourage them to lead a healthy lifestyle. We will encourage children, so they become confident. We will create opportunities to represent the school, building pride and boosting self-esteem.

Impact

At Rokeby Primary School, we ensure that our PE curriculum is ambitious, allows children to develop fundamental skills and apply them to a variety of sports and activities. Ours aims ensure that all pupils are taught using a high-quality PE curriculum with quality first teaching, which inspires pupils to succeed and excel in all physical activity which supports their health and fitness. Pupils are physically active for sustained periods of time each day, through the daily mile and 'Go Noodle' activities outside of the PE lessons. Through pupil voice children commented, 'I enjoy all PE lessons' and 'it's the lesson I look forward to'. All pupils have opportunities for extracurricular activities; across last year we were able to roll out several extracurricular clubs, open for all ages, including street dance, football and dodgeball. We had a sports week that took place in the summer term. Pupils experienced a range of sports for a longer period, as well as the weekly PE lesson. Specialist coaches have come to teach sports that contribute to our pupil's cultural capital. Including a football day and an orienteering day, for the whole school along with a sport science specialist who visited year 6, encouraging them to lead healthy and active lifestyles. Children at Rokeby are beginning to build character and are becoming respectful and fair sportspeople.

2. Assessment

Assessment for learning:

- Teachers will use the assessment data from previous teachers to identify ability in their classes
- Where possible, teachers will discuss with previous P.E. teachers what the children have covered and what ability they have shown
- Teachers will note on plans the children that are working at greater depth and working towards
- They will use this knowledge to adapt their planning for future sessions appropriately.

Assessment of Learning:

- Teachers assess against the WALT for each session
- They provide evidence through written notes on plans, photographs and videos
- Children are encouraged to self-assess and reflect on their work
- Each half-term, teachers to fill out assessment document that identifies LA and HA children, which is shared with the Subject Leader.

3. Planning and Resources

- Teachers use the PE Progression map to plan units of work.
 - The progression map identifies particular activities and sports that will be taught.
 - The vocabulary document supports teachers in their planning.
 - There is an equal split of gymnastics, dance and games for each year group.
 - Children in years 4, 5 and 6 have a term each of swimming lessons.
 - Previously taught skills are revisited and consolidated and new skills introduced as children progress through the school.
 - Teachers have access to a wide range of PE equipment stored centrally.
 - Teachers have access to a sound system in the hall when teaching dance.

4. Teaching and Learning in the Early Years Foundation Stage (EYFS)

- PE in EYFS comes under the auspices of two strands of the EYFS curriculum: Physical Development and Health and Self-Care.
 - PE takes place either in the hall or in the outdoor area.
 - PE takes place weekly.
 - Children participate in a range of activities, including gymnastics with and without apparatus, yoga, dance and gross motor skills.
 - Children are assessed in line with the EYFS goals.

5. Teaching and Learning- Key Stage One and Key Stage Two

- Lessons take place weekly.
- Individual units are in half-term blocks.
- Lessons take place in the hall, on the playground or the field, depending on activity type and weather.
- Lessons are timetabled as being an hour long, although changing time at the start and the end of each session means actual active time will be less than an hour, depending on year group.
- Lessons may be differentiated according to ability.
- Lessons will generally follow the following broad structure:
 - Get changed
 - Warm up (e.g. stretches, a game like stuck in the mud)
 - Recap and demonstration and practice of skills learned in previous session
 - Introduction of new skill
 - Practice and refinement of new skill
 - Game or activity that uses new skill
 - Sharing of good examples
 - Reflection on next steps to take in order to improve
 - Cool down
 - Get changed.

6. Gifted and Talented Pupils

- Teachers use the assessment document to identify G&T pupils.
- They may also take into account activities in which children participate after school.
- More able children may be pushed to greater depth in the following ways:
 - Working in groups with children of similar ability
 - Extra input and extension from teacher/TA
 - Taking advantage of opportunities offered by Central Sports Partnership/SVMAT.

7. SMSC in P.E

Spiritual

- Reflecting and critiquing their own and others' performances
- Questioning pupils throughout lessons why, what, where and how.
- As an example, pupils will give feedback on their own and or each other's performance giving 2 stars and a wish.

Moral

- Encourage good sportsmanship throughout, pupils and Rokeby are encouraged to congratulate and thank other teams for the game/match.
- Promote fair play and teamwork in lessons.
- Promote trust with peers through team building activities.
- As example pupils will voluntarily congratulate the opposing team, shake hands and recognise the quality of play.

Social

- Encourage extracurricular activities
- Interact with the community and primary schools.
- As an example, pupils have an opportunity to attend football, dodgeball or street dance club after school.

Cultural

- Use of international examples of different athletes and their achievements
- Various trips offered to experience different cultures
- As an example of this the PE lead will aim to invite a sports person in to talk to the children and promote awareness of their sport.

8. The Role of the Subject Leader

The subject leader will:

- Monitor planning of PE
- Ensure that PE is taking place as timetabled
- Ensure that the PE progression map and vocabulary list is being followed
- Audit colleagues' skills
- Offer support to colleagues who lack confidence in delivering PE
- Manage the PE resources
- Maintain a portfolio of examples of work in PE
- Provide a display that celebrates PE at Rokeby
- Collect and interpret assessment data
- Attend local area PE Subject Leader meetings
- Attend MAT PE Subject Leader meetings
- Seek out appropriate CPD
- Seek opportunities for the children such as inter-school matches, sports festivals
- Run sports day and other in-school events.

9. Parents/Carers

- Parents/carers provide appropriate PE/Swimming kit.
- Parents/carers will be able to share in sporting participation by invitation to separate at sports days and matches.
- Parents/carers will receive feedback on progress in end-of-year reports and twice yearly at parent teacher meetings.

10. Safeguarding

- There are lots of opportunities to approach the teaching of safeguarding within PE at Rokeby. We place high value on the importance of teaching children these strategies to keep themselves physically and emotionally safe and to take safe risks.
 - Children's learning starts in EYFS, where children are taught how to move objects safely and with control. Children are also encouraged to use the correct terminology for body parts to be able to tell an adult of an injury.
 - PE encourages children to promote their mental wellbeing, children are taught about the links between physical and mental health through our daily mile.
 - At the start of a PE lesson, children are taught how to warm up and cool down to prevent injury, empowering children to gain an understanding of their bodies and to test their limits.
 - When introducing new skills teaching the importance of using the right technique encourages the child to practise safely, for example during gymnastics in Year 2, children are taught how to carry out forward rolls by tucking in their head in to prevent injury.
 - In KS1 and 2, techniques for the safe moving and carrying of equipment is shown and taught.
 - When children are changing for PE children are in gendered rooms, teaching children the importance of privacy and encouraging children to have a positive body image for themselves and each other. This is carried through into their PSHE lessons.
 - Throughout KS2, children are shown how and when to use equipment safely.
 - In year 6, children are taught drowning prevention and lifesaving skills in their swimming lessons. When changing for swimming, children are taught about the importance of privacy.

Through the teaching of Protective Behaviours, children are taught about 'safe and unsafe choices' and this is also encouraged and considered in PE lessons when playing a range of sports. Children also learn how they can safely use different parts of their bodies in a range of games and sports.

By inter-linking different areas of the curriculum, at Rokeby, we ensure that our children are ambitious sportspeople, who can responsibly make decisions and choices, to keep themselves and others safe in PE lessons.

11. Children in SEND (Special Educational Needs and Disabilities) in PE

- At Rokeby we create a positive and supportive environment for all pupils. In PE, pupils are taught to be supportive, encouraging and to celebrate all participation, no matter the result or ability. We aim to create positive sports people who encourage both their peers and their own wellbeing. All pupils have access to high quality teaching across the school and have adopted a positive and proactive attitude in their behaviour.
- We build an ongoing and holistic understanding of our pupils and their needs. Pupils' individual needs are identified and the 'assess, plan and do' approach is followed. Assessment occurs frequently and is purposeful. Where appropriate, parents and carers input is welcomed along regular dialogue with specialist professionals, as well as the pupils themselves.
- To ensure pupils' progression, pupils have access to high quality teaching throughout their primary school journey. A five-pronged approach is used to maintain this:
- Scaffolding, explicit instruction, technology, cognitive and metacognitive strategies and flexible grouping. Through scaffolding, gradual independence is reached. For example, when teaching ball skills, the size of the ball will be differentiated. Over the weeks this may change, so by the end of the sequence of lessons the size of the ball the pupils are using may be similar.
- Explicit instruction is used to give a range of teacher led approaches, when modelling a skill to the whole class, it may need to be repeated for SEND pupils, so they have the chance to repeat and 'over learn' the skill being taught.
- The use of technology is used to help with modelling a skill and to help differentiate. When teaching ball control, a differentiated video of the skill can support the teaching. Technology is also used for feedback; a skill can be videoed, then reviewed and talked through between pupil and teacher.
- When pupils are learning a routine in a sequence of dance lessons, by breaking the routine down in to smaller steps giving them one small sequence at a time and repeating, helps the pupil's metacognitive processing.
- Finally in all PE lessons, flexible grouping is used to set up opportunities for collaborative learning encourage all pupils to help support and encourage one another.
- In PE we compliment high quality teaching with carefully selected small groups and one to one interventions. Pupils that have physical or sensory needs may need more physical intervention when practising a skill or participating in a game. The interventions are always carefully targeted and are high quality and well structured. Whilst the TAs role is to supplement, not replace teaching. TAs are effectively deployed, having a positive impact on pupils with SEND.