PE Curriculum Rationale

At Eastwood Village Primary School, in PE sessions, through extra-curricular activities, an involvement in the national 'Every Child Active project and the wider curriculum, children will learn the importance of an active lifestyle. They will learn and apply the skills needed for the different disciplines within the PE curriculum to develop their physical confidence and enjoyment of a lifelong interest in attaining and sustaining fit and healthy lifestyles. Children will be inspired to challenge themselves when working independently and with others, including teams. They will develop a positive attitude towards competitive sport, valuing fairness and respect. They will be motivated to develop hobbies which will support a positive wellbeing.

INTENT

Alignment to National Curriculum

Eastwood Village follows the National Curriculum programme of study. We use the published Val Sabin scheme for the disciplines of Games, Dance and Gymnastics. Swimming Outdoor adventurous and Athletic education are provided in Key Stage 2.

End Points

By the time pupils move on to secondary school, they will be able to apply and develop a range of skills. They will be able to communicate, collaborate and compete with each other and understand how to improve, evaluate and recognise their own success. They will recall the importance of meeting the CMO 30 minute daily physical activity target.

Sequencing

The National Curriculum for PE does not sequence the disciplines in the primary curriculum across different year groups. In order to ensure there is progression and continuity through school, the Val Sabin

IMPLEMENTATION

Pedagogical Approaches

We ensure that key learning and outcomes are identified before the lesson. These, along with key terminology, are shared with the children before the lesson and referred to throughout. Lessons always begin with a warm up, sometimes led by the children. The teaching sequence begins with the revision of skills learnt in previous lessons. The displays are used as teaching tool to ensure pupils develop physical literacy. The lessons feature opportunities to acquire and develop new skills which are then selected and applied independently in a more challenging way (such as a game in games, or a sequence of movement in gymnastics or dance). Pupils are encouraged to evaluate and then improve their own performance using the 'I can' display statements.

Teachers' Expert Knowledge

The demonstration of good subject and curriculum knowledge is a requirement in the DfE teaching standards. There are regular opportunities for CPD through our local sports partnerships and by being a part of the Every Childsd Active project. In addition to subject and curriculum knowledge, training on health and safety is also addressed.

Promoting Discussion and Understanding

Throughout the lesson, children are encouraged to work collaboratively to plan, adapt, improve and evaluate their own performance and the performance of others. Teachers identify and share the key vocabulary and learning for the lesson. Children are able to use this

IMPACT

Approach to Assessment

Primarily, children are encouraged to self and peer assess. This will be against the criteria shared at the start of the lesson. Pupils will use technical language introduced in the correct context.

Performance Data

The only performance data collected in PE is for swimming in KS2. This is required for the Sports Premium annual report.

Pupils' Work

Occasionally, pupil's class performances are photographed for the website or for Parents to watch.

scheme is used to develop a long-term plan which ensures coverage and breadth.

Addressing Social Disadvantage

Many of our children come from a background where physical activity and sport are not prioritised due to the challenges of social disadvantage. However, as this is not true of all children. The Sports Premium funding is used to provide opportunities for activity and competition within the school day for children. The school accesses funding streams to provide holiday clubs, breakfast provision and an extensive range of free after school activities. The school is involved in the 'Every Child Active' Project run by the Youth Sport Trust, to promote the CMO target of children having 30 minutes of Physical Activity each day. Teachers identify gifted and talented pupils or pupils who may be disengaged in PA at half termly Pastoral Meetings.

Local Context

vocabulary when planning, adapting, improving and evaluating their own performance and the performance of others.

Knowing More and Remembering More

Teachers, through observation on a lesson-by-lesson basis, measure impact. This is judged against the outcomes highlighted at the beginning of the lesson and is shared throughout the lesson. Pupils use assessment criteria to promote recall of the skills focused on within the lesson.

Teachers use formative assessment within lessons. Children are encouraged to use success criteria statements. They peer assess each other or self-assess using the 'I can' statements displayed. Teachers complete summative assessment using comprehensive grids to highlight the skills pupils demonstrate for each of the disciplines of the PE curriculum. Teachers share the outcomes of the pupil's assessment between Key Stage transitions and for parents in the annual end of year report.

Teacher Assessment

Photographs of sporting events appear in the school newsletters.

Talking to Pupils

The subject leader talks to pupils about their learning as part of the monitoring process. This is to see if core vocabulary has been remembered and understood. Pupil voice is collected routinely to ensure active lunchtimes and the extra curriculum are driven by pupil interest. Pupil voice in the past has led to changes in provision and in the formation of whole school events. See World Dance Performance, Parent verses Staff Footballl Game and in Karate Club.

The local community is well served for sports facilities and opportunities due to the proximity to a Swimming Pool, Leisure Centre, Gyms, Roller skating Rink , Rotherham Titans Rugby Club and Rotherham United FC. However, a lack of disposable income and social disadvantage means families need pathways to access these facilities. Due to this barrier to access, the School makes links with sporting clubs and sign posts opportunities for children in light of this. The school recognises that it's function for promoting education for Physical activity is vital and therefore takes a lead in this area to bring external links into the school day or context. For example, Rotherham Titans will run an after-school Club. The school pays for a package of provision from RUFC. See Extra Curricula Club Grid

Links / References

info@valsabinpublications.com www.afpe.org.uk
www.cas.org
alex.ogden@Youth Sport Trust
www.Rotherham Titans
www.Rotherham United