

Bilton Grange Primary School

Physical Education Rationale

Through the teaching of Physical Education at Bilton Grange School we inspire all children to succeed and excel in sport (both competitive and non-competitive) and other physically demanding activities no matter what their ability. By providing a wide range of opportunities, including dance, gymnastics, games and swimming, our children will develop the confidence to support their own health and fitness and develop a love of physical activity. Physical activity not only improves health and reduces stress but also improves concentration.

“Physical Education makes every child stronger and every life longer.”

Through these sessions the children will not only build on their physical strength and skills but also work on building character, team skills, encouragement and respect of others.

Skills will carefully build upon the child’s previous knowledge with small sequential steps. Our approach is underpinned by the four curriculum drivers that are at the heart of everything we do.

- Collaboration
- Communication
- Creative Arts
- Community

Substantive knowledge in PE

Substantive knowledge in PE is based on the children practicing and developing specific skills that can be used in a variety of disciplines, sports and games

- e.g.:
- Running, jumping, throwing and catching
 - Tactics within a team game e.g. strategies for attacking and defending
 - Being able to perform specific actions, such as balances and movements
 - Being able to swim confidently and competently over 25 metres

Disciplinary knowledge in PE

Disciplinary knowledge in PE comes through opportunities for the children to choose and apply their own actions, balances, movements and skills. Once they have mastered the specific skills, they have opportunities to apply these within sports and games and therefore have to choose different strategies and the best way to approach different challenges. As they move through school, their skills and knowledge around tactics become more complex and they have to work collaboratively to make decisions. There are lots of opportunities for the children to evaluate their performances and reflect on how they will improve next time.

Intent

At Bilton Grange we believe that our children should have as many opportunities as possible to explore the many different aspects of physical education no matter what their ability. A balanced PE curriculum should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Children will have access to a range of activities throughout their time at Bilton Grange and will be able to work with a range of professionals in order to develop these. They will have opportunities to take part in inter and intra schools' competitions and embrace opportunities to challenge themselves further. Children will access swimming lessons for a term in every year of their time in Key Stage 2 in order to achieve the minimum expectation of being able to swim confidently and competently for 25 metres by the time they leave school.

Early Years

- Negotiate space and objects safely with consideration for themselves and others.
- Demonstrate strength balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

KS1

- Pupils will develop fundamental movement skills to extend their agility, balance and coordination, individually and with others.
- They should be able to engage in competitive (both against self and against others) and co-operative physical activities.
- Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

KS2

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Swim competently, confidently and proficiently over a distance of at least 25 metres using a range of strokes effectively.

Implementation

- In EYs, P.E. is woven throughout the specific area of Physical Development. This element of PD is planned using a medium-term planning template in addition to our continuous provision planning.
- Within each key stage, units of work are planned using a medium term planning template which identifies:
 - Overlearning and pre-learning activities
 - Details of the “wow” starter and learning “end point”
 - Objectives to be taught – separated into substantive (red) and disciplinary (blue) content
 - Key knowledge statements (remembering sentences) to be taught alongside the unit as well as skills.
 - The learning sequence of lessons
 - Key vocabulary to be taught - separated into horizontal and vertical vocabulary
 - Activities for each of the school’s 4 C’s drivers
- Learning is planned sequentially to enable children to build upon prior learning and to acquire new skills over the duration of the unit.
- Lessons will take place each week building towards an end product. E.g. gymnastic or dance routine, team game.
- At the beginning of each unit of work, children will complete a practical pre assessment of skills and knowledge to identify any gaps, enabling the teacher to provide additional support and a starting point for children.
- Disciplinary knowledge is developed through the children interpreting these skills and using them in different games contexts.
- Key skills and vocabulary to be displayed in a class book alongside photographs to show the learning journey. These may be annotated where it is felt appropriate.
- Vocabulary is split into vertical and horizontal deepening. Vertical deepening enables children to learn new vocabulary within the unit, building upon previously learnt vocabulary each year. Horizontal deepening enables children to see how the vocabulary can be used in a range of different subjects and contexts.

- Within the school's 4 C's (Communication, Collaboration, Creativity, Community) a balance of activities are provided to help support the learning of fundamental British values. They also support the provision for personal development and in enhancing children's cultural capital within the subject.
- At the end of the session, children will be given time to reflect on what they have learnt, what they have done well and what they would like to improve on next time.
- Weekly sports clubs provided and funded for each key stage once a week to ensure that all children have an opportunity to take part in sports.
- Throughout Key Stage 2, staff liaise closely with swimming instructors to ensure all children are on track to achieve the minimum expectation of being able to swim confidently and competently over 25 metres.

Impact

- Observations in Early Years support the termly assessment of pupils and end of year judgements in PD.
- Throughout each unit of work, teachers will track children's progress. Teachers will use this tracking and any notes to assess the children against the appropriate learning grids. Children are assessed broadly as being expected, below or above expectations. An individual end of year assessment is made and then recorded on our school Scholar Pack system.
- A subject monitoring week is conducted every year. This ensures that the subject leader has a clear understanding of the strengths and weaknesses of how the subject is being delivered throughout the school. This monitoring week includes:
 - Learning walks
 - Planning scrutiny
 - Data/ assessment scrutiny
 - Interviews with children
- From this, the strengths and AFI's for the subject are developed and communicated to all staff and governors. Any immediate actions will be put into place quickly. Medium/ long term actions will be added to the School Improvement Plan.
- Work moderation within the subject is completed once a year. Teachers have the opportunity to share examples of work and check the accuracy of their teacher assessment judgements.

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