

What P.E. looks like at Claybrooke & Dunton Bassett Primaries



This is our philosophy to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives



What P.E. Lessons look like in our schools:

P.E. is taught as an area of learning in its own right as well as integrated where possible with other curriculum areas. All children experience two PE sessions a week, one of which may be swimming. We teach lessons so that children:

- Have fun and experience success in sport
- Have the opportunity to participate in P.E at their own level of development
- Secure and build on a range of skills
- Develop good sporting attitudes
- Understand basic rules
- Experience positive competition
- Learn in a safe environment
- Have a foundation for lifelong physical activity, leaving primary school as physically active.

This is how we challenge the rapid graspers:

- Further opportunities to excel in competition
- Develop 'Sports Ambassadors' in line with local and IPAT schools
- Signposting to appropriate clubs
- Differentiate to a higher level of skill during lessons
- Provide opportunity to develop coaching skills

This is what we do:

Teaching styles and strategies provide opportunities for children to participate in a range of activities and evaluate their own performance. Careful planning ensures time is spent in organising and resourcing lessons and activities. Children experience a range of opportunities to work individually, in pairs or in groups over time.

Lesson Structure:

- At the beginning of each lesson, the teacher explains the intention of the lesson and informs as to how the children can be successful in achieving the lesson aims.
- There may be a 'hook' drawing children into the lesson and to engage and excite them. Lessons then commence with an introduction/warm up to prepare children physically for exercise.
- There is direct teaching of skills and subsequent skills practice by the children, under the supervision of the teacher.
- Children are then provided with an opportunity to independently and cooperatively practice the skill(s), in context (such as a game or another related area of PE).
- There may then be a celebration and sharing of individual achievements and a concluding / 'cool down' activity' to prepare children to return to a normal-state both physically and mentally.

- Finally, lessons end with a closure discussion linking directly back to the intention and success criteria shared at the beginning. This is an opportunity for children to reflect on their learning and progress.

This is how we know how well our pupils are doing:

- Assessment of PE is an ongoing process.
- As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable.
- Lessons are planned to ensure that lessons are fully inclusive and take account of children's differing needs and physical ability.
- The assessment of PE is in accordance with the National Curriculum 2014 attainment target for each key stage:
- KS1: Children should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities 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, in a range of increasingly challenging situations.
- KS2: Children 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.

This is the impact of the teaching:

- P.E is taught as a basis for lifelong learning, where the children have access to a wide range of activities in the belief that if taught well and the children are allowed to succeed, then they will continue to have a physically active life.
- A high-quality physical education curriculum inspires all children to succeed and excel in competitive sport and other physically-demanding activities.
- We provide opportunities for children 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.
- Recognition awarded by School Games Mark.