



Physical Education at Padstow School

Physical Education, School Sport and Physical Activity (PESSPA)

PE or Physical Education is a key driver in the development of well-rounded citizens at Padstow School due to the values it harnesses.

In PE we aim to:

- Develop a love of physical activity for life through high quality PE.
- Enhance the physical literacy journey in all learners.
- Further enhance social, emotional, and physical wellbeing in all children.

School Sport we aim to:

- Provide enriching, engaging and extension opportunities for all

In Physical Activity we aim to:

- Provide 30 minutes of physical activity within the school day to all learners and encourage active travel and 30 minutes of physical activity outside of school

Physical Education Expectations (National Curriculum 2014):

KS1: Pupils 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.

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.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

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, modified where appropriate [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.

Swimming and water safety

- All schools must provide swimming instruction either in key stage 1 or key stage 2.
- In particular, pupils should be taught to:
- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- Perform safe self-rescue in different water-based situations.

EYFS

In the EYFS PE is taught through the area of Physical Development.

This is a prime area of the EYFS curriculum that supports development in all areas. There are two aspects of Physical Development – Moving and Handling and Health & Self-Care. In our Nursery and Reception classes, aspects of Physical Development are taught daily through continuous provision areas, outdoor activities, Understanding of the World, Literacy, Mathematics, and specific fine motor activities such as 'Funky Fingers' and 'Dough Gym.'

In Reception, this is further developed with a weekly PE lesson. We use a variety of resources to supplement our planning, but the focus of learning will always be based upon the curriculum and children's next steps.

Children also take part in 'Balanceability' to further develop their fundamental movement skills.

As part of Aspire Academy Trust and the Sports Network, we take part in other Physical Development opportunities with an EYFS focus as they arise, such as MAT sports days.

Padstow school uses Tapestry, an online learning journal, to record and track children's progress and achievements in Physical Development against the Early Learning Goals. Children who need additional help are identified and interventions put in to place when appropriate. In line with statutory requirements children are assessed against the Early Learning Goals for Physical Development at the end of the Reception year and this is reported to the LA and parents.

| Area | Early Learning Goal (2) | Exceeding (3) |
|-----------------------|--|---|
| Movement and Handling | Children show good control and coordination in larger and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing. | Children can hop confidently and skip in time to music. They hold paper in position and use their preferred hand for writing, using a correct pencil grip. They are beginning to be able to write on lines and control letter size. |
| Health and Self-Care | Children know the importance of good health, of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently. | Children know about, and can make healthy choices in relation to, healthy eating and exercise. They can dress and undress independently, successfully managing fastening buttons or laces. |

Planning:

We use the Complete PE scheme of work to support our planning and delivery of PE sessions from EYFS to Year 6.

Sessions are designed to allow learners to progress over the unit of work and then year on year in a variety of focuses e.g. tag rugby or gymnastics. Throughout sessions and sequences, teachers teach, encourage and praise the 'My Personal Best' values (Youth Sport Trust), linking directly to the school's behaviour policy. Within the scheme, learning objectives are matched to the National Curriculum.

Success criteria is referred to in lessons to ensure learners develop physically, socially and cognitively. Success criteria is shared with learners through quality modelling and re-emphasised throughout the session. Health and safety considerations, equipment lists and SEND considerations are also noted. Within the Complete PE planning, exemplar activities, inclusion suggestions and questions are provided for teachers, however, teachers always adapt to their learners' requirements. It is our goal that 80% of a lesson should be active. Teachers make it their goal to make PE fun and to promote the 'My Personal Best' values throughout lessons.

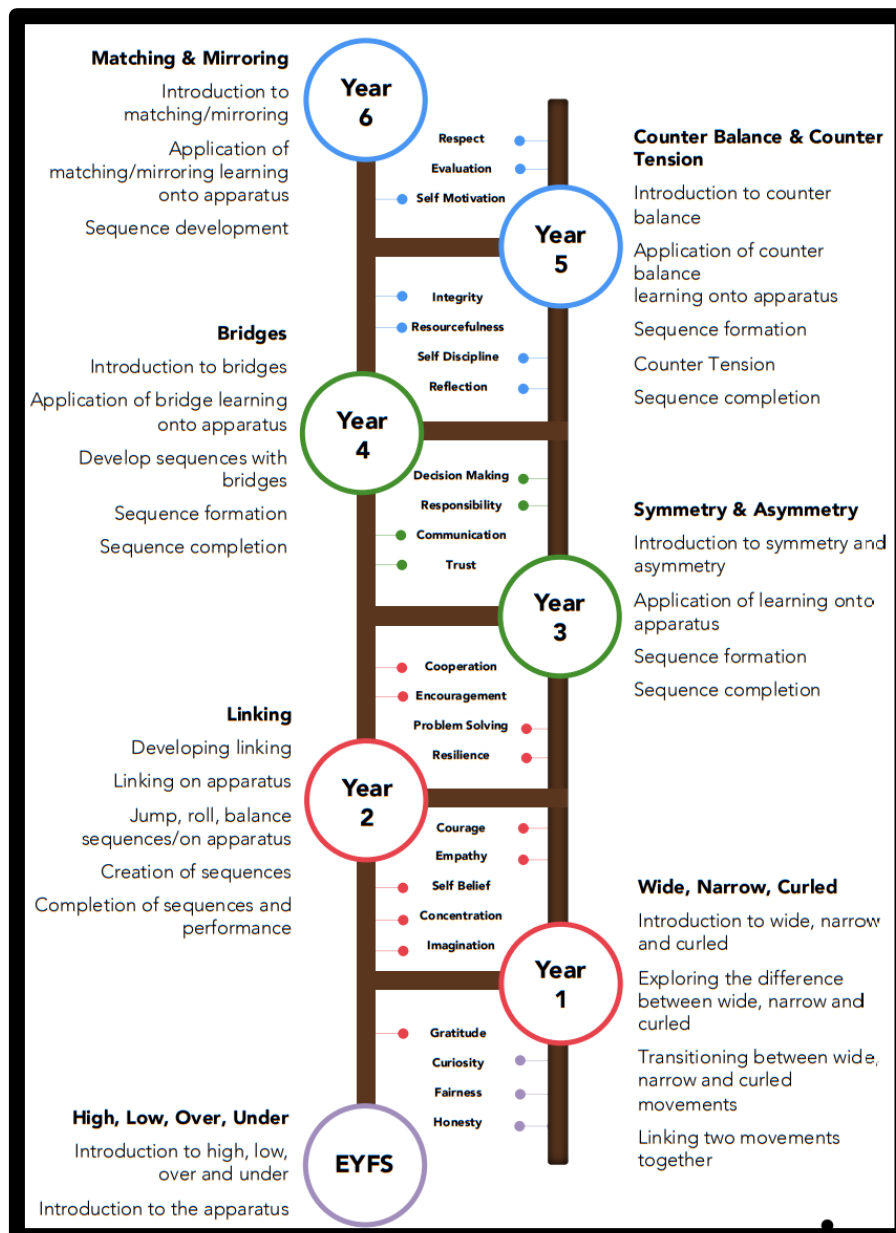
A typical lesson at Padstow School may look like this:

| Warm up | Main Activity | Progression | Cool Down/Reflection |
|---|--|--|--|
| <p>Learners prepare their bodies for exercise. Warm-ups include stretching exercises (dynamic/static)</p> <p>The aim is: to raise heart-rates, increase blood flow to the muscles and loosen joints.</p> <p>Warm-ups take the form sport specific activities.</p> <p>Teachers discuss the purpose of a warm-up with the children in their class, asking them to reflect on what they notice about their bodies.</p> | <p>Learning objectives, outcomes are shared by the teacher with learners.</p> <p>Teacher/student model the activity emphasising the success criteria or an element of the success criteria.</p> <p>Pupils sustain practice whilst the adults praise and support, emphasising the success criteria.</p> <p>Pupils may assess their learning at this stage. Challenge for pupils who demonstrate consistent success when required.</p> | <p>This may take the shape of an application activity – e.g. small sided match or self/peer competition. It could on the other hand be a progression of the activity completed initially – depending on the need of the learners.</p> <p>Pupils may assess their learning at this stage.</p> <p>Adults praise and support learning, emphasising the success criteria.</p> <p>Learners who require challenge can be further challenged at this stage.</p> | <p>Children to finish their learning with more light exercise, including stretching to reduce the risk of fatigue and injury.</p> <p>During this part of the session, children assess their progress against the learning objective, learning outcomes and success criteria.</p> |

Skills Progression:

We carefully track progress of learners to ensure that new learning builds upon prior knowledge and consolidates understanding across the depth and breadth of the subject. Within lessons and topics, we ensure sufficient time is given to recall prior learning so that children are able to see and develop links within their learning.

Example of Gymnastics Skill Progression matching directly with the National Curriculum with the My Personal Best values embedded.



Teaching and Learning Expectations:

- An afternoon or morning of PE is allocated for each class – where necessary, additional morning/afternoon sessions will be allocated to meet the statutory requirements of the National Curriculum
- All children are able to access PE.
- Children will be given additional active time of 30 minutes during each school day broken down into 15, 10 and 5 minute bursts, inclusive of active playtime.
- All children to have adequate kit in school: contacting parents if necessary.
- Children who are unable to take part in Physical Education to be given another role e.g. officiating or peer assessor.

Monitoring/Assessment:

- Pupil Conferencing.
- Learning Walk/Lesson Observations.
- Work Scrutinies.