

St. Chad's Catholic Primary School

Physical Education

The intent of PE at St. Chad's

To inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness and provide opportunities to compete in sport and participate in activities to build character and help to embed values such as fairness and respect.

Our PE curriculum provides pupils with the experiences and learning to improve against the three pillars of progression:

- motor competence
- rules, strategies and tactics
- healthy participation

National Curriculum Aims

The national curriculum for physical education aims 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

Weekly PE Lessons

- All classes take part in a weekly PE lesson following the long-term planning.
- Teachers deliver weekly PE lessons using the scheme 'PE Planning' lessons and resources.
- At the start of each PE lesson, pupils revisit prior learning.
- At the end of each PE lesson, 'know more' sheets are completed and new knowledge is recorded.

'Know More' sheets

A new 'Know more' sheet is started for each sport.

EYFS and Year 1

- At the end of each lesson, the pupils reflect on the learning and record new knowledge acquired during the lesson on a class 'know more' sheet.

Year 2 – Year 6

- At the end of each lesson, the pupils reflect on the learning and record new knowledge acquired during the lesson on individual 'know more' sheets.

Verbal Feedback in PE

- Clear, purposeful, meaningful and compatible with pupils' prior knowledge, and to provide logical connections.
- Directed at the right level, so it can assist pupils to comprehend, engage, or develop effective strategies to process the information intended to be learnt.”
 - Focuses on what is being learnt and how pupils should go about it using the procedural and declarative knowledge checks on the planning documents.
- Occur as the pupils are doing the learning
- Provides strategies to help the pupil to improve

Assessment

- Formative assessment throughout lessons and recorded on the assessment document sheets at the end of every lesson.
- Summative assessment is completed by teachers based on overall motor competence, rules, strategies and tactics demonstrated and level of participation over the half term.
- Evaluation of the assessment data is completed half termly by the PE Co-ordinator. This data highlights pupils who may benefit from the Get Moving Intervention Programme or additional signposting to clubs.

Pupil Premium First Strategy in PE

- When asking questions during teaching, we use the PP First approach to ensure that PP pupils are asked for their responses first and have immediate feedback. This should be subtle but consistent.
- Once children are set off to complete a task, approach PP pupils first to ensure that they understand the task and are able to complete it.
- When selecting pupils to represent the school in sporting or other extra-curricular opportunities, PP First approach should be taken.

Adaptive Teaching in PE

All pupils are entitled to a broad, balanced and inclusive curriculum. Adaptive teaching in PE is implemented by all members of staff to ensure all pupils are able to access, succeed and excel in PE.

Modifying an activity can make it easier or harder. In PE, we adopt the 'STEP' method. The STEP principle underpins the delivery of inclusive PE.

STEP stands for How can I change...?

S	Space	Where the activity is happening?
T	Task	What is happening?
E	Equipment	What is being used?
P	People	Who is involved?

Space		How can we change the size/height/location/length/distance?
Where?	<ul style="list-style-type: none"> • Shorter distances or smaller areas may make the activity easier • Using a zoned playing area can create safe playing areas or areas where pupils can be matched by ability • Nearer targets make games easier • More space in ball games may give more reaction time • Throwing activities, such as foam javelin practice, can be carried out in front of walls, making it easier to collect items • Floor-based activities have different requirements from those played on a level surface, and from seated or ambulant activities • Pupils can start at different times or from different places – eg varying space in striking games to challenge more able pupils 	

Task		How can we change the way we take part/complexity/role/rules/speed/progressions?
What?	<ul style="list-style-type: none"> • Simplify the activity by changing an aspect of it – eg long jump to standing jump • Make the activity harder – eg long jump to triple jump • Give pupils specific roles – eg timer, measurer • Change rules to increase inclusion – eg allow different starting places or rules to ensure everyone is involved • Be flexible • Vary the speed of the activity – eg everyone walks • Vary the speed of the ball – eg slow underarm delivery • Try different forms of involvement – eg seated, standing, lying down • Use different targets for some pupils • More able pupils use their non-dominant hand • Everyone closes their eyes in balance activities 	

Equipment	What is being used?
Can be varied by type:	balls, mats, flags, scarves, feet, cones, bean bags, floats, hurdles, plastic markers, ropes, canes, soft equipment, bats, racquets, etc
These can vary in:	size, shape, colour, texture, weight, environment, play surface, indoor/outdoor, length of handle, etc
<p>A change of equipment can change the activity in a variety of ways:</p> <ul style="list-style-type: none"> • lighter balls travel more slowly in the air and give more reaction time • larger balls are easier to see and catch • softer/slightly deflated balls are easier to catch • noise (ie jingle trainer) gives audio as well as visual stimulus • different coloured balls are easier to distinguish from the background colour 	

People	How can we change the groupings/interaction/way the pupils play together?
Who with?	<ul style="list-style-type: none"> • Independently, in groups, in pairs, in teams, with friends • Change groupings between activities, and monitor groupings to make sure they vary (especially when involving a learning support assistant) • In their own space: big or small • Restricted space or open space • Different mediums – eg on poolside or in water • Different or the same roles • Different or the same ability • Mixed ability • Using a zoned playing area to create safe playing areas or areas where pupils can be matched on ability • Using a buddy system where one pupil helps to facilitate an activity for another – eg as a guide for a visually impaired runner