



Subject on a Page for PE



Why we teach it - our purpose of study

At SWOP, we want all our pupils to develop core movement, become increasingly competent, confident and resilient in order to 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 to become confident and competent within the statutory requirements. The children are introduced to the possibilities that PE can open up for them in real life contexts, and encourage ambitions for the future in the working world, via the door signs. We give them opportunities to explore, and set them physical problems to solve, in order to enrich and enhance their learning.

INTENT

What we teach - our programme(s) of study

We follow the IPEP program of learning and this ensures we get good coverage of the National Curriculum over the year, but teachers are able to choose the sequence of the units that best fits the requirements of the children. Most units are taught on a half termly cycle.

The units allow for the children to make progress at their own level. It gives the opportunity for children who are struggling to have as much practice as they need at the basic core skills, but also gives every child the chance to work at a greater depth level, as there is no ceiling to their learning.

IMPLEMENTATION

How we teach it - our delivery of the above

Teachers follow the sequence of lessons for a particular unit. Each lesson incorporates a warm up, key skills practice, development of skills, a game situation or a choreographed element and a cool down. Each lesson builds on the previous one and gives the children an opportunity to recover the skills learnt. During the session, there is access to images, videos and music that are linked to each lesson. Teachers ask for children to model good practice. There are opportunities for children to work individually, with a partner or in a group. At the end of the lesson, the IPEP includes an online assessment for each child on ability and also on engagement levels, which by the end of the unit, provides an overall assessment.

IMPACT

So what - our evaluations of the above

The teachers plan for their year cycle on the IPEP and record the units onto a cross curricular long term plan. We keep a track of assessment on the IPEP for individual lessons and the unit as a whole. There is a medium term plan for each year group broken down into I can statements to show progression across the school. Teachers can use this to support regression or progression of skills for children who are well above or well below the expected level for their year group.

All children in KS2 are given the opportunity to take part in at least one sport event run by the Sports Partnership. This is where children can use key skills they have been practicing in a real life situation. For the more able children, there are specific sports competitions and events where they have the opportunity to use the skills and strategies in a competitive environment.

On the scale below rate where you believe this subject currently stands in terms of your overall curriculum offer:



Developing

Secure

Embedded

PE Subject Leader Actions and Impact

Previous Improvement Actions and Impact	Current Improvement Actions	Future Improvement Actions
<p>We bought into the GSP partnership to improve the standards of teaching and coaching across the school.</p> <p>The PE co-ordinator liaises with staff from other schools in the Local area.</p> <p>The Daily Mile is an integral part of the curriculum.</p> <p>Year groups 4/5/6 in KS2 have the opportunity to attend swimming sessions.</p> <p>All children have the opportunity to take part in a multi-sports event during the year.</p> <p>The IPEP is being used. All Staff have planned a 2 year cycle of units. The medium term plan for PE is in place and the key objectives have been chosen to assess.</p>	<p>Swimming – September 2021 Year 6 children have a 18 week block in the Autumn term and spring 1 and Year 5 in the Spring term 2 and summer term 1. Year 4 will attend term 6.</p> <p>Year 6 children who do not have 25m have a top up block of 6 weeks in the summer term.</p> <p>All classes continue to take part in the daily mile and sports challenges throughout the year.</p> <p>IPEP used weekly to assess children's progress and engagement.</p> <p>Forest school staff training.</p> <p>Inset for staff.</p> <p>Resources audited, sorted and orders for top up equipment made. Summer 2021&2022.</p> <p>PE Lead studied - What a good PE lesson looks like.</p>	<p>The percent of children who can competently swim 25 metres at the end of year 6 remains low.</p> <p>Opportunities for children to attend extra-curricular sports clubs has diminished since the lockdowns. Provision needs to be assessed and links to the community or outside provision may need to be researched.</p> <p>Daily Mile-Whole school recording system. Awards linked to this.</p> <p>Increase variety of sports events to be offered.</p> <p>Look at increasing number of sports visitors into school.</p> <p>More staff training.</p> <p>Increase the variety of clubs offered, especially in KS1</p> <p>Young sports leader training.</p> <p>First aid for kids.</p>