

Develop all pupils' motor competence and FMS

Emphasize healthy participation and instill a life-long love of physical activity

Challenge and promote self-esteem through the development of physical confidence and problem solving.

Increase pupils' attention towards rules, strategies and tactics, as a player and as an observer in sport

Inspire children to succeed and excel in competitive sport and physically challenging activities

Allow pupils the chance to collaborate, communicate, evaluate and improve their performances

IMPLEMENTATION – How do we achieve our aims?

Planning:

P.E. is planned using an up-to-date scheme provided by peplanning.org.uk which reflects the outcomes and new advice from Ofsted's 2022 Curriculum review. Our programme of study has been organised to ensure that children in both key stages have access to all areas specified in the National Curriculum and go beyond its statutory requirements. All classes are timetabled with two P.E. sessions per week, each comprising of one hour. Swimming lessons and water safety instruction is given to all pupils in Year 3, weekly from February to July.

Recording:

Teachers are encouraged to record their pupils' progress and performance through photos and video evidence, such as in dance and gymnastics. Pupils also complete a 'Personal Best' scorecard at certain intervals throughout the year. In fitness and athletics units, teachers measure and record pupil's times and distances in jumping, throwing and running. Pupils are also encouraged to write match reports for the weekly newsletter. Our year 6 sports leaders run playground challenges each week; they record and count scores, sharing winners with the whole school in our Friday achievement assembly.

Assessment:

Pupils' progress is monitored and recorded at the end of each half-termly unit using our Content and Assessment Grids. Pupils' progress is assessed against both their procedural and declarative knowledge (i.e. doing *and* showing, understanding of the skills, strategies, tactics and associated vocabulary).

Vocabulary:

Physical literacy is a key component of our P.E. teaching here at Lowdham. Each lesson is introduced with a main question which often raises specific vocabulary or terminology to reinforce learning. Children are encouraged to evaluate and explain their own and others' performances using technical words and key vocabulary.

EYFS:

The pillars of progression that start in EYFS are the development of fine and gross motor competence, and fundamental movement skills. Children also learn how to be safe, kind and co-operative when touching equipment and classmates. Pupils explore simple running games within a defined space, ball skills and also movement, balance and coordination through dance and using simple apparatus.

Values: 'SHINE LIKE STARS'

Love others: We encourage and celebrate each other's performances and achievements.
Everyone join in: P.E at Lowdham is all-inclusive regardless of our needs or starting points.
Always do your best: We strive to challenge ourselves and improve our personal bests.
Reach out: We support and help others; we demonstrate good teamwork and fair play.
Never give up: We appreciate our successes but we also learn how to improve further.

SEND: Extra provision is made for all our SEND pupils to ensure that P.E. is accessible to all regardless of needs, ability and aptitude. Our sports apprentice is also on hand to support.

IMPACT – How do we know if we've achieved our aims?

Our pupils feel safe and confident to take part in P.E.

We are able to identify clear progression in our assessment for learning.

All children have the opportunity to attend at least one festival or competitive event each year.

Participation in our broad range of extra-curricular clubs is high across all age groups and genders.

The P.E. lead supports teachers with CPD. Learning walks and feedback are given regularly.

Pupil voice questionnaires allow us to consider and make improvements to children's learning and experience of P.E.