

Physical Education at The Grove Junior School

<i>National Curriculum</i>	<i>Links to learning in KS1</i>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. • 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 	<p>The majority of pupils transition to the Grove Junior School from The Grove Infant School. The pupils are taught PE in line with the National Curriculum.</p> <p>The National Curriculum states that KS1 pupils should be taught to:</p> <ul style="list-style-type: none"> • 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
<i>Intent</i>	
<p>The physical curriculum at the Grove Junior School aims for our pupils to become resilient so they can persist against setbacks no matter how difficult they might be. We want our pupils to be respectful so they can understand, support and encourage their team-mates. We want our children to be responsible so they can take ownership of their own education by engaging in all physical activities so that they can be the best version of themselves. We intend all our children to discover and develop the joy of moving and being physically active. We want them to gain a deep sense of physical skilfulness and accomplishment as well as a sense of spirit, personal glow and wellbeing. We want them to have a strong positive sense of physical identity and a positive outlook on, and framework for learning and living life. To achieve high quality learning we are aiming for our children to be: keen to learn, curious, committed, persistent, confident, thoughtful, imaginative and aspirational. We intend that all children will develop an 'I can' attitude and graduate to an 'I want to' attitude and then an 'I will' disposition.</p>	
<i>Implementation</i>	

1. Every child does 30 minutes of physical activity per day in school (15 minutes through the daily mile and 15 minutes through physical play at lunch, break and active learning) in addition to 2 hours of curriculum PE.
2. Educating children and families in present and future health through events, opportunities and additional signposting to build positive relationships with the community.
3. Develop children's My Personal Best skills across the curriculum.
4. Identification of groups of pupils whom we need to target and encourage in clubs and through active learning within classrooms to ensure consistent support.
5. Celebrate the strengths by providing a high profile of the subject through newsletters, tweets, local area, national and district engagement.
6. Upskill and engagement of staff through planning support, delivery across both curriculum delivery and extra-curricular activities.
7. Engagement of all by participating in a wide variety of competitions, not just traditional 'sport' including duathlon and British Cycling. These are now delivered at three different levels: Inspire and Engage, Aspire and Develop and Compete.
8. Student led feedback so pupils can engage and invest in their own learning using Ipad apps in athletics, gym and dance. Active questioning and challenges during lesson delivery.

The programme of units of learning in PE are provided in the "Curriculum Programme" for each year group. Taking account of the need to plan for powerful and memorable learning, these have been chosen and sequenced so that they provide a good range of activities that, together, ensure adequate breadth, balance, depth and significance to our children.

Breadth is about the range of activities provided. This does not mean that a high-quality curriculum is about providing as many activities as possible. It is about ensuring that there is enough variety to suit all children's preferred activities.

Balance is about ensuring that the breadth or range of activities enables a full set of skills to be developed – coordination of top and bottom, and right- and left- hand sides of the body – developing a balanced body.

Depth is about the sufficiency of time to secure skills and understand the ways of applying those skills effectively in the given authentic activity. When there is sufficient depth, children feel competent and confident in their ability to perform in the activity.

Significance is about the perceived value or importance of the activities to the child. Often this is about cultural and community activity as much as it is about the child's identity.

Challenge is about the complexity, intensity and authenticity of the core task / pupil challenge that we set for the children to tackle and perform well. It is the 'finished' product that they remember and can be proud of.

To ensure we implement the programme well, we need to:

1. Know what 'Good' looks like and set expectations accordingly. Be fully aware of the learning intentions provided for your class
2. Focus on the 'Activity' selected for each unit and link it to all the other units
3. Know what the core task / unit product is that needs to be performed well

The Curriculum Programmer will set out the units to be learned and then resources to be allocated and used. Teachers are required to use the curriculum plan for each year group, only adapting / changing it to increase the impact on learning and the rate of progression being made by the children.

In our school we will provide:

- A breakfast club that includes a range of physical activities to help start the day well
- Carefully planned opportunities during break and lunchtimes that children can choose to get involved with
- After school clubs that focus on a range of sport and dance provision
- Intra and inter-school competitions that enable as many children as possible to represent a group, house or the school

Our range of activities, sports and dance will both influence and build on the activities we use to develop physical skilfulness and decision making in the PE curriculum.

Approach to teaching

Our Expectations of our staff being great 'teachers' in the Physical Curriculum are that they inspire our children by:

- Being smiling, welcoming and keen to engage with children and the subject
- Modelling our vision for the physical curriculum in what they do and talk about
- Showing commitment, a desire to learn, self-confidence and a willingness to have a go in all aspects of the physical curriculum
- Showing a belief that every child will succeed

Our expectations of our staff in consistently demonstrating great teaching skills are that they:

- Plan systematically and expect the very best of all learners
- Make excellent use of the 5 elements of meaningful and memorable learning
- Use time, space, people and equipment in ways that maximise learning and ensure safety
- Provide regular and supportive feedback to learners
- Praise effort, commitment and all learning achieved that results from these

Our Unit of Learning Planning - Planning for maximum progression

Units of learning combine together to ensure that our children make good progress in their physical skills and decision-making as defined by our PE curriculum. Progress is evaluated on a term-by-term basis

Each unit defined in the LTP curriculum will need to be planned for. The principles that underpin good unit planning are that:

- each unit should build on learning achieved in the previous unit
- it should be built on clear learning intentions
- it should have a clear end product (pupil challenge) to be produced with quality
- it should provide an indication of how the time will be allocated to each phase of learning and so affect lesson planning
- it should be evaluated and provide broad information that affects planning for the next unit

Our lesson planning – Planning for maximum improvement

The purpose of lesson planning is to enable children incrementally to refine and develop their skills and decision-making so that there is clear improvement in quality – for example - control, variation, consistency, fluidity. The principles that underpin good lesson planning are that:

- each lesson should build on learning achieved in the previous lesson
- each lesson will have clear learning intentions – but not too many!
- lessons should have learning tasks that are designed to bring about the learning planned for (linked to the phase of learning)
- end of lesson evaluations of improvement will lead directly to the learning intentions for the next lesson
- it is good practice to focus particularly on 3 children in each lesson as representatives of the class

It is great teaching if adaptations and changes are made to learning intentions and the tasks planned for if this is needed to improve the pace of learning or set more appropriate challenges.

Impact

How do we know we are making an impact?

It is our policy to use an action research / evaluation and intervention process annually. There are 6 steps as set out below. All are based on our ongoing observations and witnessing of developing stories in each of our children. Almost all the information we use is gathered from our day to day contacts and recordings of learning with our children. The process we will use simply helps us to make sense of what we see, hear and sense, and then identify and implement changes that will make a real difference.

Step 1

Baseline assessment: What are our learners like now in relation to our vision, expectations and quality as learners?

Step 2

Making a Judgement on how well our learners are doing overall for each area of focus

Step 3

Identify and set priorities – How much better will our pupils be doing and in what?

Step 4

Set targets - How much better will we see our learners doing in...one year...two years...three years?

Step 5

