

Tillington Manor Primary School - Subject Practice Statement

Subject: PE

Focus	Subject Practice (How the curriculum intent will be achieved)
<p>Intent</p> <ul style="list-style-type: none"> • What are the key concepts/skills children will learn in PE? • How has learning been organised across the school to ensure continuity and progression? • Key skills development: <ul style="list-style-type: none"> ○ Reading ○ Writing ○ Mathematics ○ Thinking/Problem-solving skills • How will learning in PE prepare children for life in the 21st century? <ul style="list-style-type: none"> ○ Diversity understanding ○ SMSC • In what ways will resilience and independence in learning be fostered? 	<ul style="list-style-type: none"> • It is our intent at Tillington Manor Primary School to teach children life skills that will positively impact on their future. We aim to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical activities. We want to teach children how to cooperate and collaborate with others, as part of a team, understanding fairness and equity of play to embed life-long values. Children will leave Tillington having learned skills: Control, co-ordination, tactics, composition, throwing, catching, balance, agility, jumping and teamwork. • Learning has been organised across the curriculum to ensure that all children leave Tillington with the secure skills needed across a range of sports. Working from FUNdamentals in EYFS to more mastery in PE thinking of tactics and building on all the skills in between, our curriculum has been tailored for each year group and broken down into each half term. This means that from EYFS skills are being taught and developed each year so that children continue to develop and be challenged each year in their PE sessions. • Whilst PE at Tillington is very practical and engages the children actively, there is scope for key skill developments. <ul style="list-style-type: none"> - Reading can be developed through the following of written instructions during team building games or gymnastic apparatus for example. - Writing has opportunities to be developed in written evaluations of sessions or at the end of unit to deepen their understanding of the topic covered. - Maths is more discreetly taught such as counting beats in dance or gymnastics or through coordinates when working on orienteering in year 6. - The opportunities for thinking/problem solving skills are enormous in PE as they need to overcome difficulties in teams, face challenges in certain sports. Thinking tactically in more invasive based games or solving problems when given team building challenges during their outdoor experience. • PE is an amazing tool in preparing children for life in the 21st century and outside of school. They learn how to manage (teams and themselves), they learn how to use technology (videos for analysing technique or tactics), they also develop resilience when faced with challenges which is a key skill needed in life. • In sport you learn how to work as part of a team, but how to individually challenge yourself and persevere when children find something difficult or may not be able to achieve/beat their personal bests. We ensure that at Tillington, children are committed to overcoming difficulties or their own personal boundaries in order to challenge themselves, bettering their resilience. This can be done by providing children with difficult tasks in order for them to have to be resilient or through our positive behaviour policy, encouraging children every step of the way.

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<p>Implementation</p> <ul style="list-style-type: none"> • What are the key learning/teaching strategies staff should employ in PE to promote high standards? <ul style="list-style-type: none"> ○ Strategies specific to subject ○ Strategies to encourage mastery through: <ul style="list-style-type: none"> ▪ The encouragement of oracy and vocabulary development • What additional experiences should children have in PE to enrich their learning? • How will new learning be linked to children's previous learning and experiences? <ul style="list-style-type: none"> ○ Start of topic ○ Start of lesson • Strategies to promote long-term memory • How will staff ensure that they present a consistent challenge in PE? • Strategies to promote involvement of children in our target groups: <ul style="list-style-type: none"> ○ Boys ○ PP ○ SEND 	<ul style="list-style-type: none"> • Pupils at Tillington Manor Primary School participate in weekly high quality PE and sporting activities. Our PE programme incorporates a variety of sports to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. We provide opportunities for children to engage in extra-curricular activities after school, in addition to competitive sporting events. This is an inclusive approach which endeavours to encourage not only physical development but also well-being. • Some strategies we will see at Tillington during PE is the use of peer assessment to help each child deepen their understanding but to also learn from their peers during sessions. We should also see positive reinforcement during lessons to develop confidence and self-esteem in sport. • There is a vast vocabulary list for PE in the national curriculum and each can be broken down into Key Stage. Teacher, in their planning and delivering of lessons will refer to these vocabulary lists and expect pupils to use correct language and terminology in their learning. • According to the curriculum, children should receive opportunities to compete in sport and other activities to build character and help to embed values such as fairness and respect. Through extra curricula clubs ongoing and planned for future terms, we aim to provide this to help children build these skills in a non-class based environment. • Due to the curriculum being planned around the development on skills from EYFS all the way to Year 6, the children are always having to recall information that has occurred during their time with us at Tillington. This constant building of skills allows children to frequently reflect, recall and deepen their knowledge and understanding of what they already know, further embedding their learning into their long-term memory. • Children develop at different stages and PE is no different. Challenge is fundamental in ensuring children progress and improve within sports and it is important that staff reflect on their teaching to ensure that each child can be challenged to improve. <i>E.g. a child may be a fantastic footballer with a need for a lot of challenge to progress to an even higher ability. The same child may need extra challenge in a sport they're not so confident in, in order to make even small levels of progress.</i> • Low entry/high threshold • Adjustment - This is shown through tasks given to broaden/extend opportunities in sports. This might come in the form of showing leadership, coaching or helping others for those more confident children.

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<p>Impact</p> <ul style="list-style-type: none"> • How will we know children have achieved high quality outcomes and that learning is embedded? • How will learning prepare children for different challenges and situations they will face, including tests? • How will we know that children are developing in their understanding of SMSC/diversity etc.? 	<ul style="list-style-type: none"> • Our curriculum aims to improve the wellbeing and fitness of all children at Tillington Manor Primary School, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives. Children will show they have learned skills such as control, co-ordination, tactics, composition, throwing, catching, balance, agility, jumping and teamwork and this will be evident through their participation during sessions but in wider curriculum sessions and taking part in team competitions competitively. • Through monitoring it will become evident that children have achieved high quality outcomes because their skills will be been developed, allowing for each year to deepen their understanding further. Children will be able to discuss, demonstrate and explain their learning, showing how well they have understood and embedded their knowledge. • PE for some children can be an escape from the more table based lessons, but skills taught in PE help children focus, persevere and become more resilient, skills extremely beneficial when facing tests, lessons they find difficult or even issues on playground. • Experiencing being part of a team, working with others and being tolerant of their ideas, beliefs or values is a key part to sport at Tillington and it is something which follows our SMSC scheme and Tillington values. This is evidenced through children's growing understanding of our Tillington values and the importance them.

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<p>Evaluation</p> <ul style="list-style-type: none"> • How will we monitor standards? • What will we do with information from monitoring? 	<ul style="list-style-type: none"> • Standards will be monitored by subject leads/SMT through: <ul style="list-style-type: none"> ○ discussion of their learning with children ○ scrutiny of evidence and outcomes - assessing match with standards expected for year groups ○ scrutiny of subject records ○ observation of practice • Results from monitoring will be used to evaluate: <ul style="list-style-type: none"> ○ the effectiveness of subject plans and contribute to subject development ○ the effectiveness of practice and to inform staff development ○ whole school learning/teaching strategies and to identify developments required → SIP