

“Physically educated persons are those who have learned to arrange their lives in such a way that the habitual physical activities they freely engage in make a distinctive contribution to their wider flourishing”

James MacAllister

## P.E Rationale

At Mount Street we are Athletes! We want children to be inspired to live a healthy and happy life and believe it is our role to provide as many engaging activities and experiences as possible. We take great pride in working collaboratively with Premier Coaching to deliver the highest standard of Physical Education. By integrating coaches into our P.E lessons it enables us to gain specialist knowledge and activities that we would not normally be able to provide, some examples include balance-ability in the Early Years, Fencing in Year 1 and Archery in Year 2. By working with Premier we also enable our staff to gain continuous professional development via training sessions throughout the year to ensure that they deliver P.E lessons to the highest standards. We display our school values through P.E. particularly focusing on determination and aspiration.

We aim to organise as many inspiring events for children to open their minds to aim high, an example of this is our Olympian Visit we received in recent years. Children were sponsored to engage in a fitness circuit and also had the opportunity to listen to an inspiring and extremely engaging talk from our Olympian, Joe Roebuck! Here at Mount Street we also encourage friendly competition. It is extremely important that children are able to work as a team, but it is just important that they are able to play competitively and accept winning or losing in a friendly manner. Competition is provided through external events for KS1 and of course our very popular Sports Day in summer.

## INTENT

Here at Mount Street we encourage children to aim high and we do that through continuously setting high expectations. In P.E we want children to be able to master basic movements, coordination and balance. This is something that starts in Nursery at an acquiring level. Children will then build upon this throughout Reception and KS1, mastering the skills taught. P.E supports children in becoming more confident and explore their strengths both physically and mentally, linking with SMSC development. We also seek for children to use what they have learnt within school to independently apply those skills outside of school in day to day tasks. For example, it is important for children to be able to possess the ability to balance and coordinate themselves in order to complete basic independent tasks. It is also helpful for children to understand basic movements, teamwork, rules of games and tactics to support socialising in and outside of school.

Our P.E curriculum follows the Early Years Framework and the National Curriculum to ensure that all aspects are covered and that children are able to build upon knowledge learnt in their previous year of school. In Early Years, physical development is broken into two sections (fine motor development and gross motor development). It is vital that in the early years of development children are able to improve their core strength, balance and coordination. However, it is equally important that children's fine motor development improves in order to be able to complete intricate tasks and be able to hold a pencil, making it important to not just consider Physical Education to be taught in isolated lessons. P.E is carefully planned, focusing on all children's needs. If a child has SEND, the session or activity is adapted accordingly. The most important area to consider when planning and delivering PE sessions is that they are accessible to all and that the aim of the session is differentiated for those that need it. Both class teachers and Premier coaches will adapt their sequence of learning to meet the needs of all children. If a child is SEND then the adult delivering the session will take this into consideration, ensuring they can still achieve, be challenged and show aspiration.

Along with P.E sessions, our coach will takes groups of Pupil Premium children out for extra PE sessions. Coach also takes groups of children who need extra support with their PE. These sessions vary depending on the child's needs and range from practising turn taking to developing resilience. These extra groups are carried out weekly and enable children to aim high and build a passion for the subject outside of the lesson.

**By the end of Key Stage 1, a Mount Street Athlete will be able to...**

Master basic movements including running, jumping,
Develop balance, agility and co-ordination and begin to applu
Participate in team games, developing simple tactics for attacking and defending.



Perform dances.
Use simple movement patterns.

Engage in friendly competition.
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## IMPLEMENTATION

In KS1 Physical Education is timetabled twice a week. In the term that Coach teaches a year group, children have one lesson with coach and one with their class teacher. In the terms where Coach is not with a year group, the class teacher teaches both lessons each week. We do not only use the coaches for teaching, but also to act as a mentor for staff members less confident in the subject. Shadowing a trained coach and observing a lesson enables staff to feel much more confident when delivering their own lessons and addressing misconceptions/need in PE. It is vital that misconceptions are addressed swiftly so that children really understand the area of learning correctly and progress within sport/an aspect of PE. Misconceptions are addressed immediately in PE and can be quite easy to spot by observing children completing an activity.

In the Reception there is a 30-minute focused Physical Education session timetabled in each week, Nursery have 15 minutes each week. The Nursery and Reception teams plan a variety of activities within the indoor and outdoor classroom to support children's Gross and Fine Motor physical development; the end point of which is outlined in the ELGs in the Early Year's Statutory Framework. This is supported by our well established EYFS outdoor classroom which provides a wealth of opportunity for Gross motor development as well as the opportunity to develop other aspects vital to PE in KS1, such as negotiating space, spatial awareness etc. Within this outdoor area, children also have the opportunity to create their own play experiences, take risks and explore their strengths and weaknesses. The outdoor area has enabled children to improve their core strength, balance and co-ordination. The EYFS team also prioritise children's fine motor skills in order to prepare them for writing and completing intricate tasks. The EYFS team also plan fine motor activities and continually assess children's fine motor ability. The opportunities to develop fine motor skills are carefully sequenced to ensure that children are building upon the objectives previously mastered and constantly returning to what they have learnt, strengthening their long-term memory of the subject.

At Mount Street, P.E is not just taught as an isolated subject. Physical development is threaded through a number of other lessons as previously identified. This enables children to continue their passion for physical development and show growth in more than one subject at once. Discrete planning of physical development within other lessons also helps those children that need interventions or those that are reluctant to join in with the session when it is an isolated subject.

PE planning is carefully organised using our P.E Hub, the National Curriculum and collaborative work with the Trinity coaches. The P.E lead works with the Coach that teaches within the school to provide an engaging, challenging and inspiring scheme of work. Planning formats are also clear, well sequenced and available to all in advance on the PE Hub. Both teaching staff and coaches can access the PE planning to

observe how lessons are sequenced and how they build upon what has already been taught, ensuring fluency and progression.

Feedback is regularly given to children around their physical development, this is done verbally throughout lessons or during provision time. Children are then able to understand their strengths and work on their next steps. Teachers also use the feedback and observations to plan their sessions and activities accordingly. If a teacher can see that a child needs further support with their fine motor skills then they may plan more fine motor activities into their continuous provision or add the child to the physical development interventions, led by our coach.

Assessments are carried out termly to ensure fluency and understanding of the topic. Assessments are uploaded onto the PE Hub document using a traffic light system. Using this format of assessment enables teachers to glance at the data and see where children are. This form of assessment can also help teachers observe which areas of learning need to be revisited and adapt their teaching to fit the children's needs.

The correct equipment and resources in P.E are vital for successful lessons. Each year a resource audit is carried out by the PE lead to ensure that we have the right equipment and that it is in a good condition. The PE lead can then repair equipment or order more if needed. The Premier Coach also brings their own PE equipment for lessons to ensure they have what they need to deliver high quality teaching.

#### Engaging opportunities planned into P.E:

- In the Early Years, children have the opportunity to engage in balance-ability, using the bikes provided by Premier.
- In Year 1, children have the opportunity to take part in Fencing with the Premier coaches delivering a highly motivated and knowledgeable set of lessons.
- In Year 1, the children have the opportunity to engage with a Skatepark, brought in from outside providers.
- In Year 2, children have the opportunity to engage in Archery, provided by the Premier coaches.
- In Year 2, children have the opportunity to take part in climbing. We are lucky enough to have a climbing wall once a year in our playground, organised externally.
- KS1 children have the opportunity to engage in a variety of competitions, tailored to their year group.
- Physical Education is also timetabled in for a whole week at the end of the first term. This is our 'Fit to Fly' week is held in the last week of the first term and consists of a variety of physical activities, threading physical education through other subjects. This also is a great opportunity to raise the profile of Physical Education and the links to health – both mental and physical and the enjoyment it instils in our children

#### Examples of what we may do in 'Fit to Fly' week:

Fitness WOW day with a range of sports and activities for children to participate in such as Zumba, Yoga and Body Combat, HIIT workouts

Inspirational visit from a Sportsperson.

Martial Arts workshops.

Cross-curricular links e.g. fruit sculptures in Art and physical verbs for instructions in English.

Sponsored event such as a circuit/marathon.

#### **Local links and Cultural Capital**

Children are able to engage in local competitions against other schools. Promoting friendly competition is an ongoing target for P.E sports premium statement and one we think is extremely important.

Gainsborough Trinity also provide competitions in which we take great pride in participating in. The local competitions are for both Year 1 and 2 children.

For our whole school sports day, we are extremely lucky to be able to host the event at our neighbour University (Bishop Grosseteste University). Children and parents thoroughly enjoy this event and it not only promotes healthy competition, but also determination and aiming high.

KS1 have had the opportunity this year to have a visit from a local Martial Arts Academy. Children were able to learn about a new physical activity, engage in it and acquire knowledge about the importance of self-discipline.

### **SMSC**

#### **Spiritual development in physical education**

Physical education is a great way for children to be expressive, learning about themselves and others in a variety of ways. Children are often given the opportunity to use their imagination to solve problems and express themselves.

#### **Examples of how spiritual development is expressed in P.E:**

Being creative in Dance and Gymnastics when constructing own routines.

Being creative with attacking and defensive tactics.

Using music and imagination to aid expression with movement.

Reflecting upon their own and others performances.

Showing determination when engaging in team games.

Displaying emotions through Dance.

#### **Moral development in physical education**

Physical education is a great way to encompass team work, confidence, etiquette and general sportsmanship. Children are rewarded for their attitude and self-discipline when learning within P.E and know that it is not always about winning, but being determined and aiming high.

#### **Example of how moral development is expressed in P.E:**

Inspirational visits from outside agencies-Children are exposed to inspiration talks from sports people that have aimed high such as our visit from Olympian Joe Roebuck and our KS1 visit from a martial arts agency.

Children are taught about fair play and team work within lessons.

Children are rewarded for showing determination and aspiration.

Children have the opportunity to make decisions and figure out which solution will be most effective.

Children are taught to respect the equipment they are using and one another.

Children are expected to show respect towards their teacher/coach by listening and trying their hardest.

#### **Social development in physical education**

As well as children flourishing academically here at Mount Street, another area in which we aim to help them grow is socially. It is of great importance that children are able to communicate their ideas and feelings to others of all different backgrounds. P.E helps children strengthen their range of social skills in a variety of contexts. Children are also able to develop their social skills through working with others both in school and through outside games and competitions.

#### **Examples of social lessons in P.E:**

Encouraging children to work with others and respect their peers despite their social differences and background.

Creating a sense of community when in lessons or afterschool clubs.

Taking part in internal and external school competitions.

Celebrations of sporting successes both in and out of school. This is done during lessons and assemblies.

Promoting team work in lessons to show children that working together is the best way to achieve their goal.

#### **Cultural development in physical education**

Physical Education at Mount Street strives to promote respect and positive attitudes to all participating within the lesson, regardless of religion, ethnicity and socio-economic groups in the community.

Teachers and coaches embed positive values and attitudes into the children, helping children to see that their physical ability is not defined by their cultural differences, but their internal attitudes and behaviours.

### Examples of cultural lessons in Physical Education:

Learning about the origin and development of sports in different countries.

Learning about athletes from all backgrounds.

Celebrating worldwide events such as the World Cup and the Olympics.

Exploring and respecting a variety of dances e.g. Diwali dancing.

### **IMPACT**

We expect that when we have implemented all of the above, by the time the children leave us in Year Two they will:

- Have developed fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.
- Have been able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

This will have been achieved by children being provided with opportunities to:

- 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.

### Assessment and Feedback:

Assessment informs the teaching and learning sequence, and children work on the objectives assessed as their next steps

Feedback is given on children's learning in line with our feedback policy

Formative assessment within every lesson helps teachers to identify the children who need more support to achieve the intended outcome, and who are ready for the next step

Summative assessments are completed at the end of each large term and data inputted onto our PE Hub tracker.

The PE Subject Leader has a clear role and overall responsibility for the progress of all children in mathematics throughout school. Regular learning walks, planning scrutiny and child interviews provide the overall picture of PE across school and supports the monitoring and evaluation of the intent and implementation outlined above, allowing for exploration and challenge. The key focus for this is to seek:

<b><u>PUPIL VOICE</u></b>	<b><u>EVIDENCE IN KNOWLEDGE</u></b>	<b><u>EVIDENCE IN SKILLS</u></b>	<b><u>BREADTH AND DEPTH</u></b>
Through discussion and feedback, children talk enthusiastically about their PE lessons and speak about how they love learning about PE. They can articulate the context in which PE is being taught and relate this to real life purposes.	Pupils know how and why PE is used in the outside world and in the workplace. They know about different ways that PE can be used to support their future potential.	Pupils use acquired vocabulary in PE lessons. They have the skills to use methods independently and show resilience when tackling problems.	Teachers plan a range of opportunities to use PE inside and outside school.

Key data drops are also analysed and regular feedback is provided, to inform on progress and future actions through SEFs. These then provide the basis for the chosen actions which are then outlined on the action plan, in order for this monitoring and evaluation cycle to continue to drive improvement.