



CURRICULUM STATEMENT: Physical Education

Our Curriculum Intent for Physical Education

The Key Characteristics that we have identified, and that we believe, will make a **GOOD PHYSICALLY ACTIVE PUPIL** are:

- Have the ability to acquire new knowledge and skills and develop an in-depth understanding of PE.
- Be willing to practise skills in a wide range of different activities and situations independently, in small groups and in teams and to apply these skills in chosen activities
- Persevere to achieve exceptionally high levels of performance, demonstrating self-control and having the ability to remain physically active for sustained periods of time.
- Have high levels of physical fitness and understand how exercising regularly is part of a healthy lifestyle.
- Demonstrate high levels of originality, imagination and creativity in their techniques, tactics and choreography.
- Know how to improve their own and others' performance.
- Become excellent young leaders through communicating, organising and motivating.
- Have a keen interest in PE with a willingness to participate eagerly in every lesson and want to explore whilst showing positive sporting attitudes.
- Be able to make informed choices about engaging fully in extra-curricular sport

We believe that physical activity benefits the children's physical, mental and emotional well-being. At Mountfields Lodge P.E. develops children's physical skills providing them with the knowledge and understanding of the importance of physical activity on their physical health; developing strong muscles, bones and the awareness of the impact of exercise on the body. Our P.E. also enhances the children's mental and emotion well-being developing self-esteem, confidence and enables them to develop their resilience.

We endeavour to ensure that children develop a positive and enthusiastic attitude towards physical activity enabling them to access a variety of physical opportunities so that it becomes a fundamental part of their lives. Through our P.E. we teach children the importance of cooperation and collaboration through being part of a team. We develop their understanding of fairness and sportsmanship through our P.E. lessons and other sporting opportunities.

Our Curriculum Implementation for Physical Education:

At Mountfields Lodge School P.E. is taught as a subject in its own right but we also incorporate active learning within other areas of the curriculum. We use the content from the EYFS statutory framework and the National Curriculum as the basis for our P.E. There is a clear progression that ensures the children have the opportunity to develop and apply skills through a range of activities.

In our Foundation Stage teachers provide a safe and inviting space with engaging, open ended resources to encourage the children to be active and physical.

Throughout Key Stage 1 the children are taught fundamental skills used within sports, rather than sport specific. The children have the opportunity in gymnastics and dance lessons to develop their fundamental movement skills and extend their agility, balance and coordination.

In Key Stage 2 children will continue to apply and develop a broader range of skills. The importance of team work and collaboration with each other is developed further. Children will apply skills within

a competitive environment learning team based sports e.g. football, hockey etc. they will develop flexibility, strength and balance through the teaching of gymnastics and dance.

Our Year 3 children will receive a block of swimming lessons delivered by qualified swimming teachers.

Alongside our P.E. curriculum we also provide opportunities for pupils to practice and develop skills. Each class takes part in physical activity such as Active Breaks, Mountfields Mile and have access to a variety of resources. We maximise our outdoor spaces for cross-curricular learning.

There are opportunities within our curriculum for children to participate in competitions; this can be within lesson using small sided games or across year groups with events such as sports days.

We take part in interschool competitions through our involvement with Team Charnwood and the School Games pathway and also opportunities set up between ourselves and local schools.

Some of these competitions provide opportunities for our more able athletes to compete against children of a similar ability and provide pathways to regional and national competitions. In addition to specific P.E. lessons we also provide opportunities for children to access extra-curricular physical activity through a range of sporting and active clubs e.g. cross country, multi-sports, karate. Other competitions give children the opportunity to represent the school in a variety of sports.

We are involved with providing competitions for inclusive sports and have strong links with Leicestershire and Rutland Disability Sports.

Sporting events are used to support charities e.g. Sports Relief, with the focus being enjoyment for all.

We access positive sporting role models from our local community; visits from national athletes coaching opportunities from Loughborough College and University. We also signpost our children to local events and clubs.

Our expectations for Teaching and Learning are:

- There will be daily physical learning opportunities in our Foundation Stage
- KS1 and KS2 will have two planned P.E. lessons each week providing sufficient time for them to learn and/or consolidates appropriate skills
- Pupils will wear appropriate kit
- Staff will be positive role models when teaching or supporting P.E. lesson e.g. appropriate dress, enthusiasm
- All pupils will participate in P.E. lessons with adaptations made where needed
- Behaviour expectations for P.E. lessons are the same as in class
- Instructions clearly explained and followed by all ensuring safety during activities
- Pupils will be taught about the importance of fair play and sportsmanship and demonstrate this is in their practice
- Appropriate equipment will be provided and maintained for each area of the curriculum
- There will be a balance across a year of the different areas of P.E.
- There will be written plan for each block of teaching
- Lessons will have a clear structure and children will be taught the importance of warm up and cool down

Our Curriculum Impact for Physical Education:

In our school we have a set of assessment tools that we use across all Foundation subjects. We believe that they have maximum impact on teaching and learning outcomes with a minimum demand upon staff workload and pupil wellbeing.

We:

- **Share the Curriculum ‘Learning Journey’** – *do the pupils know what they are doing and why they are doing it and where it ‘fits in’?*
- **Check previous knowledge/understanding/skills** – *what can the pupils remember from previous learning? Is the learning embedded?*
- **Check new knowledge/understanding/skills** – *have the pupils retained the objective of the lesson?*
- **Use ‘the checks’ to adjust teaching and learning** and improve outcomes.

We believe that if our assessment is regular, consistent and focused it will be relevant and impactful.

Our 3 agreed approaches to assessment in *History* are

1) At the Planning Stage

Teachers refer to the Progression Map for Physical Education and consider not only the current year group expectations but also make themselves fully aware of previous learning and the expectations of what comes next.

Prior learning is assessed at the start of a new unit or work i.e. ‘Do you remember in Year ? when you did/learned about/found out about?’ We do this to remind our pupils of what they have already been taught/have learnt and how it fits in to previous (and possibly future) learning/knowledge and skills acquisition.

2) The Learning Journey

Teachers share The Learning Journey for each unit of work in *History*; this includes questions that are to be answered throughout the unit of work with unit-specific vocabulary that must be used/taught and the Core Learning expectations. It is referred to at the start and end of each lesson to make sure the questions are answered and the vocabulary is embedded.

3) Photo Books

Each class has a Photo Book; it is used to ‘capture the active learning’ that the pupils have undertaken’.

We know that our pupils are more able to recall previous learning when they have a photo/picture/artefact prompt - a class photobook enables that. The Photo Book is referred to in class to bring prior learning to the fore, i.e. ‘Do you remember when...?’

Our 3 agreed assessment tools are:

A) Flashcards:

We use these to engage ‘active recall’ through securing memory connections.

We believe that comparing recalled answers with correct /given answers, strengthens self-reflection (or metacognition).

B) Quizzes

These are short and focused; they can be online, self-quizzes, group quizzes or class 'team' quizzes. They are 'low stake' i.e. they are not considered to be the 'be all and end all' of assessment; there is no scoring, marking, recording or ranking of classmates etc.

We believe that frequent no- or low-stakes - quizzes help cement long-term learning as they require pupils to bring previously acquired information to mind. By retrieving information, they organise it and create cues and connections. We believe that quizzing enables pupils to interact with the learning content; to think, dig deep and be an active participant.

C) Exit Tickets

These are used at the end of a teaching and learning session; again they are 'low stake'. Questions are posed to each individual on 'exit' from the lesson, or random individuals are selected, or table groups are questioned etc. We use these to consolidate, embed and check understanding; 'tickets' can be based on 'current'/recent learning OR can reference prior but linked learning.

Marking and Feedback of our pupils' learning also enables us to provide effective feedback to pupils on their learning performance. We can give recognition and appropriate praise for achievement. It helps us identify effective strategies and 'next steps' for improvement; it helps inform future planning.



Our 4 C's

At the core of our learning.