

Bilston Church of England Primary School



PHYSICAL EDUCATION STATEMENT

Intent, Implementation and Impact

Abstract

Our whole curriculum is shaped by our school vision, which aims to enable all children, regardless of background, ability or additional needs, to flourish and become the very best version of themselves they can possibly be. We teach the National Curriculum requirements, supported by clear skills and knowledge progression for each year group and key stage. This ensures that skills and knowledge are built upon year on year and sequenced appropriately to maximise learning for all children.

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Intent

At Bilston CE, we believe that Physical Education develops pupils' physical competence, and their ability to use these in a range of activities. It promotes physical skilfulness, physical development and knowledge of the body in action. Physical Education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals and in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. They learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, pupils discover their attitudes, abilities and preferences, and make choices about how to get involved in lifelong activity.

Key Stage 1 National Curriculum POS

Pupil should be taught 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.

Key Stage 2 National Curriculum POS

Pupil should be taught to:

- ♣ 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.

Swimming and water safety

Pupils should be taught to:

- ♣ 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.

Ambition

To ensure school meets the requirements of the National Curriculum and to enable all children to succeed in physical education right from Foundation Stage children are provided with opportunities to develop in a range of sports. Formal assessment and the teaching of Key Skills begins in Reception through to Year 6. Children are assessed in these 4 key areas:

- Healthy me
- Physical me
- Social me
- Thinking me

All of these areas are interlinked and can be demonstrated by each child throughout their day; not just in PE lessons. Each year group experiences invasion games, net/wall games, striking and fielding and athletics. This therefore allows children to have a diverse curriculum and to experience a range of sports, hopefully resulting in lifelong participation. Lessons in the autumn term of foundation stage and key stage 1 focus on agility, balance and coordination in order to give them a foundation to build in throughout the year. All classes in key stage 1 and 2 are taught gymnastics. (Please see the long term planner below)

School Curriculum Plan – 2019-20							
Year	Teacher's Name	Autumn - 1	Autumn - 2	Spring - 1	Spring - 2	Summer - 1	Summer - 2
R		Cool Kids	Multi-skill Cards Agility, Balance & Co-ordination	Invasion Active Play & Top Play Cards Co-ordination	Striking & Fielding Active Play & Top Play Cards Games Core Activities 3	Net/Wall Games Sending/Receiving Skills Active Play & Top Play Cards Games Core Activities 1 & 2	Athletics UK Athletics
1		Multi-skill Cards Agility, Balance & Co-ordination Intra School Competition	Invasion Games Active Play & Top Play Cards Games Core Activities 4	Net/Wall Games Dodgeball Active Play & Top Play Cards Games Core Activities 1, 2, 5 & 6	Striking & Fielding Active Play & Top Play Cards Core Activities 3 & 7	Gymnastics	Athletics UK Athletics Core Activities 1, 2, 3, 4, & 5
2		Multi-skill Cards	Invasion Games	Striking & Fielding	Net/Wall Games	Gymnastics	Athletics

		Agility, Balance & Co-ordination	Active Play & Top Play Cards	Active Play & Top Play Cards	AEGON – Schools Tennis		UK Athletics
		Intra School Competition	Core Activities 1 & 2	Core Activities 1, 2 & 3	Core Activities 1, 2, 3 & 4		Core Activities 3, 4, 5, 6 & 7
3		Outdoor & Adventure Top Outdoors	Invasion Games <u>Quicksticks</u> Hockey <u>Quicksticks</u> curriculum	Gymnastics	Striking & Fielding Tri - Golf Matalan Top Cards	Net/Wall Games Dodgeball Matalan Top Cards	Athletics Matalan Top Cards & UK Athletics
		Core Activities 3 & 4 & 5	Core Activities 1, 2, 3, 4 & 5		Core Activities 1, 2, 3, 4	Core Activities 1, 2, 3, 4, 5 & 6	Core Activities 6, 7, 8 & 9
					Intra School Competition		
4		Invasion Games Ultimate Frisbee Matalan cards	Outdoor & Adventure Top Outdoors	Gymnastics	Striking & Fielding Tri - Golf Matalan Top Cards	Net/Wall Games Tennis AEGON – Schools Tennis	Athletics Matalan Top Cards & UK Athletics
		Core Activities 3, 4, 5, 6 & 7	Core Activities 4, 5 & 6		Core Activities 2, 3, 4 & 5	Core Activities 4, 5, 6, 7 & 8	Core Activities 7, 8, 9 & 10
					Intra School Competition		
5		Invasion Games High 5 Netball Matalan Top Cards	Net/Wall Games Volleyball Matalan Top Cards	Invasion Games Tag Rugby Matalan Top Cards	Gymnastics	Striking & Fielding Matalan Top Cards Cricket	Athletics Matalan Top Cards & UK Athletics Run, Jump, Throw
		Core Activities 8, 9, 10 & 11	Core Activities 5, 6, 7, 8 & 9	Core Activities 8, 9, 10 & 11		Core Activities 4, 5 & 6	Core Activities 8, 9 & 10
		Intra School Competition					
6		Invasion Games Ultimate Frisbee Matalan cards	Outdoor & Adventure Top Outdoors	Gymnastics	Net/Wall Games Badminton Primary Badminton	Striking & Fielding Matalan Top Cards <u>Rounders</u>	Athletics Matalan Top Cards & UK Athletics
		School assessment using core activities 10, 11, 12 & 13	Core Activities 9 & 10		Core Activities 8, 9, 10 & 11	Core Activities 4, 5, 6 & 7	Core Activities 9, 10, 11, 12 & 13
		Athletics Competition					

Keys Skills and what is covered:

- Agility, balance and coordination – This provides the foundation for all other PE lessons in school. Children are taught how to balance, coordinate their bodies and change directions as they are fundamental skills of many sports that they will experience in their physical education.
- Invasion games – Children are taught to think and strategize in order to compete against others. This includes sending and receiving equipment and evaluating their learning in order to achieve.
- Striking and fielding – Children are taught to use a range of different equipment in order to strike or field during games such as cricket, rounders and tri golf. Technique

is taught in order to help the children achieve and compete in interschool competitions.

- Net/wall games – Children use a variety of equipment in order to challenge themselves. They must combine their knowledge of invasion games in order to compete and overcome obstacles.
- Outdoor and adventure activities – Children experience social development when taking part in outdoor and adventure activities. They must work independently and as a part of a team in order to develop their skills.
- Athletics – This helps to promote healthy and active lifestyles through competition. The children experience the 3 main elements of athletics (running, throwing and jumping) in order to compete in intra and inter school competitions.
- Gymnastics – Children continue their development of agility, balance and coordination through gymnastics.
- Dance (Annual Dance Festival)

Implementation:

Key Skills:

To ensure Key Skills are delivered and the progression is evident and appropriate to each year group and key stage, these lessons are provided for all staff to ensure adequate depth and breadth of the subject. Key skills lessons are timetabled in at the mid-point of each topic and the end-point of each topic where children take the lead by performing, recording and evaluating performance in groups.

Effective Subject Leadership:

PE lead Mr Harris has an interest in and a passion for, the way sport can be used and taught in cross-curricular ways. Through several CPD opportunities, he has been able to compare and evaluate the curriculum at our school and other schools in the local authority in order to ensure the children have quality PE lessons and extracurricular opportunities to showcase their talents in sports. The coordinator also works closely with other organisations (Soccer 2000) to ensure they have the resources required to deliver their lessons effectively whilst implementing the values of sports to promote lifelong participation. Data is also analysed and shared regularly with staff and good practise is shared. Questionnaires are also sent out yearly to our:

- Children (to allow us to gain a pupil voice.)
- Parents (to ensure we are meeting the needs of and working closely with our families).

The coordinator also reports to Governors regularly to discuss data, policies and progress and to ensure school are meeting the needs of our local community. As the school holds the Gold School Games Mark the co-ordinator also works closely with other organisations (PASS Team and Soccer 2000) to ensure that we hold the mark. Regular evaluations of the curriculum

ensure that the children have the best education we can provide them and ensure that it is implemented to a high standard.

A broad and balanced curriculum

A broad and balanced curriculum is offered with many opportunities for a range of skills to be applied to other areas of the curriculum. Good practise is consistently shared between staff and governors have enabled us to spend our Sports Premium money sensibly to ensure that the children progress with their development in physical education and active lives. Flexible planning and a wealth of resources allow staff to be creative in their delivery and children to be creative in their learning. It also allows children to work beyond the school day in extracurricular clubs and clubs outside of school.

Planning a Progressive Model:

The topics covered in our curriculum are progressive to enable staff and children to develop their skills in stages and to understand the standard they should be aiming for.

Soccer 2000 Family Sessions:

To ensure parents are involved in the physical education of their child, Soccer 2000 has put on several workshops to parents and their children to demonstrate good practice to them so that they can understand the requirements of the curriculum. These workshops have been received well by parents based on verbal feedback given to staff.

Assessment

Formal assessment and the teaching of Key Skills begins in Reception through to Year 6. The children are assessed against 4 key areas:

- **Healthy Me**
- **Social Me**
- **Thinking Me**
- **Physical Me**

Key Stage 2 children are also assessed in swimming. By the end of year 6 they are assessed against the national curriculum requirements of:

- swimming competently, confidently and proficiently over a distance of at least 25 metres
- using a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

- performing safe self-rescue in different water-based situations.

We use the STAT Sheffield system to assess the children to ensure a uniformed approach with other subjects. We began using this system in 2018. It is based on how many children are:

- **Below**
- **Working Towards**
- **On Track**
- **Exceeding**

A child is judged as exceeding if they demonstrate technique and skills above the requirements of their year group. They must also be able to respond to feedback and evaluate their abilities as well as apply them to a range of different areas.

Impact

The implementation of this curriculum ensures that when children leave Bilston Church of England Primary School, they are competent, well-rounded athletes with a passion for sports and general activity.

They will have developed skills to express themselves and be competitive in a variety of different sports. They will also have a lifelong ambition to participate in at least 1 sporting activity.

Monitoring and Evaluation

The curriculum subject leader is responsible for the monitoring and evaluation of their own subject area. Additional management time is given to subject leaders upon request to enable them to successfully carry out their roles and responsibilities, without adding to workload. This may take place via learning walks with a member of SLT staff or with link governors. The information from the monitoring and evaluation then forms the basis of the impact assessment for the curriculum area.

Judgements on the impact of the curriculum on pupils is based upon a triangulation of different monitoring and evaluation activities within school. Pupil voice discussions, outcomes of assessments and quality of teaching and learning are all used as tools to help senior leaders and the coordinator assess the impact of the curriculum.

Outcomes for Pupils

Our curriculum consistently leads to good outcomes and results for the pupils at Bilston Church of England Primary School. Since implementing the use of our STAT assessment

system (2019) school have generally shown positive outcomes at Bilston CE with a rise in the number of children who achieved greater depth.

However, pupils with additional learning needs also made good progress in the subject in line with their own progress measures. Assessment of these pupils is in much smaller and achievable steps.

2019-20			
	Below ARE	At ARE	Above ARE
Year 1	40%	53%	7%
Year 2	31%	62%	7%
Year 3	26%	67%	7%
Year 4	39%	56%	5%
Year 5	23%	69%	8%
Year 6	22%	65%	13%

Sporting Successes

At Bilston CE we are proud to take part in interschool competitions and regularly enter a wide range of sporting competitions using a variety of children and age groups. However, in recent years, Bilston CE has achieved many sporting successes in hockey, cross-country, athletics and football. We have become city champions in hockey (2017-2018 and 2018-2019), girls football (2019-20) and have won our regional cross country event for the past 2 years. Furthermore, we achieved 4th in the indoor athletics competition (2018-2019) and won several medals at the outdoor athletics competition. Through high quality teaching and extracurricular clubs, the children have improved their skills and this has been demonstrated when competing against other schools.

How we are Improving Computing in 2020-2021

- Rigorous monitoring is to take place regularly – with teachers to have a greater understanding of PE in school.
- STAT Sheffield tracking system will be used more rigorously from the start of the year to ensure assessments are more accurate.
- Continue to participate in interschool competitions in a variety of sports.
- An inventory of resources will be made to ensure we spend our sports premium money wisely.
- Continue to achieve Gold in the schools games mark, eventually moving to platinum.
- Promote mental health and well-being in school and encourage healthy and active lifestyles.

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