

Key Links:
- Curriculum map
- Scheme of Work
- Progression of key skills
- Knowledge organisers
- Progression of key vocabulary
- Progress-O-Meter wheels
- Inclusion
- Example lesson plan
- PE Values

Three Pillars of Progression
Motor competence. Rules, strategies and Tactics (RST).
Healthy Participation

Pupil Voice
Questionnaires
Verbal feedback

Assessment
Tracking progress: Progress-O-Meter wheel can be used as an ongoing form of assessment, including child self assessment. This information is easily transferred onto the PE tracker tool.

What happens if someone falls behind? How could you stop them falling behind? The Tracker tool identifies ‘working towards’ children highlighting them as red. We then target them with interventions e.g 1-1, extra curricular clubs, Home PE, pairing up with a Most Able child etc...
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We can also track our Most Able (G&T) to ensure they are extended and challenged in P.E. e.g. Competitions, Tournaments, iPads for analysis of performance. Mini Coaches, Leadership, extension tasks in lessons etc.
The Tracker tool can also be used to Identify target groups and deliver purposeful interventions e.g. PPG - Use funding to enable access to extra curricular/community clubs.
SEND - Attend sensory circuits or sensory skills if needed, 1-1 support

Shows overall attainment at end of key stage.

Highlights inactive children that can be targeted to engage in clubs/community clubs.

Swimming - Tracks attainment

Whole school data can be filtered to identify target
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Sports premium
How is it spent?
Does it meet the 5 key indicators?
How is it distributed?
Who spends it?

PE Lead Overview
Intent: Your PE vision Our VISION is to inspire EVERY child to be passionate about Physical Education and Sport, while bringing PE to the heart of the school. To have a fully Inclusive, broad, balanced curriculum. Lifelong involvement, love of PE, develop resilience, promote key values; honesty, team work etc.

Implementation:
1) 1 hr per week taught by class teachers (e.g. 1 hr indoors, 1 hr outdoors or 1 unit blocked) 2) Use Primary PE Planning Platform - 3 pillars of progression embedded within the scheme, excellent resources for non - PE specialists, easy to follow lesson plans/videos/SOW, progression of key skills. Adaptive methods catering for all abilities. Inclusive resources. Consistency across whole school PE - Progressive lessons, Warm ups, Activities, key knowledge and vocabulary, linking learning, Q & A and Plenaries 3) Assessment: PE tracker tool to track progress of all children. PE iPads use for AFL, analysis of performance and evidence progress. 4) Well planned progressive curriculum map 5) Fully inclusive curriculum 6) PE values integrated which aligns with school values 7) Clubs for ALL to access and Competitive opportunities within school and through School Games 8) Leadership - Play leaders at break and lunch times, Mini Coaches during PE lessons/extra -curricular 9) Continuous CPD provision for all staff

Impact:
1) Children make good progress and become motor competent and confident in PE. Children love PE, engaged (pupil voice), confident learners, not afraid to take risks. 2) Teachers are more confident in delivering PE. Lessons are more progressive, ALL children participate in PE (see inclusion), Children learn healthy habits which become embedded in daily life. 3) Target groups are identified and measures implemented to ensure progress is made towards meeting N.C. expectations. Most able learners are challenged (see Assessment) 4) Children have had opportunities to experience a wide range of activities, some of which they would not be able to access outside of school. It has also provided a springboard to enable children to access community clubs. 5) ALL children take part in PE and develop a love of PE (see inclusion) 6) Children demonstrate values in PE lessons and throughout school (evidence - PE Values Board) 7) Extra-curricular and club participation has increased, Most able children have opportunities to excel in competitions, all children have the opportunity to compete during their time at school 8) All children given the opportunity to take part in leadership (Mini Coaches), increased numbers of Play Leaders. Most able children are extended through a range of leadership activities both within and outside of the curriculum. 9) Staff have been up-skilled in specific areas of PE as a result levels of confidence have increased when delivering lessons. Observations of PE show higher quality PE lessons (See CPD)

Strengths:
Examples... - Platinum School Games Mark. - Skills progressions and long - term planning in place. - Access to high quality resources from primary PE planning website. - Teachers have CPD training according to need. ECT supported. - Wide range of extra-curricular clubs on offer for pupils and are subsidised for PPG when necessary - Inclusive curriculum. Well resourced. - Pupils have positive attitudes and are dressed appropriately for PE.

Next Steps...

- More formalised Monitoring so PE lead can evaluate effectiveness of the PE curriculum.
- Continue to develop opportunities for pupils to record and review own performances - not just in dance and gym - using PE iPads.
- Develop play leaders
- Introduce PE values board

Inclusion
ALL our children take part in PE - Inclusion support area on PPP Platform.
1) 1-1, Adapted activities, Specialist equipment.
2) Specific PE support resources for lessons e.g. Hints & tips, Now and Next, task management boards etc
3) Interventions e.g. sensory circuits, Sensory Skills
4) Non-participants, Mini Coaches - iPads, task sheets

Curriculum Map
How do you implement this for your children?
e.g. A curriculum map to ensure effective coverage across the school and is progressive from EY to KS2.

Why have you chosen this journey?
Activities linked to time of year e.g. Cricket, The Ashes, Rugby World Cup, Football (Women’s World Cup). We love the ethos of the lionesses for all children to have access football from an early age. Strong cross - curricular links; OAA, Geography, Dance history topic. Opportunity for competition in School Games - ensuring children know rules etc.

Do you cater for your pupils’ needs to allow them to grow and develop? Our curriculum is fully inclusive, progressive and provides pathways for further participation.
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Do you have sporting community links that make your CM unique to your school? We have strong links with our local Rugby club, therefore rugby is included throughout the key stages to provide pathway for the chn from curriculum to club.

Swimming
What do you have in place for non-swimmers? eg top up swimming PPG funding to attend community club.
...% achieved national expectation

CPD
What CPD have staff recieved: e.g.
- Whole school training - Twilight/Inset CPD e.g Gym/Dance... - Autism and PE CPD (zoom), - PE videos to up-skill teachers - ECT- specific support within PE - PE lead training
What CPD do staff require and how has this been identified?

Extra curricular/ Competitions
What extra curricular clubs do you provide? e.g.
Netball, Football, Badminton, Tennis, Sensory Circuits, Handball, Rugby, Softball, Gymnastics, Boccia, Basketball, Hockey, Rounders, Martial Arts, Cross country, Lacrosse, Dodgeball, Cricket, Athletics, Yoga
How is it organised? e.g. teacher led/specialist
What competitions do you provide/attend? e.g. School Games, Inter-house, sports day
How do you ensure everyone can access? eg PPG funding, lunchtime clubs, targeted groups (SEND/inactive children)