

St Mary's Farnham Royal Church of England Primary School

Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community



SMFR Approach to PE

This guidance outlines the teaching, organisation and management of the PE curriculum taught and learnt at SMFR. The implementation of these guidelines is the responsibility of all teaching staff.

INTRODUCTION

At SMFR, we are a FAMILY committed to ensuring all children FLOURISH in our care; We take pride in providing our children with a broad and engaging curriculum, and fostering their desire and curiosity to learn.

SCHOOL VISION Through FAITH, as a FAMILY we aspire to grow. Thriving for all our FUTURES, enabling us to FLOURISH individually and as a community.

For I know the plans I have for you, plans to prosper you and not harm you, plans to give you hope and future
Jeremiah 29:11

INTENT

Also see

- Subject Goals
- Subject Progression Map

Subject Intent Statement

The PE curriculum at SMFR will inspire each and every child, and provide them with opportunities to develop their physical skills through a variety of sports and games. Children will leave SMFR prepared for a life with an understanding of the importance of holding physical activity, positivity and wellbeing at the forefront of their minds.

Children will gain faith in themselves and an abundance of transferrable skills through a range of sports, and flourish in both competitive and non-competitive settings, and realise how the teamwork, determination, perseverance and positive attitudes from these sports can be applied across the school curriculum, and their life in the wider community. Children will support others of differing abilities in the SMFR community and demonstrate good sportsmanship. All children will enjoy at least 2 hours of physical education each week, through high quality teaching from school staff alongside professional coaches.

Physical activity is integral to a happy, healthy and positive life. It is an essential tool for developing independence, teamwork and communicative skills for children, and embodies the school values and vision. PE at SMFR will nurture the children to stay physically and mentally fit throughout their primary school journey, and into their future.

Subject Aims

The national curriculum for PE aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives

IMPLEMENTATION

Also see: Appendix 1 PE Non Negotiables

Subject Planning & Teaching

Through careful stages of planning and 'Quality First Teaching' the PE teacher differentiates the curriculum to meet the needs of the children they teach with the aim of developing independence and the child meeting his/her potential at whichever level they are working at. We acknowledge that children learn in many different ways and recognise the need to use a range of different teaching and learning strategies, that will allow all children to learn in ways that best suit them.

In each lesson, children are guided towards the learning objectives (WALTs) through the use of success criteria.(WILFs) The learning objectives and success criteria are shared at the beginning of the lesson and reviewed by children at the end. They are subsequently used by the teacher during the assessment and review work of children's work and are used to identify individual target areas.

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The PE curriculum is mapped to ensure alignment with the national curriculum content and programme of study. Key knowledge and skills relate directly and build towards the achievement of end of key stage 'end points', informed by the KS1 and 2 National Curriculum statements.

SMFR PE Resources/Schemes

- Variety of schemes

Subject Enrichment: See Teaching, Learning & Assessment Policy

Inclusion for all Children: See Teaching, Learning & Assessment Policy

EYFS Statutory Framework:

The EYFS framework promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Through this curriculum, children will be exposed to aspects of knowledge, skills and understanding that will be built upon once they enter the National Curriculum Programmes of Study.

PE Curriculum Link to EYFS Framework:

Physical Development Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives⁷. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child's strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.

IMPACT

Standards of pupil work, assessment data and pupil feedback will help the subject leader and senior leaders review the impact of the **PE** curriculum.

Standards of Pupil Work:

The subject leader will ensure they monitor the teaching and learning and hence the standard of work across the school, matching the knowledge, skills and understanding to the curriculum overview and age-related expectations for the subject. Each leader will be expected to produce an annual report (Deep Dive) informing the senior leaders and governors of their findings.

Assessment:

At SMFR we use Target Tracker to support our assessment of PE.

The learning objectives and outcomes in each planned lesson show how children might demonstrate what they have learnt. Assessment should inform planning so that children learn and develop skills appropriate to their abilities and understanding. Methods of assessment can include teacher observations, discussion with pupils, self-assessment and peer assessment.

Overall, children's progress in **PE** is assessed against the age-related expectations. These describe the types and range of performance that the majority of pupils should characteristically demonstrate, having been taught the relevant programmes of study.

Pupil Feedback:

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As part of the on-going review and development of our curriculum, the **PE** Subject Leader will hold learning conversations with children; this will be done in a variety of ways. Our teaching staff value pupil feedback and, within lessons, will informally seek the children's thoughts and ideas about their learning.

Role of the PE Subject Leader:

- To ensure a high profile of the subject.
- To produce an agreed curriculum statement that outlines the intent, implementation and impact for **PE** within the SMFR curriculum.
- To produce an agreed progression of content and skills within a curriculum overview, that takes account of the EYFS curriculum and National Curriculum.
- To produce and maintain an annual subject action plan.
- To support colleagues by advising them on planning; appropriate resources; teaching strategies; approaches to assessment; changes and developments within the subject.
- To model the teaching of **PE**.
- To ensure a full range of relevant and effective resources are available to enhance and support learning.
- To monitor the standards of learning, supported by Senior Leaders i.e. through SEN and Challenge books, lesson observations, learning conversations, data analysis and ensuring that key knowledge is evidenced in outcomes.
- To develop own skills and knowledge through relevant courses; reading; accessing other sources of information and expertise.
- To keep up to date with Government initiatives relating to the teaching of PE and Sport.
- To ensure students have access to appropriate sporting opportunities both within and outside school, including those which are competitive.
- To maintain appropriate assessment records, data collection and monitoring information.
- To undertake sports equipment audits to ensure that Health and Safety regulations are met.
- To plan the proposed expenditure of the premium funding allocated to SMFR.
- To plan sporting events occurring over the year eg. Fund raising for Brain Tumour, Sports Relief, Sports days.



Appendix 1 PE Non Negotiables

	In Every Lesson	Where Appropriate
INTENT	<ul style="list-style-type: none"> • Learning appropriate to agreed SMFR subject Progression Map & Goals • WILFs linked to National Curriculum • WALT linked to National Curriculum • Use of a range of well thought out resources including IT • Focus on handwriting & presentation (where appropriate) 	<ul style="list-style-type: none"> •
IMPLEMENTATION		
Challenge	<ul style="list-style-type: none"> • STEP Differentiation • 3 way differentiation (including scaffolding) • Opportunities for challenge • Hooks • Three before me 	<ul style="list-style-type: none"> • Use of KWL grids • Use of targets • Focus on Gem Powers
Speech & Language	<ul style="list-style-type: none"> • Focus on vocabulary • Talk Partners • Focus on speech & language • Pupil talk > Teacher talk 	
IMPACT		
AFL	<ul style="list-style-type: none"> • Questions to check understanding. • Scanning learning areas, hall, field, playground • Mini plenaries • Marking & Feedback, where appropriate, in accordance with SMFR policy • Discussions with children. • Collaborative learning • Adapted planning for the next lesson. • KS1 children's self assessment • KS2 children's 'EXIT Messages' 	<ul style="list-style-type: none"> • Peer evaluation • Self assessment • Flexible groupings. • Children's peer and self-assessments. • Interventions to plug gaps. • All pupils are introduced to a topic through using KWL grids in order to assess and monitor success criteria • Testing • Quizzing