



## **Dishforth CE Primary School PE Intent, Implementation and Impact.**

### **Intent.**

At Dishforth C of E Primary School, we believe that physical education is an essential part of a child's educational and physical development. We offer a broad and balanced PE curriculum which enables all children to participate in a range of activities which provide challenge at all levels within a safe and supportive environment. Positive participation in physical education will enable children to build, self-esteem, team work and positive attitudes in P.E.

We endeavour to provide progressive, coherent schemes of learning, combined with varied teaching approaches to provide enjoyment and challenge to all pupils. All pupils will enjoy success and develop an intrinsic motivation to progress at their own level through the aid of suitable levels of differentiation.

Our definition of learning is that our children will know more, remember more and understand more about Physical Education.

### **Implementation.**

#### **Features of our P.E. curriculum.**

Our PE curriculum aims to:

- Offer a broad and balanced curriculum that enables all pupils to gain an understanding of their bodies and a range of skills that allows them to develop throughout their journey through school and show success at their level.
- Improve physical and emotional well-being.
- Develop skills in teamwork, leadership and confidence.

A quality PE curriculum can inspire pupils into exploring further avenues into competitive sport. We endeavour to provide opportunities for all children to participate in a wide range of sporting activities and, where possible, partake in competitions that link to our curriculum learning.

In conjunction with other subjects such as science and PSHE, PE teaches children about the benefits of a healthy, active lifestyle and reinforces the school rules of being ready, respectful and safe. PE also contributes significantly to a range of cognitive skill developments, such as, but not limited to analysis, teamwork and communication.

### **Structure of a lesson**

During every P.E lesson, children will be shown how to warm up their bodies in preparation for exercise. The children will then be shown a demonstration of the skills they will be working on during the lesson and then they will have the opportunity to develop and apply their skills in individual and group situations. At the end of the lesson, the children will have a cool down and stretch session followed by the chance to evaluate their learning.

### **Resources**

- Each class has a range of resources to support learning.
- Central resources are kept in the PE sheds on the field.
- Different environments - classrooms, outdoor learning spaces, the hall, playground and the field.

Our School also recognises the impact that the provision of a high quality PE and School sport curriculum has on the whole School and that it can lead to whole School improvements.

### **Assessment**

In P.E. assessment is continuous. From the beginning of every lesson, teachers and teaching assistants will be assessing what their pupils are able to do.

Subject leaders to have a termly meeting with the class teacher to track progress.

### **Foundation Stage**

- Staff's ongoing observational assessments ascertain a baseline when each child begins EYFS which then informs subsequent teaching and learning for each child.
- Future attainment is noted using photographs and observational notes. Progress is recorded in each child's Learning Journey and the next steps to be taken are identified. Progress is monitored termly.
- Statutory assessments are made on exit of the EYFS.

### **KS1 and KS2**

- In the weekly P.E. lessons, formative assessments are made where practitioners observe, question and evaluate lesson outcomes to further determine progress made and skills that need to be practised.
- Pre/ post assessments take place for each new unit of work.
- Progress is discussed at termly 'Pupil Progress Meetings' and focus children are indicated.

### **Monitoring procedures**

The Head teacher and P.E. subject leader play a central role in the monitoring and evaluation of the quality of teaching and learning of P.E. in the school.

The monitoring strategy:

1. Children's work and planning scrutinies are conducted.

2. Pupil progress meetings are held termly.

3. Lesson 'drop ins' and observations take place in all classes throughout the year.

The subject leader is responsible for monitoring attainment and progress, the outcomes of which are collated in the subject leadership folder and fed back to staff at an appropriate time.

**Impact.**

Our pupils will know more, remember more and understand more about PE

**Our Pupils will be taught:**

- To become lifelong lovers of physical activity.
- To improve their health and well-being.
- To promote active participation.
- To analyse and evaluate what they are doing in PE lessons.
- To develop a competitive but ultimately fair spirit.
- To gain self-confidence by joining in P.E. lessons and competitions.
- To gain an understanding of what they are trying to achieve in PE.
- To develop skills and techniques across a wide range of sports and activities.
- To experience a wide range of creative, competitive and challenging activities as an individual and as part of a team.
- To show a growth mindset, willingness to learn and achieve to the highest levels in relation to their own ability and potential.
- To develop suppleness, stamina, strength and speed to enable them to become life-long participants in exercise and sport.
- To understand the importance and benefit of working in a team scenario.