



Individually Strong, Collectively Stronger!



Physical Education

Intent:

Children at Allen Edwards will leave with a secure understanding and knowledge of physical activity and sport. Through an inclusive PE curriculum, pupils will be given adequate practise time and appropriate instruction and feedback to develop their knowledge – both declarative and procedural - in motor competence; rules, strategies and tactics and health participation. Physical activity, sports and fundamental movement skills will be selected carefully to ensure that children are able to progress and improve within physical education. These skills will be developed by coaches in a timely manner to ensure support and challenge for all. Our PE curriculum will make a valuable contribution to our children’s personal and emotional development through the use of structured physical skills tasks, competition (against themselves and each other) and feedback (from coaches, peers and through self-reflection). This will positively impact children’s views about PE and impact their physical activity in the future.

Impact:

As children move through their learning journey at Allen Edwards, they develop their procedural and declarative knowledge in the four main areas of PE: motor competence; rules, strategies and tactics; competition and healthy participation. Children have a clear understanding of a range of sports and physical activity, including fair play behaviours and sporting etiquette associated with participating and competing. Through inclusive PE teaching and learning, children enjoy PE and recognise the clear benefits that physical activity can have on healthy lifestyles in the future. Children develop competent fundamental movement skills, apply these contextually within sport and develop an awareness of how to use these sport-specific skills within competition. As a result of continued practise and development, children are able to evaluate their own and others’ performance, put into practise step-by-step improvements and refine their skills.

Implementation:

Teaching and learning in Physical Education (PE) at Allen Edwards develops children’s knowledge in fundamental movement skills, team games, athletics, gymnastics, dance, swimming and outdoor and adventurous activities. Physical activity and sport begins in the Early Years (EYFS) and progressively provides opportunities for the children to improve and develop in a timely manner. In EYFS, specialist support is provided for children linked to fundamental movement skills, such as running, jumping, throwing, catching. This continues into KS1, whereby some sports are introduced and adapted to provide context for fundamental movement skills. Throughout KS2, children focus on a variety of sports, revisiting them to ensure depth of knowledge in motor competency; rules, strategies and tactics and healthy participation.

Modelling and skill development, both in isolation and in context, are integral to PE lessons. Lessons use a clear sequence of learning for a new skill or when building upon previously learnt skills: skill teaching through modelling and demonstration → time to practise the skill → space to make errors → receiving feedback and addressing misconceptions → skill improvement. As part of this process, questioning and use of praise are used skilfully by the coaches to maximise learning opportunities. Adequate practise time is given so that children can move towards increased independence. This repetition of fundamental physical activity skills enables children to revisit prior knowledge and those who are able to will begin to innovate during practise rather than imitate.

The PE coaches have expert knowledge when delivering physical activity and sport. This expert knowledge ensures that learning objectives are clear and purposeful and that all pupils have suitable challenge during PE regardless of ability. Misconceptions are addressed immediately through teacher questioning, demonstration and modelling and 1:1 coaching where appropriate. Explanations of techniques, tasks and instructions are clear and build progressively through lessons, across units and across age ranges to enable children to revisit prior knowledge and develop this further. Physical activity during PE is prioritised ensuring that this is purposeful and focused on the intended learning.

In order to ensure feedback is purposeful, our coaches explicitly teach children how to evaluate participation and performance. Clear success criteria are developed using the children’s knowledge of motor competency and are combined with deconstructed demonstrations to ensure a secure understanding of the skill being used. This can then be used to develop children’s abilities to self-evaluate, peer evaluate and understand the feedback they receive about their own performance.

Within PE lessons, the coaches develop a learning environment which is focused on the mastery of skills, self-improvement and effort. This supportive environment allows children to see their attainment as incremental rather than a fixed goal. Appropriate and adequate instruction, practise and feedback opportunities are provided within lessons to allow children to be challenged and supported in a timely manner. By providing enough practise time, children are moved on at a pace which is right for them to reduce cognitive overload and secure and embed knowledge. Competition is used to provide contextual time to develop knowledge, challenge for all and to develop fair play behaviours and sporting etiquette. Coaches do not introduce competition too soon to ensure inclusivity.