

Askwith Primary School

PE rationale

Stuart Kay, Youth Sports Trust Schools Director, highlights the vital role that PE and sport can play in a child's educational journey, stating it plays an essential part in *"enhancing children's health, building character, improving wellbeing and supporting them to fulfil their potential"*.

Youth Sports Trust (2019)

- It is very important that we do as much as possible to remediate the learning loss suffered by the missed months of schooling. In the first instance, assessment information should enable us to answer the following questions:
- 1. Have our pupils lost knowledge gained pre COVID-19? If so, how can this learning loss be mitigated?
- 2. Have our learners lost knowledge during closure/non-attendance? If so, how can this learning loss be mitigated?
- We aim to address any forgotten knowledge and misconceptions diagnosed from the pre COVID-19 knowledge recalls and ensure essential lost learning from school closure is secure before moving onto the teaching and learning of new knowledge.

As part of the PE programme, weekly sessions based on mental health and healthy eating will take place in the autumn term for all children. Further understanding of mental health will be embedded within PSHE and assemblies throughout the year.

Extra-curricular sports clubs will be offered to individual bubbles twice per week.

The risk assessments for PE are in line with the current guidelines set by the Department for Education.

"Resources that are shared between classes or bubbles, such as sports equipment should be cleaned frequently and meticulously and always between bubbles, or rotated to allow them to be left unused and out of reach for a period of 48 hours (72 hours for plastics) between use by different bubbles.

Sports coaches can move between schools... those individuals will be expected to comply with the school's arrangements for managing and minimising risk, including taking particular care to maintain distance from other staff and pupils.

Outdoor sports should be prioritised where possible, and large indoor spaces used where it is not, maximising natural ventilation flows (through opening windows and doors or using air conditioning systems wherever possible) distancing between pupils and paying scrupulous attention to cleaning and hygiene. This is particularly important in a sports setting because of the way in which people breathe during exercise."

Department for Education (2020)

| Intent | Implementation | Impact: to be reviewed at the end of the year |
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| <ul style="list-style-type: none"> • Mitigate any learning loss of knowledge gained pre COVID-19 • Mitigate any learning loss of knowledge due to school closure/non-attendance <ul style="list-style-type: none"> • The planning, teaching and assessment of the PE curriculum is informed by the nine principles of cognitive science (Daniel Willingham) • A balanced PE curriculum at Askwith Primary School enables children to develop competence in skills such as running, jumping, throwing and catching through specific and thorough teaching; it provides opportunities to apply these skills to sports and games and then put them into practice within a competitive environment. Children have the opportunity to be creative and build on specific teaching with their own ideas and interests. There will be obvious evidence of progression of skills and | <ul style="list-style-type: none"> • Recalls of knowledge gained pre COVID-19 at the beginning of the first term · Recalls of knowledge lost during school closure/non-attendance at the beginning of the first term • Prior knowledge assessments including connected knowledge will revisit knowledge lost that was gained pre COVID-19 and knowledge lost due to school closure/non-attendance • A balanced curriculum with careful reflection upon the progression of skills and the minimum expected standard for all children by the end of their time at Askwith Primary School (see PE ladders). Planning and learning journeys consider the essential knowledge and how to guide the children's thinking. Working memory capacity is considered when planning and teaching. Pupils articulate how they know more, remember more and therefore do more. We have a growth mindset ethos which talks about successes and failures in terms of | |

knowledge throughout school. As they move through school, children are able to view their PE sessions as a time to practise and master skills, learn from their mistakes and embrace opportunities to challenge themselves further. They view this with pleasure and enjoy the freedom, **both physically and mentally**, that can come with using their body and mind in a different way. Children are given opportunities to understand that although they may find some aspects of PE challenging, there is a place for everyone to feel confident and find an area in which they excel. Working collaboratively alongside their peers is a key focus within PE sessions, through sharing ideas, demonstrating teamwork, being supportive of their peers and beginning to look at tactics within team games. Children access swimming lessons for a term in every year of their time in Key Stage 2 in order to achieve the minimum expectation of being able to swim confidently and competently for 25 metres. There are opportunities for children to take part in intra-school competitions. There are also regular planned opportunities each term for inter-school sport competitions, allowing children to access sport facilities at different venues

effort rather than ability. This involves linking closely with outside agencies that support the delivery of PE to ensure that planned units of work for each half term and across the year, focus on what is identified in the PE ladders. The PE leader and class teachers work alongside the sports coaches to ensure learning is sequenced appropriately in order to develop fluency of the skills identified in the PE ladders. Alongside this, PE diaries are completed weekly as a class (Reception & Key Stage 1) or independently by the children (Key Stage 2) to keep a record of formative assessment by allowing the children time to reflect on what they have learnt, what they have done well and what they would like to improve next time. Throughout Key Stage 2, staff liaise closely with swimming instructors to ensure all children are on track to achieve the minimum expectation of being able to swim confidently and competently over 25 metres.

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| <p>outside of their immediate locality.</p> <ul style="list-style-type: none"> • Intra-school competitions also provide opportunities for the children to learn more about local athletes as well as focussing on different international athletes throughout the year. | <ul style="list-style-type: none"> • The PE leader liaises with sports coaches to organise an intra-school sport house competition each half term. The PE leader also links closely with the Harrogate School Sports Partnership and School Games Organiser to enter inter-school competitions across a range of sports throughout the year. The PE leader plans and shares information about local and international athletes for each sport house/year group to focus on throughout the year - this forms part of the cultural component of PE and sport development throughout school. | |
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Substantive and disciplinary knowledge in PE

In the Ofsted report, '**Beyond 2012 - outstanding physical education for all**' (2013), it was noted that "...only a very small minority of schools dedicated enough time to teaching specific sports...in **sufficient depth** to provide pupils with the knowledge, skills and understanding needed to attain very high standards of sporting performance". With this in mind, through this rationale and corresponding PE ladders, we aim to have clarity across school of the specific skills and knowledge to be deliberately practised and mastered within each year group and throughout the school. We link closely with outside agencies to ensure sufficient time is spent on each area, working memory capacity is considered and the children do not move on too quickly.

Substantive knowledge in PE is based on deliberate practice and development of specific skills that can be used in a variety of disciplines, sports and games e.g.:

- Running, jumping, throwing and catching
- Tactics within a team game e.g. strategies for attacking and defending
- Being able to perform specific actions, balances and movements in line with year group expectations

- Being able to swim confidently and competently over 25 metres
- Being able to perform a safe self-rescue in water.

Disciplinary knowledge in PE comes through opportunities for the children to choose and apply their own actions, balances, movements and skills. Once they have mastered the specific skills, they have opportunities to apply these within sports and games and therefore have to choose different strategies and the best way to approach different challenges. When the children know more, they remember more and can do more.

As they move through school, their skills and knowledge around tactics become more complex and they have to work collaboratively to make decisions. There are lots of opportunities for the children to evaluate their performances and reflect on how they will improve next time. Through deliberate practice, the aim is for the children to know more, remember more and do more.

Creativity

Creativity within PE comes through the opportunities children have to choose and apply the skills and knowledge they are taught. They are encouraged to explore their own ideas and interests, make links in their learning and choose ways to respond to different situations. Children are supported to learn from their mistakes and reflect on what they might do differently next time. They are reminded that this is how elite sports men and women approach their training and competition - constantly reflecting, identifying areas of development and new ways to tackle challenges.

Assessment in PE

Assessment in PE comes in two main forms.

Prior to starting a new area of learning, the children are asked to record what they already know in a knowledge check. In the first lesson of each unit, children's physical skills are observed. Together, these help to identify children's prior knowledge including any connected knowledge and any misconceptions they may have. The children will then recall their knowledge at two, six and twelve week intervals to ensure an alteration to long term memory.

Formal assessment at the end of each area of learning takes place in collaboration with Premier Sports via their online portal. Staff have access to the portal and discuss/agree judgements. There are 5 judgements on the Premier scoring scale: emergent, establishing, expected, exceeding and excelling. At the end of each area of learning, an overall judgement is made as well as judgements in 5 sub categories: competence, active and healthy, reflective, engagement and discipline.

Reviewed September 2020