

# Askwith Primary School

## PE rationale

Our curriculum offer for PE begins in Early Years. 'Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.'

*EYFS Statutory Framework, 2021*

Our planning, teaching and assessment of the curriculum is informed by the nine principles of cognitive science (Daniel Willingham). This includes the 'must haves' or the end states in the child's mind and the 'could dos' or the teacher behaviours that alter the states in the child's mind. In PE, we recognise the 'must haves' as the knowledge of fundamental movements and body control, games, outdoor and adventurous activity (KS2), swimming (KS2) and how to improve their physical development. We recognise the 'could dos' as sequenced lessons in PE of the essential knowledge, the explicit teaching of vocabulary and specific skills and retrieval practice for knowledge and interleaving.

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)

Hanna Miller, Her Majesty's Inspector, Subject Lead for Physical Education, states that "*pupils are able to know more, remember more and do more in PE when they have access to high quality instruction, practice and feedback*" (March 2022). At Askwith Primary School, high-quality instruction in PE is achieved by class teachers team-teaching and planning alongside our Premier Sports coach. This provides opportunities for continuing professional development for teachers whilst also ensuring that the dialogic approach, individualised lesson plans, knowledge checks and feedback are all aligned and implemented effectively.

Primary PE ensures that all children have many opportunities to:

1. Develop their **motor confidence**
2. Develop their knowledge of **strategies and rules** in a range of sports
3. Become **healthy participants** and **good team players** in a range of competitive games

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 enabled us to answer the following question:

1. Have our learners lost knowledge during closures/non-attendance? If so, how can this learning loss be mitigated?

In PE, we have long term plans for 2021-2022 that address the areas of learning loss. We use essential knowledge checks to assess knowledge gained pre COVID-19 and to assess knowledge lost during closures. Any gaps or misconceptions in connected knowledge are addressed as part of the unit of knowledge.

**All children have 2 hours of PE timetabled in each week: 45 minutes of fitness and 75 minutes of PE.** In order to tackle increased levels of childhood obesity as a result of closures, we feel that it is important to provide opportunities for children to build stamina and learn ways to keep active and healthy (both physically and mentally). For the first two terms of the academic year 2021-2022, we have supplemented weekly PE sessions with a weekly, 45-minute fitness session. From the summer term 2022 onwards, fitness will be incorporated within the first 15 minutes of each session and all sessions will be skills based.

Intent	Implementation	Impact: to be reviewed at the end of the year
<ol style="list-style-type: none"> <li>1. All knowledge from 2020-21 is checked prior to new knowledge</li> <li>2. Knowledge gained from embedding Early Adopter Framework (2020-2021) to inform 2021-2022 EYFS Curriculum</li> </ol>	<ol style="list-style-type: none"> <li>1. Check all knowledge is embedded from 2020-21 (connected knowledge is checked as part of new knowledge in both practical and vocabulary knowledge checked)</li> <li>2. Reception essential knowledge displayed on the whole school progression document for PE (linked with Physical Development progression document for whole EYFS)               <ol style="list-style-type: none"> <li>a. PE included in the Physical Development (gross motor) progression document</li> </ol> </li> </ol>	

<p>3. Knowledge and <b>skills</b> across the whole curriculum to continue to be built systematically and embedded in the long-term memory of all pupils including the development of oracy</p>	<p>for pre-nursery, nursery and reception</p> <ul style="list-style-type: none"><li>b. Prime area endpoints for Physical Development aligned to PE progression document</li><li>c. Physical development rationale outlines how PE and gross motor development in EYFS are interwoven</li></ul> <p>3. Staff meetings to ensure that pre and post teaching opportunities identified in whole school LTP are having an impact on knowledge build-up.</p> <ul style="list-style-type: none"><li>a. Termly observations and drop-ins including knowledge check scrutinies and discussions with children about how they are embedding knowledge and skills</li><li>b. Oracy developed through discussions of vocabulary at the beginning of each lesson</li><li>c. EYFS and KS1 given time to embed fundamental skills over three years before application in KS2</li><li>d. Termly skill focus, allowing time for deliberate practice of knowledge and skills</li></ul>	
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<p>4. Monitoring and evaluation continues to be robust and role of TAs developed in the process</p> <p>5. Enhancements/leadership opportunities reflect needs 2021-2022 including local links</p> <ul style="list-style-type: none"> <li>○ Pupils have more opportunities to broaden and develop their interests and talents in sports</li> </ul>	<p>e. 2 hours of skill based lesson time per week (from summer 2022 onwards)</p> <p>4. Staff meetings to ensure that essential knowledge identified in class LTP is being built/retained at appropriate pace</p> <ul style="list-style-type: none"> <li>a. Class teachers team teaching with Premier Sports: coaching CPD and ensuring that expectations are consistent</li> <li>b. TA lesson studies / supporting teacher: focusing on knowledge build up/talking to pupils to develop CPD</li> <li>c. Termly observations of Premier Sports, teachers and TAs (where appropriate)</li> <li>d. Impact of progression documents/knowledge checks/learning journeys regular item on staff meeting agenda including the teaching and assessment of oracy across curriculum</li> </ul> <p>5. Curriculum Enhancements: rolling programme agreed by all staff:</p> <ul style="list-style-type: none"> <li>a. opportunities for public voice, pupil leadership, responsibility in the form of peer assessment, group work and leading warm-ups</li> </ul>	
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competitions and clubs that help build pupil leadership

- **All** pupils provided with opportunities to broaden and develop their interests and talents

- b. Enhancements to support SMSC (spiritual, **moral**, **social**, cultural)
- c. **Moral**: practising healthy participation and support for each other in competitive games
- d. **Social**: meeting other children, groups of people and athletes (e.g. Paralympian Beverley Jones - Sports for Champions March 2022)
- e. A range of extra curricula sports clubs available including fencing, archery and benchball to broaden interests: *Pupil Premium attendance monitored*
- f. Impact of provision discussed as a regular item on staff meeting agenda
- g. Team-building incorporated as part of lunch times with Premier Sports
- h. Tennis sessions, linked with LTA (Lawn Tennis Association), delivered by Premier Sports to KS2 - summer term
- i. Tennis lessons for EYFS and KS1 - summer term
- j. Working towards Primary Leadership

Award (Harrogate School's Sport Partnership)

6. All staff to have an excellent up to date knowledge of reading/oracy/vocab provision throughout the school

6. Knowledge checks and planning consider the essential knowledge and how to guide pupils' thinking
- a. Factual, substantive knowledge including vocabulary is taught before the skill and incorporated as part of each lesson
  - b. Skills covered over a term giving time for children to deliberately practise procedural knowledge and apply in games

7. Subject rationales are updated where relevant

7. PE rationale updated March 2022 inline with Ofsted report 18.03.22

8. All staff up to date knowledge of dialogic/cognitive science principles

8. Working memory capacity and the alteration of long-term memory is considered when planning and teaching (planned thinking time, vocabulary discussions at the beginning of every lesson, appropriate number of skills covered in one lesson / per week and physical knowledge checks)
- a. Connected knowledge, particularly knowledge of vocabulary is built on to deepen understanding
  - b. Prior knowledge is assessed,

<p>9. Pupils' mental/physical health is not impacted by disruption caused by COVID-19:</p> <ul style="list-style-type: none"> <li>○ Pupils know how to keep mentally and physically healthy</li> </ul>	<p>misconceptions addressed and new knowledge builds on pupils' connected knowledge</p> <ul style="list-style-type: none"> <li>c. Pupils have opportunities to deliberately practise newly acquired knowledge such as application of new skills for 2 hours per week</li> <li>d. Pupils articulate how they know more, remember more and therefore do more (evidenced in drop-ins and observations)</li> </ul> <p>9. Instil a growth mindset ethos by talking about successes and failures in terms of effort not ability</p> <ul style="list-style-type: none"> <li>a. Fitness sessions (45 minutes per week) for first two terms of academic year 2021-2022 to help tackle child obesity</li> <li>b. Curriculum enhanced by SMSC: creativity considered in daily planning and SMSC in MTPs for</li> <li>c. <b>Resilient, robust, responsible and respectful:</b> the four Rs incorporated within school-life</li> <li>d. <b>Resilient:</b> growth mindset instilled within children from EYFS so</li> </ul>	
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<p>10. The planning, teaching and assessment of the PE curriculum is informed by the nine principles of cognitive science (Daniel Willingham)</p> <ul style="list-style-type: none"> <li>○ A balanced PE curriculum at Askwith Primary School enables children to develop essential knowledge and 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</li> </ul>	<p>that they keep practising skills in different ways and support their peers to do so</p> <ul style="list-style-type: none"> <li>e. <b>Robust:</b> healthy participation and positive team players</li> <li>f. <b>Responsible:</b> leading warm-ups, KS2 leading games for KS1, KS2 organising playtime sports equipment</li> <li>g. <b>Respectful:</b> healthy participation, peer support with skill development</li> </ul> <p>10. 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 progression document).</p> <ul style="list-style-type: none"> <li>a. This involves linking closely with Premier Sports who 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 progression document. Teachers support Premier Sports in the delivery, by creating knowledge checks, taking notes and</li> </ul>	
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<p>a competitive environment.</p> <ul style="list-style-type: none"> <li>○ 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 knowledge throughout school.</li> </ul>	<p>planning for the following lesson.</p> <ul style="list-style-type: none"> <li>b. Learning is sequenced appropriately in order to develop fluency of the skills identified in the PE progression document</li> <li>c. Alongside this, PE knowledge mats are used to discuss and deliberately practice the meaning of unit specific vocabulary and notable athletes during and after PE lessons. PE knowledge mats also serve as a means for children to reflect on and record their learning from each lesson.</li> <li>d. Daily planning documents consider creativity and ensure that in every lesson, children have the opportunity to be creative</li> </ul>	
<p>11. PE promotes diversity by exploring athletes from a range of cultures and backgrounds</p>	<p>11. Knowledge mats include notable athletes from a range of backgrounds. These are discussed within lessons and children are encouraged to conduct their own research.</p> <ul style="list-style-type: none"> <li>a. Visitors such as Beverley Jones, Paralympian (Sports for Champions) promote diversity and inspire children</li> </ul>	

## **SMSC in PE**

Spiritual, moral, social and cultural attributes are developed in our pupils throughout the PE curriculum.

**Spiritual** education in PE is explored through creating, developing and expanding ideas. There are many opportunities for children 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.

**Moral** education in PE is centred around the healthy participation of all children in competitive games. At Askwith Primary School, children are given many opportunities to develop their robustness and resilience in intra-school competitions, events such as Sports Day and in PE sessions where their skill knowledge is applied in games.

**Social** development occurs in PE and fitness sessions in a variety of different contexts. The children develop their communication skills while leading warm-ups, working in groups to improve their skills and by participating in team games. The children have many opportunities to socialise with children from alternative backgrounds in inter-schools competitions.

**Cultural** education in PE involves the extra research opportunities that our children are given to explore the diverse world of athletes. Visitors are invited into school to inspire our children: such as Sports for Champions, para-Olympian discus thrower Beverley Jones who visited in March 2022. On the PE knowledge mats, athletes from a variety of backgrounds are included and the children have the opportunity to discuss and research these inspiring people.

## **Substantive, disciplinary and procedural 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 progression document, 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 fundamental 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.

### Why this, why now?

The rolling programme of units of knowledge allows for mixed year classes to acquire essential knowledge over two years (year A&B).

- **Fundamental movements and body control** (All years, year A&B autumn term) (EYFS year A&B spring term) (KS1, year B, spring 1)

Fundamental movements and body control are taught as the first initial focus of all groups each year so that children develop confidence and competence in their agility, balance and coordination. The length of time spent on fundamental movements is the primary focus in EYFS to ensure the focus on physical development is prioritised. There remains a focus on fundamental movements and body control throughout KS1 as a priority in Autumn and in the first term of Spring in Year B. In KS2 fundamental movements are the key focus within the whole of the autumn term.

- **Dance** (EYFS, year A, summer 1, KS1 and KS2, year A, spring term 1)

Dance is deliberately sequenced following the teaching of fundamental movements and body control so that children are able to further develop confidence and competence in their agility, balance and coordination whilst learning to perform dances using a range of movement patterns.

- **Games** (EYFS, year A&B, summer term 2, KS1, year A, spring term 2 and summer term, year B, summer term and KS2, year A, spring term 2 and summer term, year B, spring term 1 and summer term)

Games are taught within the spring/summer term of depending on the year. It is deliberately sequenced here so that, where appropriate, children can deliberately practice and apply previously learned fundamental movements to games. During games, they also learn the essential knowledge of specific game formats as well as having the opportunity to engage in

competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

- **OAA** (KS2, year B, spring term 2)

Children learn to take part in outdoor and adventurous activity challenges both individually and within a team. In KS2 children also take part in a residential trip which provides further opportunities to apply themselves in different outdoor and adventurous activities requiring teamwork.

- **Swimming** (KS2, year A&B, autumn term)

In the autumn term, all KS2 children have a half term of swimming lessons once a week focusing on swimming 25 metres, using a range of strokes and performing water safety procedures. Children will have 4 half terms worth of swimming lessons by the time they finish primary school.

## **Fitness**

(Weekly 45-minute sessions)

In the autumn and spring terms, the primary focus was to improve children's physical fitness to help to tackle the negative impact of the two terms missed due to COVID-19 on childhood obesity in Askwith Primary School. The health and wellbeing programme is designed to ensure children have a deep understanding of the different things they need to do in order to best look after themselves, their body and their mind.

From the summer term 2022, the 45-minute session will become part of the skill-based PE session to provide more time for deliberate practice of skills.

To supplement this, one lunch time per fortnight, Premier Sports will lead team-building games to reinforce the strong, positive relationships within class groups.

## **Providing Challenge**

Children who are working at the expected level with greater depth are given further challenges when applying their disciplinary knowledge. For example, when children are practising badminton serves, the more able children may be given a target to aim for. This enables the children to apply their procedural knowledge and refine their skills to improve their accuracy.

## **Reading opportunities in PE**

In order for PE lessons to have maximum impact on children's acquisition of skills, physical health and mental health, we need to ensure that children are as physical and active as possible throughout their PE sessions. Children are given many opportunities to explore tier 2 and tier 3 vocabulary through our dialogic approach, vocabulary knowledge checks and recaps

at the beginning of every lesson. The specific vocabulary is displayed on knowledge mats for the children to annotate, our medium-term and short-term planning documents and knowledge checks. This clear approach allows us to identify those children who need more support to embed their declarative knowledge (know what) in order to apply their procedural knowledge (know how).

## **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 focuses on two areas: unit/vocabulary knowledge (checking declarative knowledge) and physical skills (checking procedural knowledge).

Prior to starting a new area of learning, the children are asked to record what they already know in a knowledge check which checks their understanding of unit specific vocabulary. In the first lesson of each unit, children's physical skills are observed by the class teacher and Premier Sports coach. Together, these help to identify children's prior knowledge including any connected knowledge and any misconceptions they may have. Peer assessments, oral checks and written mini knowledge checks are planned in throughout the teaching of each unit to provide opportunities for formative assessment and feedback. Half termly intra-school competitions allow the children to apply their new knowledge and skills whilst providing an opportunity for a summative, practical assessment at the end of each unit. The children will then recall their vocabulary/unit specific knowledge and have the opportunity to show their physical skills at two, six and twelve week intervals to ensure an alteration to long term memory.

## **Enhancements**

*"Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect."* (Department for Education, 2013)

Each year, a programme of extra-curricular clubs is created (see sports opportunities below). Alongside this a series of visits and visitors are planned to enhance children's cultural knowledge and cultural capital. For example, in March 2022, Beverley Jones who is a

Paralympian discus thrower visited the school as part of Sports for Champions. She inspired the children by sharing her achievements and leading a sponsored circuit challenge.

<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
Football	Rugby	Gymnastics	Hockey	Tennis	Cricket
Ultimate Frisbee	Archery	Fencing	Tchoukball/ benchball	Athletics	Tri Golf

In addition to this, we celebrate our pupils' talents by entering inter-school competitions such as football, netball and tennis tournaments. This has been limited in recent months due to COVID-19, but more opportunities will arise in the summer term.

**Reviewed March 2022**