

Hambledon Primary School PE Position Statement – Overview

Subject – PE

Leader – Jess Costar

Curriculum Intentions & End Points:

To equip our children with a broad range of knowledge, skills and qualities to become successful and responsible learners, ready for the next stage of their education. We achieve these through developing learning values across all aspects of a curriculum that is cohesive, progressive and relevant. PE at Hambledon Primary School prepares children to be physically and mentally active, fit and healthy. They will benefit from improved physical fitness, skill and motor skills development, strengthened peer relationships and improvements with self-confidence and self-esteem. They will also be developing transferable skills, such as teamwork, respect, critical thinking and leadership that can benefit them in numerous future career paths. Throughout their time at Hambledon, the children will be developing an understanding of their bodies and the effect that exercise can have on them, ensuring they are ready to take responsibility for their health and fitness in their future.

Pupil Outcomes:

Pupil outcomes will be monitored through:

- Planning scrutiny - check for coverage against long-term overview. Planning should show progress within PE and build on previous years learning. Check progression against Progression of Skills document.
- Pupil conferencing - are children finding PE purposeful and engaging? Are they able to verbalise their learning and what skills/knowledge they have gained from their learning?
- Observations of PE lessons – are the children being taught key objectives? How is the progression between lessons?
- Photographic/Video evidence (compiled within evidence folder).

Coverage:

- Analysis of long term and medium term planning demonstrated that all National Curriculum objectives were being met. This has meant adjusting of the schools plans to meet the challenges of a constantly evolving class structure. Further skills (outlined on the progression document) are identified in order for teachers to widen the children's experiences and skills in PE.
- Analysis of long term and medium term planning after Covid-19 closures by myself, and subsequent feedback to staff, allowed teachers to plan for any missed objectives to be covered and for those not secure to be revisited.
- External coaches (R&R, Dance specialists (CM Sports) and Cricket specialists (Ageas Bowl Community Cricket Coaches)) are used to support coverage and engagement and have supported teachers to develop and implement skills within their own future planning and teaching of PE.
- All pupils are given the opportunity to take part in various after school clubs to further develop and implement their skills (e.g. dance, gymnastics, football, multi-sports, rounders).

Sequencing & Progression:

Pupils in EYFS will begin by exploring and copying basic body actions and rhythms. They will learn how to move confidently and safely in their own space and general space before learning the skills of running, jumping and throwing with a range of equipment. These children will be building the foundation of working individually and with others, engaging in co-operative physical activities and beginning to understand how to use equipment safely. KS1 children will further expand on this developing understanding by exploring movement ideas and responding imaginatively to a range of stimuli. They will perform movement phrases using a range of body actions and body parts, perform gymnastic actions and use a change of speed and direction to enhance their performances. They will

Areas of Development (Success Criteria & Evidence):

- Learning to show a clear progression of skills where children are building on their previous knowledge and developing skills and knowledge to benefit them in a wider community of people.
- Outcomes (evident through photographic/video evidence and pupil conferencing) to demonstrate the schools intentions are being met and pupils are acquiring the key knowledge and skills ready for secondary school and the future.
- Staff will be confident in the implementation of skills within PE.

build on the foundation begun in EYFS by using their bodies and a variety of equipment with greater control and co-ordination. Pupils in KS2 will use their developing skills to refine, repeat and improve their skills, communicating their thoughts and ideas. This will begin in Lower KS2, where pupils will integrate a range of more complex movements, working individually or in groups using formation, canon and unison. They will gain independence, planning sequences of movements to convey their message and evaluating these. Using their developing skills, they will begin to apply them in a range of situations with increasing control and accuracy. Pupils in Lower KS2 will also develop the important life skill of swimming, using a range of strokes effectively. By the end of KS2, pupils will adapt and refine actions, dynamics and relationships, working creatively and imaginatively to choreograph a dance. They will combine and perform gymnastic actions, shapes and balances previously learnt with control and fluency. Pupils will show their understanding of a variety of games and adapt their actions and choice of skill for different situations and under some pressure.

- Every class will have had access to people within the community to enhance the curriculum provided in the classroom.

Quality of Implementation:

- Assessment/Next steps for children more obvious due to recent implementation of assessment system. Assessment system ensures that teacher's knowledge of skills covered and ability of individual children is clear and can be further built upon in further planning.
- PE across the school supports the development of all of our learning values, as pupils are required to demonstrate resilience, respect, reflectiveness, resourcefulness and challenge whilst being creative.
- 2-year rolling programme for PE to ensure progression and coverage of different areas.
- A range of external coaches have been used to implement the curriculum, engage pupils and support teachers with their knowledge, understanding and confidence to plan and teach certain skills in the future.
- Children have been exposed to a variety of sports and skills, through both their school PE lessons and the wealth of opportunities given in after school clubs.
- Children in KS2 have been afforded multiple opportunities to test, develop and showcase their skills through inter-school competitions. The choice of competition has been child-led, meaning there has been a high engagement.

Key Next Steps:

- Pupil conferencing to gain clear understanding of what pupils value in their PE lessons, what skills and knowledge they have gained/retained and what they would like to see more of in the future.
- Subject leader to attend relevant courses to update subject development knowledge
- Photographic and video evidence to be collected and stored in one place.
- All aspects of PE to be taught each school year to show progression and appropriate pitch of skills and knowledge. Teachers to refer back to progression document/PowerPoint when planning.
- Provide further opportunities for inter-school competitions in Lower KS2 and KS1.