

PE at Gwinear.



'In my judgment, physical fitness is basic to all forms of excellence and to a strong, confident nation' (Rob

Our Vision Statement.

We believe that good physical development and the understanding of what constitutes a healthy lifestyle is one of the key foundations on which children can build a meaningful and fulfilling life. We aim to expose children to a wide range of sports, both traditional and lesser established activities, in the hope that we can help every child find a physical activity that they are passionate about. We want our youngest children to develop a comprehensive base of generic skills that can then be built on using clearly planned progressions of sport specific skills progressions. We want children to understand that competition can be a positive force when approached with appropriate attitudes and that physical activities provide valuable opportunities for developing teamwork and resilience. Throughout these experiences we aim to promote the positive values associated with sport and help children create a positive self-image as themselves whilst respecting the achievements of all those that they work with.

PE Curriculum Implementation

Curriculum aims

- To teach children to become skilful and thoughtful performers, developing control and co-ordination and becoming physically literate.
- To develop an understanding of what they do in PE, school sport and physical activity and how it contributes to a healthy and active lifestyle.
- To give children the confidence to get involved in PE and school sport, applying and adapting their skills in a wide range of activities.
- To encourage an appreciation of the creative and aesthetic aspects of PE.
- To contribute to children's social and emotional development in promoting their confidence and self-esteem.
- To promote School Games values of Respect, Determination, Honesty, Passion, Self-Belief and Teamwork
- To develop personal and social competence and the necessary skills to manage success in competitive and co-operative situations, to cope with losing, and to retain a proper sense of perspective in competition.
- All children are entitled to a progressive and comprehensive Physical Education programme which embraces the statutory orders of the National Curriculum 2014 and which takes account of individual interests and needs.
- All children have access to at least 2 hours high quality PE every week.
- All children to develop water confidence and the ability to swim a minimum of 25 metres before they leave Gwinear School
- For all children to take part in 30 active minutes daily providing a varied menu of activities.
- When possible physical activity to be used to enhance other areas of the curriculum and for outdoor and active learning to be a common feature of the school's provision.

Curriculum Planning

- The school uses the Arena PE schemes of work together with Leap Into Life at EYFS and KS1
- PE lessons are planned so that they build upon the prior learning of the children.
- There is planned progression built into the schemes of work at Foundation Stage, KS1 and KS2, so that the children are increasingly challenged as they move through the school.
- Resources are audited on a regular basis and new resources for new sports are to be purchased through Sports Premium funding.
- At KS2, all components of the National Curriculum are taught through skills progressions that cover a wide variety of competitive games, dance, gymnastics, athletics
- In addition, several units of alternative sports are at hand for teachers to use in reaction to children's needs to develop flexibility, strength, technique, control, coordination and balance
- A curriculum map and curriculum provision map are in place to show the progressive stages the children access as they move through the school.
- PE lessons are planned so that they build upon the prior learning of the children.
- There is planned progression built into the schemes of work at Foundation Stage, KS1 and KS2, so that the children are increasingly challenged as they move through the school.
- A structured plan of residential experiences and adventure days are planned to give children a wide range of contexts to develop confidence, self-esteem and teamwork skills.
- Extra-curricular after school clubs and 'Sports for All' days are planned across the year to ensure every child has an opportunity to take part in an activity they enjoy.

Teaching and Learning

Lessons should be conducted in a secure, supportive and disciplined manner.

High quality lessons should contain the following elements:

- Purpose – lessons should have clear objectives and defined learning outcomes that are shared with the class at the beginning of the lesson.
- Skills based – Specific skills are taught implicitly and opportunities are then provided for children to apply them across a range of non-competitive and competitive situations.
- Progression – the ability of pupils should be developed with increasing demands made on them both physically and mentally. Building on previous learning is essential, so too is working to achieve successful outcomes through reinforcement, application and refinement of schemes.
- Pace – there should be high levels of activity, tasks need to be easily and clearly explained with high expectations set for individual and group achievement.
- Inclusive - All children should be provided with equal opportunities to participate in a curriculum in which there are no barriers to access based on race, sex, culture or ability.
- Challenge – high expectations should be set for individual and group achievement. Pupils should be extended both physically and mentally through interesting tasks.
- Differentiation – this should be achieved using tasks and equipment that enable the children to be challenged appropriately and which ensures good progress for all ability groups.
- Decision Making – children should be given responsibility for equipment, group organisation and at times their own learning as they practice and refine skills in order to improve the quality of their performance.
- Peer Learning – Use of sports leaders and working partners in PE lessons enables children to develop skills and evaluate their performance in a collaborative way

Wider Opportunities

In addition to the direct teaching of PE through lessons the school offers opportunities to develop physical literacy through other opportunities.

Clubs

The school provides a range of extra- curricular activities with a KS1 and a KS2 club available every day (apart from KS1 Friday). Most clubs are either sports focussed e.g. Netball, Running or have a physically active element e.g. Forest skills. Parents and TAs support the out of school activity and every opportunity is made to support their training through INSET. All volunteers are DBS checked and meet the volunteer recruitment policy. Any child that has not taken part in extra- curricular activities is invited to 'Find your sport Club in the Summer Term

Community

Local Community coaches are used whenever possible to support and develop the children's learning and pathways to local sports clubs are highlighted and such clubs are showcased in Sports for All days when children undertake taster sessions in different sports.

Inter and Intra School Competition

The school is a member of the Penwith cluster and we take part in level 1 and 2 competitions which give the children the opportunity to take part in the Cornwall School Games.

The sport's coaches in the school take advantage of any other locally run competitions and organise friendly games and festivals with local schools.

The school aims for every child to take part in at least one inter-school event over the course of the year.

In addition to sports day intra school competitions are facilitated by the school's sports coaches every term and are carried out during lunchtimes whilst sports leaders set weekly challenges for both KS1 and KS2.

Active Learning

All teachers have received training and are skilled at including kinaesthetic learning opportunities in all lessons.

Movement breaks throughout the day to cater for sensory needs and two 30 minute workout mornings before school.

Trips and visits occur frequently and often involve physical activity e.g. climbing Brown Willy on a geography field trip. In addition, one class takes part in Outdoor Class every week.

PE and School Sport Premium.

Sports Premium funding has allowed the employment of specialist PE teachers and coaches to deliver high quality PE lessons across the school in addition to providing professional development for staff. All external specialist are DBS checked and meet the school visitors' policy.

The staff regularly access meetings and courses through ARENA and Penwith cluster and provides them with opportunities for individual and collective Continual Professional Development.

A PE and School sport premium plan is developed annually and the premium spend is reported on the school's web site at the end of each academic year. This includes detail of the intended actions how they have been implemented and the impact to date. It also reports annually on the number of Year 6 children who can swim 25 metres which is a requirement of the grant.

Health and Safety

Safety is paramount when planning PE activities. The learning environment and equipment is maintained and checked regularly with the subject leader being responsible for purchasing and maintaining equipment and resources. The mats and benches in the hall are checked annually by an independent technician.

The children are encouraged to consider their own safety and the safety of others. They are taught how to move and use apparatus safely under supervision.

The school has revised its uniform policy so that all children are able to undertake physical activity including PE in the clothes that they arrive to school in.

Children taking part in particular sports clubs and inter/intra school competitions have to wear appropriate clothing e.g. shin pads in football.

Children are given appropriate safety guidelines for carrying out physical activity outside of school e.g. road safety when off-site running or 'bikeability'.

No jewellery or watches are to worn for any physical activity, long hair should also be tied back.

Curriculum Impact

Assessment, monitoring and reporting.

Teacher's assessment in PE takes place through observation during lessons and follows the Arena bronze, silver and gold assessment scheme.

At KS 1 and 2 assessment is carried out at the end of each unit of work.

Class teachers make an annual assessment of effort and achievement for each child as part of the child's annual report to parents. This information is passed on to the next teacher at the end of the year.

Teachers are also encouraged to assess children's knowledge and understanding of health and well-being and leadership skills using the Arena statements for guidance in their teaching and assessment.

The subject leader ensures that the PE curriculum is delivered throughout the school through monitoring, learning walks, lesson observations and discussion with staff and pupils.

Examples of best practise and evidence of good/outstanding teaching of a clear progression of skills is kept in electronic and hardcopy form using photographs and videos to highlight good practice.

All children are given a 'Sports passport' and work towards gathering evidence (3 occasions) of when they have demonstrated the School Sports Values.

Pupil consultation is carried out on a termly basis with the sports leaders and student council to monitor the impact of PE and identify changes which need to be made for continuous improvement.

A spreadsheet is used to monitor and track participation in after school clubs, physical activity sessions and competition and to identify where extra intervention can be targeted.

Performance management meetings of sports leaders evaluates the success of the previous year's action plan for PE, including the efficacy of Sports Premium spending, before setting targets for the coming year which are reviewed on a mid-term basis.

A designated governor acts as a critical friend to the sports leadership team and helps them gather evidence and scrutinise action plans made.

Gwinear School Concepts and Skills Progression

(See Arena schemes of work for progressions within each unit and each sport)

Class 1 Year R & 1		Autumn		Spring		Summer	
		1	2	1	2	1	2
	Lesson 1	Fundamentals 1	Fundamentals 2	Gym	Dance	Athletics	Swimming
	Lesson 2	Continuous Provision					

Class 2 Year 1 & 2		Autumn		Spring		Summer	
		1	2	1	2	1	2
	Lesson 1	Dance	Gym 1	Dance (Samba)	Gym 2	Athletics	Strike/Field
	Lesson 2	Fundamentals	Football	Games 1	Swimming	Cricket	Games 2

Class 3 Year 3 & 4		Autumn		Spring		Summer	
		1	2	1	2	1	2
	Lesson 1	Hockey	Football/ Swimming	Tag Rugby	Basketball	Athletics	Alternative Sports
	Lesson 2	Netball	Gym	Dance	OAA	Cricket	Strike/Field

Class 4 Year 5 & 6		Autumn		Spring		Summer	
		1	2	1	2	1	2
	Lesson 1	Netball	Tag Rugby	Gym	Alternative Sports	Athletics	Tennis
	Lesson 2	Hockey	Dance	Swimming	OAA	Cricket	Strike/Field

