

# STONEBRIDGE PRIMARY SCHOOL

## INTENT STATEMENT



### CURRICULUM LEADER INTENT STATEMENT | Physical Education

#### Curriculum Principles

- Our school motto “**Learning for Life**” will be reflected through the balance of our value led and academic education with a strong emphasis on literacy and technology.
- We offer an exciting and relevant curriculum which is enriched with a variety of experiences.
- All children will feel safe and secure and will be responded to as unique individuals, they will be encouraged to develop outstanding behaviour for learning in order to reach their full potential.
- Our curriculum supports children’s physical, social and emotional wellbeing, having a positive impact on their mental Health. This will ensure our pupils are rounded and confident individuals.
- We provide investigative and creative approaches to learning and are developing opportunities for collaborative learning.
- We aim to provide a relevant, broad and diverse curriculum which reflects our school community.
- There will be a deep sense of justice and equality; we will celebrate the great depth of diversity, as well as those things we have in common as a school community, ensuring everyone has a voice that will be listened to.

#### Leadership Context:

*I have been the PE Leader for the last 6 academic years since September 2017. In that time, I have attended events like Healthy school of London (2017-19) and have completed Swimming first AID and Swimming instructor level 1 and level 2 ASA and a course on PE Premium.*

*I have supported the NQT’S for the last 5 years, monitoring their PE sessions, giving advice and team-teaching.*

*I observe the class teachers’ PE sessions at least once a month, and hold weekly meetings with them to discuss the progress and development of their PE sessions. All the class teachers have access to lesson plans created by me, according with the PE activities and topics that they are responsible for. I always ensure that we go through the details tougher and take time to explain how I think we can achieve our daily and long-term objectives.*

*Each half term I assess the students in all classes to check their overall progress (both in my own PE sessions and in the class teachers sessions). Afterwards I discuss the impact of PE sessions individually with class teachers and discuss any specific areas for improvement. Each term, the pupils’ starting points in PE correspond with the expected band for their age group. If any students are below that level, I personally design a specific plan for each one and adapt my PE lesson plans to cater to their needs and enable them to meet the targets shared by the rest of their year group.*

*Pupil outcomes in this subject are very positive. Our students have improved a lot in their PE sessions since 2017, specifically in areas like Gymnastics, coordination, body balance. At KS2 we have also seen a big improvement in sport tactics and skills.*

*I have created my own assessment-evaluation cards based on the national curriculum, which represent all the objectives of PE in a way that is clear, structured and allow teachers to quickly monitor the progress of each child. The key purpose of this is to ensure that pupils make progress through each year group, acquiring and applying key knowledge, so that they at least meet the agreed age expectations in PE. As outlined above, this is achieved by ensuring that planning meets the requirements of the school’s agreed curriculum and the effective use of resources.*

#### Leadership:

##### Planning

- Design clear objectives for PE that are tied to the national curriculum
- Adapt the curriculum to suit our students
- Identifying areas for improvement and designing lesson plans to effectively address them

##### Monitoring

- Observe PE sessions led by class teachers every day

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- Use a range of observation methods to track how well pupils are attaining compared with expectations so that we continually have a clear idea of which students are falling short of expectations, meeting expectation and exceeding expectations
- Provide regular feedback to TAs and class teachers

### Accountability

- Collect data for each student to determine their ability level and support needs

### Support

- Lessons are constantly adapted to take into account any special needs, so that all students are able to achieve the final objectives. The teachers who have to teach the PE sessions receive all adapted resources to support them to develop their PE sessions.

### Mentoring

- I have weekly meetings with class teachers where we go over the key knowledge and objective of each lesson will be taught.

### Challenging

- There are 'stretch' activities in every lesson plan to challenge students who are high attaining. This is to encourage students not just achieve the objectives that the national curriculum has set for their age, but also to progress even further.

### Vision and Intent:

My objectives for PE in The Stonebridge School are:

- Tackle the obesity problem among primary school aged children in the UK, which is a particular problem in our local area.
- Enable our students to practise and compete in a range of sports that may not be offered to them outside school in the wider community.
- Close the gap between our students and others in the UK in terms of time spent doing exercise.
- Engage parents and students in sports competitions and physical activity.
- Encourage children to associate wellbeing with sport.
- Promote inclusion in wider society through sport and healthy lifestyles.

### Sequence and coherence and knowledge skills and understanding expected by the end of Key stage

At the end of KS1, students will:

1. Acquire and develop skills
  - Copy and remember actions
  - Repeat and explore actions with control and coordination
2. Evaluate and improve
  - Talk about what is different between what they did and what someone else did
  - Say how they can improve
3. Health and fitness
  - Show how they exercise safely
  - Describe how their body feels during different activities
  - Explain what their body need to keep healthy.

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4. Dance
  - Dance imaginatively
  - Change rhythm, speed, level and direction
  - Dance with control and coordination
  - Make a sequence by linking sections together
  - Link some movement to show a mood or feeling
5. Games
  - Use hitting, kicking and/or rolling in a game
  - Stay in a 'zone' during a game
  - Decide where the best place is to be during a game
  - Use one tactic in a game
  - Follow rules
6. Gymnastics
  - Plan and show a sequence of movements
  - Use contrast in their sequences
  - Control their movements
  - Think of more than one way to create a sequence which follows a set of 'rules'
  - Work on their own and with a partner to create a sequence.

At the end of KS2, students will:

1. Acquire and develop skills
  - Apply their skills, techniques and ideas consistently
  - Show precision, control and fluency
2. Evaluate and improve
  - Analyse and explain why they have used specific skills or techniques
  - Modify use of skills or techniques to improve their work
  - Create their own success criteria for evaluating
3. Health and fitness
  - Explain how the body reacts to different kinds of exercise
  - Choose appropriate warm ups and cool downs
  - Explain why we need regular and safe exercise
4. Dance
  - Develop imaginative dances in a specific style
  - Choose their own music, style and dance.
5. Games
  - Explain complicated rules

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- Make a team plan and communicate it to others
  - Lead others in a game situation
6. Gymnastics
- Combine their own work with that of others
  - Link their sequences to specific timings.
7. Athletics
- Demonstrate stamina
  - Use their skills in different situations
8. Outdoor/adventurous
- Plan a route and series of clues for someone else
  - Plan with others taking account of safety and danger

### **Implementation (Curriculum plan and delivery + Enrichment)**

As the subject leader for PE I'm responsible for the following:

1. Monitoring PE across the school in weekly PE lesson with every year group including Nursery
2. Ensuring curriculum coverage by providing an organized time table of PE topics and lesson plans to all the members of staff. Also, by having weekly feedback meetings with the teachers.
3. Organizing after school clubs, visitors coming in to school and going to different sporting events. There are currently 21 extended day clubs and we have had 3 external visitors in this year to teach children about Yoga, Cricket and Cycling.
4. Informing senior leaders about the curriculum and outcomes in PE, by completing performance management objectives every year and providing verbal feedback monthly.
5. Sharing best practice in PE across the school by providing lesson plans and demonstrations to class teachers ahead of their PE sessions and inviting staff to share their own interests and expertise with pupils at the extended day clubs.
6. Ensuring that the PE curriculum is effectively resourced by carrying out an inventory check every year and ordering replacement or new equipment when needed.
7. Designing a clear time table with the space in the school where teachers can teach their PE lessons effectively. We have 3 main sports sites that are each appropriate for different activities so this needs to be considered as well as the time taken to get to each site for the time table to work well.
8. Providing lesson plans with differentiated tasks so that all students can access the learning objectives. Teachers use their own judgement to implement the tasks as necessary.
9. Deploying teaching assistants in lessons so they are always supporting students with the greatest needs, and showing them what method will work best for each student.

### **Impact**

I'm able to demonstrate that pupils reach end of Key Stage expectation in PE by:

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1. I have designed a monitoring system to track each student's progress against the skill and knowledge they need to have at the end of a PE topic. Approximately 80% of our children in all year groups are meeting the band that corresponds with their age.
2. Children who are under-performing in PE are encouraged to get involved in other extra physical/sports activities, for example lunch clubs and competitions, which has helped some to pass the year objectives in PE.
3. I have noticed that, compared with other locals school, our students' knowledge and understanding of different sports is consistently better, which allows them to perform very well. For example, our students' had a very good understanding of the rules of rugby and as a result were able to understand the game and play as a team better than their opponents.
4. Our students have the opportunity to regularly explore and practise a range of sports and activities that, as far I'm concerned, no a lot of other schools offer, for example, cycling, fencing, archery, chess, tennis, badminton, orienteering, outdoor activities and yoga. These have a positive impact on our students' wellbeing and help to cultivate a positive attitude to sport.
5. 50% of our students are involved in an extended day club at school, which has increased their weekly physical activity by at least one hour.

- **PE Kits**

Pupils are expected to come to school wearing their full PE kit on their PE day, to eliminate changing time and maximise learning time. Staff should wear appropriate clothing and footwear for their own safety and to set a good example to pupils. All pupils should wear clothing that is fit for purpose, according to the activity, environment, and weather conditions. The correct PE kit includes, dark/ grey jogging bottoms/ shorts, blue polo shirt and plimsolls/ trainers.

The 'PE Kit Register' is an initiative to encourage children to take ownership and responsibility of the resources that they need to participate in PE safely. Points are awarded to each class at the beginning of each lesson dependent on the number of children who have a full PE kit. Half- termly rewards are awarded to the year group who are the most consistent in wearing a full PE kit to each lesson.

Staff must be sensitive to requirements of various faiths (e.g. girls may need total leg coverage). In gymnastics and occasionally dance, barefoot work is the safest because the toes can grip.

- **Jewellery**

All jewellery must be removed for PE. Religious items must be tapped or covered prior to the lesson. Where possible, hair must be tied to prevent entanglement in apparatus and to prevent it obscuring vision.



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- **Non- participants**

Where pupils cannot participate in PE for medical or religious reasons, a signed note must be brought in from home. Non- participants should be encouraged to take on additional roles within the lesson such as, referee or coach. Peer observations will ensure that the non- participant is still gaining knowledge and understanding throughout the lesson. This is clearly dependent on the age and stage of the pupil's involved and so should be at the teacher's discretion.

### **Staff Continued Professional Development**

Staff should take part in professional development to ensure secure subject knowledge, awareness of health and safety procedures and up to date knowledge. Staff should be proactive in finding and attending such courses to develop their needs. Wider PE teaching staff will be encouraged to collaborative, share and plan ideas to ensure consistency across the school.

### ***Primary PE and Sport Premium***

Each academic year the school will receive new 'Primary PE and Sport Premium Funding' in addition to the annual PE budget allocation.

The funding is calculated for each academic year and must be spent on any 5 of the following indicators:

1. The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.
2. The profile of PE and sport being raised across the school as a tool for whole school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.



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4. Broader experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

A mid- review report on how the money has been spent and the impact it has had must be reported on the school website by the end of the summer term.

### **Health and Safety- ‘Safe Practice in Physical Education and Sport 2012’**

Staff have a duty to keep themselves and pupils safe in lessons. Visual checks will be completed at the start of each lesson to ensure the work area, equipment and pupils are safe to participate. Pupils will be encouraged to take responsibility for their own safety.

Careful consideration must be taken when planning and delivering lessons, ensuring that lesson content, equipment and workspace is suitable to the needs and age of each class. A clear and consistent lesson structure will be established, including appropriate warm up, skill development, skill application and plenary (including appropriate cool down where possible).

All safety points should be communicated to pupils at the beginning and throughout each lesson. Staff have a responsibility to ensure that pupils adhere to safe practice when moving, setting up and dismantling any equipment or apparatus.

Water provision, additional clothing and sun protection will be available as a safety factor according to the weather conditions or demand of the activity.

Staff should be aware of any medical conditions that their pupils may have and the impact that this may have on their learning. If an accident occurs in PE, the pupil must be sent to welfare and in the case of serious injuries, the welfare officer will make the appropriate decisions.

### **School Travel**

There has been a focus to encourage more of our pupils, parents and the community to cycle & walk to school. We have promoted cycling and walking through ‘Road Safety’ week and the Sustrans Big Pedal competition. Along with health and environmental PE 2022-2023 benefits, we also recognise the confidence and independence it instils in our pupils such as the ‘Bike It’ crew among others. In



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2022- 23, we had pupils consider their journey to school and think about how they can be role models for active travel and persuade or inspire others.

### **Extra- Curricular Provision**

The school offers a broad range of activities that reflect traditional and non- traditional sports. To maximise pupil participation, the PE apprentice along with wider school staff support the PE specialist with the delivery of clubs. Lunchtime and after-school clubs are regularly delivered throughout the week. There are a number of clubs that cater for different target groups which provide enabling, extending and enrichment opportunities. Often external agencies will be drafted in to deliver clubs such as tennis and cricket.

Pupils are provided with equipment to use at break and lunch times which is located in outdoor cupboards. KS2 sports leaders are trained to deliver playground activities to KS1 children each lunch time and TA's are encouraged to deliver structured activities to pupils.