



PE



Vision: 'Every child leading a healthy and active lifestyle.'

Intent: What do we hope to achieve by teaching PE?

During their time at Binfield C.E. Primary School (V.A.) we aim for all pupils to experience being and developing the characteristics needed to lead a healthy and active lifestyle.

We believe that leading a healthy and active lifestyle include:

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practice skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply the skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- Healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising an officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE, a willingness to participate equally in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extracurricular sport.
- The ability to swim at least 25 m before the end of year six and knowledge of how to remain safe in around water.

Implementation: How is PE organised and taught?

The PE curriculum is based upon the Early Years Foundation Stage Curriculum and the National Curriculum. In YR, PE is integrated within:

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development
- Expressive Art and Design

In Years 1-6, we have divided the PE curriculum into Breadth of Study (what knowledge needs to be studied/what context the learning is done through) and Threshold Concepts (the big ideas and skills that need to be taught, repeated and built upon over time so that the learning is progressively deepened). In PE, we use 'Create Development's, Real PE', a bought-in, structured PE development programme. This is used to support teaching PE progressively, and building knowledge and skills across and within year groups. It is designed to support



specialist and non-specialist teachers and comes with a wide range of supporting resources so that all staff confident to teach it. It includes online resources, demonstrations and progression across all year groups.

There are two units of work to be taught per term. Links are made to previous learning and to other areas across the curriculum. The online resources provide access to a wide variety of skills to be demonstrated and teaching resources. PE lessons will normally be taught twice a week (once for approx. 30-45 minutes with the class teacher and another for 1-1.5 hours by a PE coach).

In addition to taught PE lessons in class, some year groups have the opportunity to have sessions delivered by a specialist coach and some children get the opportunity to attend a festival held by Bracknell Sports Partnership. We also enter over 40 competitions and festivals held within Berkshire each year. Children attend to either learn new skills, develop their existing skills or use their skills in a competitive environment.

This is to enhance the children's sporting abilities, provide them with the opportunity to compete against other children from around the county and learn new skills. Intra house competitions are also integrated into each Key Stage 2 year group, at the end of a term, enabling all pupils to take part in a friendly competition and apply the skills they have learnt.

There is a termly 'Sharing assembly' where each year group can choose to share some of their PE learning for the term to their parents and the school. X, the school website and newsletters are regularly updated with events and sharing of results.

SMSC is integral within the PE curriculum. Children are exposed to a range of sports/sports personalities, as they explore their own skills. They have the opportunity to meet a range of people from different sporting backgrounds and learn about their skills and routes of success. 'Awe and wonder, 'wow' moments occur as pupils are exposed to a range of sporting talents (live and recorded), ask questions to find out about their lives and can see how the skills they are developing can be used in a range of sporting activities.

Our aim as a school, is to enable as many children as possible to attend sporting festivals and competitions, with other schools within Bracknell Forest. These range from a 'Healthy Minds' workshop to dance, cross country or being part of the football or netball league. Key Stage 2 children also have the opportunity to be trained as young leaders and with playmaker skills, which can then be shared with the younger children.

'Power Tools for Learning'

'Power Tools for Learning' are at the heart of our school's curriculum and we are a recognised 'Advanced Thinking School' (Exeter University). 'Power Tools' are a range of skills, attributes and tools taught from Year R upwards, which support pupils in becoming more independent, thinkers and learners. They include: De Bono's Thinking Hats, Hyerle's Thinking Maps, Claxton's Learning Muscles. Furthermore, within our curriculum, Bloom's Taxonomy (a model/hierarchy of thinking which starts at a simple level and becomes more complex) is integral, ensuring that deeper thinking and learning is required as pupils advance through each stage of learning. Together, these support staff in ensuring that suitable cognitive challenges are integrated across the curriculum and that pupils are equipped with the skills to learn independently, beyond school. We aim to ensure that all pupils are well prepared for the next stage of their educational careers by the time they leave us in Year 6.

Impact: What difference does it make and how do we know?

In determining the impact of the PE curriculum, we are essentially asking the question, 'How well have pupils developed the characteristics of leading a healthy and active lifestyle (as defined above in our **Intent**)?'

We use 2 main methods to determine this: 1. Assessment (quantitative) and 2. Feedback from the pupils, their parents and other stakeholders (qualitative).



Assessment

At Binfield C.E. Primary School (VA), we assess YR pupils using the EYFS 'Development Matters .' We use the National Curriculum, alongside the Real PE assessment.

In YR, pupils are assessed using on-going observation and questioning from staff, which are recorded, this is used to build up a picture of the child's achievements and level of independence over time, and summative assessments are made each term. At the end of YR, a determination is made as to whether the child has met the Early Learning Goal or continue to work towards it.

For Years 1-6, we use our own 'bespoke assessment' based on a 'best fit' model of what a typical child should achieve in each subject area. Assessment is an ongoing process and is used whilst teaching to support pupil learning - revising and revisiting knowledge as necessary, ensuring that pupils 'keep up' rather than 'catch up'. We aim for the highest possible standards and over time, we would hope that standards in PE would be in-line with or even better than outcomes in Core subjects.

A summative assessment is made for each child against the typical/expected standard and a determination made as to whether they have met the standard or not is recorded on the school's tracking system.

Feedback

We also value the feedback from the pupils themselves and from other stakeholders. These are captured informally (during lessons, after events and festivals) but also more formally too e.g. through questionnaires, and comments submitted to the school.

This is what some of our stakeholder's say:

It's really fun in PE and I enjoy representing our school - Y4 pupil.

It's wonderful that my child gets to experience new and different sports, in a supportive but competitive environment.

Sports Week at Binfield is well organised and a highlight of my child's year. They look forward to hearing from different sports men and women, whilst trying out new skills. It's really inspirational!

It was an absolute pleasure to host you all from Binfield Primary. I must say your students were polite, and showed impeccable manners, as well as coming across as well-rounded individuals.

I've been impressed with the breadth of activities covered. There are lots of opportunities for the children to take part in external activities and competitions too, which they thoroughly enjoy.