



### Rationale

“Physically educated persons are those who have learned to arrange their lives in such a way that the habitual physical activities they freely engage in make a distinctive contribution to their wider flourishing” James MacAllister

At Mount Street we are Athletes! We want children to be inspired to live a healthy and happy life and we aim to develop a love of sport and physical activity in all children and inspire them to become lifelong active people when they leave us. We believe that in order to achieve this, it is our role to provide as many engaging activities and experiences as possible. We take great pride in working collaboratively with Premier Education to deliver the highest standard of Physical Education. By integrating coaches into our P.E lessons it enables our children to gain specialist knowledge and activities that we would not normally be able to provide e.g. balance-ability in the Early Years, Fencing in Year 1 and Archery in Year 2. This partnership also enables our staff to gain continuous professional development via training sessions throughout the year to ensure that they deliver P.E lessons to the highest standards. We display our school values through PE, with particular focus on Determination and Aspiration. We seek to organise as many inspiring events as possible for children to open their minds to aim high, an example of this was our Olympian Visit. Children were sponsored to engage in a fitness circuit and also had the opportunity to listen to an inspiring and extremely engaging talk from Olympian, Joe Roebuck! Here at Mount Street Academy we encourage friendly competition. It is extremely important that children are able to work as a team, but it is just as important that they are able to play competitively and accept winning or losing in a friendly manner. Competition is experienced through external events for KS1, and through our Sports Day in the summer for Reception, Year 1 and Year 2.

### Progression

In line with our curriculum design across MSA, our PE curriculum is diligently sequenced to ensure knowledge gained is cumulative. This aids progression as well as frequently allowing children to draw on previously acquired knowledge through retrieval strategies. Learning is sequenced so that established ideas can be linked to new learning, supporting pupils in developing their abilities through understanding the coherent and connected nature of the subject.

By the end of Year Two, a Mount Street child will ...

have developed balance, agility and co-ordination and begin to apply these in a range of activities

have mastered basic movements, including running, jumping, throwing and catching

use simple movement patterns

be able to participate in team games, and have developing simple tactics for attacking and defending



engage in friendly competition against themselves (personal best) and with others

perform dances

## Intent

Here at Mount Street in PE we want children to aim high in their Physical Development and we do that through continuously setting high expectations. We expect children to master basic movements, coordination and balance and this is something that starts in Nursery at an acquiring level. Children then build upon these skills throughout Reception and KS1 where they will master the skills taught. We use P.E to help children become more confident and explore their strengths, both physically and mentally. Working with children aged 3 – 7, we know that physical skills are not limited to what our children learn in PE lessons. Therefore we support our children in being able to learn, acquire and apply their increasing ability to balance and coordinate themselves across all aspects of school life in order for them to be able to successfully complete basic independent tasks. It is also important for our children to understand basic movements, teamwork, rules of games and tactics in order for them to be successful when socialising both inside and outside of school. Our P.E curriculum follows the age related expectations of the Early Years Framework and the National Curriculum to ensure that all Physical Development and PE aspects of learning are covered and that children are able to build upon knowledge learnt in each year of school in a cumulative way – supporting them to know more and remember more.

In our Early Years, Physical Development is broken into two aspects, Gross Motor Development and Fine Motor Development. We intend that in Early Years development our children begin to master their core strength, balance and coordination and that as they move through their time in our Early Years, these skills and abilities improve. It is also important that their Fine Motor Development is developed and improves and for them to be able to complete intricate tasks and be able to hold a pencil. Physical Development is not exclusive to PE sessions, and therefore whilst children engage in PE lessons, there are many opportunities to acquire and apply these skills both within and outside of PE lessons.

P.E is carefully and deliberately planned and inclusive for all. At Mount Street, we work hard to seek to enable all children to have the same opportunities and therefore in these circumstances careful planning and adaptation of a lesson/activity is ensured. For those children who need further support with their Physical Development/PE skills, our coach takes children out for PE intervention. The interventions vary depending on the child's needs and covers a breadth of knowledge and skills e.g. practising turn taking, developing resilience etc. These interventions are carried out weekly and enable children to aim high, achieve the age related expectations for PE as well as build a passion for the subject outside of the lesson.

## Implementation

In EYFS, PE is one of the three Prime Areas of Learning and underpins the development of other many other skills such as reading, writing and attention. It is therefore a main focus and its development is encouraged in both the indoor and outdoor provision. Specific provision areas and resources have been developed within Nursery and Reception for children to learn and practise specific skills including balancing, climbing, jumping, throwing and catching, kicking and moving in a range of ways.

Children in Nursery access weekly adult led gather times where they focus on specific Physical Development skills and children in Reception access one 30-minute discrete PE lesson each week which focus on developing a particular skill using a varied range of equipment including parachutes, benches, balls, mats and climbing apparatus. Emphasis is placed on the knowledge and skills being acquired, but also on fun, engaging and enjoyable PE sessions for the children which aim to inspire a love of sport and physical activity.

In Nursery and Reception in addition to adult led PD sessions, additional opportunities for Physical Development and movement are built in throughout the day. Children have continuous opportunity to create their own play experiences, take risks and explore their strengths and weaknesses. The outdoor area also enables children to continually improve their core strength, balance and co-ordination. The EYFS team prioritise children's fine motor skills in order to prepare them for writing and completing intricate tasks. The EYFS team plan fine motor activities through their continuous provision as well as through the use of dough disco, brain break physical activities, action rhymes/songs, Cosmic Kids etc to support these opportunities, when appropriate. Parents are able to track their children's development in Physical Development/PE through regular updates on Tapestry and at Parent's Evenings. Reception parents are also invited into school to support their children during Sports Day in the Summer Term. In the Nursery and Reception, children are introduced to the word 'healthy' and what this means. Children are given opportunities during their PE lessons as well as through other appropriate activities within provision to observe and discuss the physical effects that being active has on their body. They are encouraged to talk about how they link all of this to 'being healthy'. Adults plan focus activities during the academic year which enable the children to explore a range of foods and develop an understanding of which are healthy or unhealthy and the reasons why.

In KS1 Physical Education is timetabled as two x one-hour sessions per week. In these sessions children build on the fundamental skills taught in EYFS and aim to master them by the end of Year Two. In Year 1 and 2, one lesson per week is taught by the Mount Street teachers, the second lesson of P.E is then delivered by either the class teacher or a Premier Education coach depending on the rotation of the sporting professionals. Coach rotates around each year group each half term (including Nursery) to ensure all children and staff benefit from their expertise. As well as allowing children to experience a high level of expertise in lessons, Coach also acts as a mentor for staff members, particularly those less confident in the subject. Shadowing a coach and observing an effective PE lesson enables staff to feel more confident when delivering their own lessons and when addressing misconceptions. We recognise that it is vital that misconceptions are addressed in any subject in order for children to really understand the area of learning correctly and make at least good progress. Misconceptions are addressed immediately in PE and with effective mentoring from Coach, staff are well equipped to notice these by observing children within a lesson.

The PE curriculum and learning from Nursery to Year Two is carefully sequenced to ensure that children build upon previous learning and are constantly able to return to what they have learnt before as well as acquire new knowledge and skills, in order to strengthen their long-term memory of the subject.

PE planning at MSA is carefully organised with reference to our P.E Hub, the Early Years Foundation Stage Statutory Framework, the National Curriculum and collaborative work with the Premier Education Coaches. The P.E subject lead works with the coaches that teach in school to provide an engaging, challenging and inspiring scheme of work.

Developing staff subject knowledge in PE is key to the success of our PE learning and developing the children's subject knowledge. We ensure this through effective PE CPD and training sessions for staff. Premier Education offer us 20 hours of CPD training each year and this can be used however we need to, in order to develop and strengthen staff subject knowledge and confidence. Planning formats for PE are clear, well sequenced and available to all in advance of all PE lessons via the PE Hub. Both teaching staff and coaches access the PE hub planning to observe how effective lessons are sequenced and how they build upon what has already been taught, ensuring fluency and progression.

PE hub planning also ensure wider PE opportunities and continuous provision are carefully planned for each year group to ensure that each year the children are exposed to something new and exciting. The correct equipment and resources in P.E are vital for successful lessons. The PE subject lead carries out a resource audit each academic year, ensuring that we have the right equipment to meet the needs of our PE curriculum, and that it is in a good condition. The PE lead then repairs equipment or orders more if needed. The Premier Education Coach also brings their own PE equipment in for lessons to ensure they have what they need to deliver high quality teaching.

Feedback is regularly given to children regarding their Physical Development/acquisition or application of knowledge or skills in PE. This is done verbally throughout lessons or during provision learning time. This feedback enables children to understand their strengths and work on their next steps. Teachers also use this feedback and their observations to plan their next sessions and activities accordingly.

Assessments are carried out termly to ensure effective tracking of children's fluency and understanding of the topic. This is collected using the PE Hub assessment document which uses a traffic light system. This format of assessment enables teachers to be able to recognise progress and see next steps for each child easily. This form of assessment can also help teachers notice which areas of learning need to be revisited and to effectively adapt their teaching to fit the children's identified needs. To support the revisiting of learning, it is important to know whether or not children have grasped the objectives and subject specific vocabulary from the previous year. It is easy to see at Mount Street where children should be in each stage of each year group, with what units of work in Physical Education have been covered available to all teachers via the P.E hub, online.

As referenced above, PE at Mount Street is not restricted to PE lessons. PE is linked with English when focusing on fine-motor skills. Children are introduced to a range of activities to improve their pencil grip from Nursery through to Year 2 if needed. P.E is also linked to English when discussing verbs. In KS1 when learning about verbs and instructions, physical verbs are often used to enable children to understand what a verb is. P.E has a large link to Science at Mount Street. From EYFS through to Year 2 children are taught about what a healthy lifestyle looks like including healthy food and exercise that we can do to make our bodies happy and healthy. In KS1 children even investigate the effect that exercise has on our bodies and record it. P.E is linked to Music at Mount Street as children have opportunity to express themselves through music when studying Dance and Gymnastics.

During our 'Fit to Fly' week, children have opportunity to engage in a variety of P.E related activities. In Year 1, children make healthy eating art sculptures, in Year 2 children follow instructions they have made to create their own fruit kebabs and during the fitness WOW day children also have the opportunity to learn about the sport they are engaging with and where it may have originated from.

Physical education is also highlighted and delivered through PSHE. In our JIGSAW PSHE programme we cover a variety of healthy lifestyle sessions in our 'healthy me' unit of work. This enables children to explore different aspects of what being healthy means in a more specific framework.

At MSA, our children engage in local competitions against other schools. Promoting friendly competition is an ongoing target for our P.E sports premium statement and one we think is extremely important. Premier Education also provide competitions in which we take great pride in participating in. The local competitions are for both Year 1 and 2 children. Our whole school sports day is hosted at our neighbour University (Bishop Grosseteste University). Children and parents thoroughly enjoy this event, and it not only promotes healthy competition, but also determination and aiming high. There are further opportunities for children to engage in physical activity through visitors and events, e.g. KS1 have opportunity to have a visit from a local Martial Arts Academy.

Other engaging opportunities planned into P.E includes:

- In the early years, children can engage in balance-ability, using the bikes provided by Premier Education.
- In Year 1, children can take part in Fencing with the Premier Education coaches delivering a highly motivated and knowledgeable set of lessons.
- In Year 1, the children have the opportunity to engage with a Skatepark, brought in from outside providers.
- In Year 2, children have the opportunity to engage in Archery, provided by the Premier coaches.
- In Year 2, children have the opportunity to take part in climbing. We are lucky enough to have a climbing wall once a year in our playground, organised externally.
- KS1 children have the opportunity to engage in a variety of competitions, tailored to their year group.

Physical Education is also timetabled in for a whole week at the end of the first term from Reception to Year Two. Fit to Fly week is held in the last week of the first term and consists of a variety of physical activities, threading physical education through other subjects.

Examples of what we do in Fit to Fly week:

- Fitness WOW day with a range of sports and activities such as Zumba, Yoga and Body combat.
- Inspirational visit from a sportsperson.
- Martial Arts workshops.
- Cross-curricular links e.g. fruit sculptures in Art and physical verbs for instructions in English.
- Sponsored circuit/marathon.

SMSC in PE:

Spiritual development in physical education

Physical education is a great way for children to be expressive, learning about themselves and others in a variety of ways. Children are often given the opportunity to use their imagination to solve problems and express themselves.

Examples of how spiritual development is expressed in P.E:

- Being creative in Dance and Gymnastics when constructing own routines.
- Being creative with attacking and defensive tactics.
- Using music and imagination to aid expression with movement.
- Reflecting upon their own and other's performances.

- Showing determination when engaging in team games.
- Displaying emotions through Dance.

#### Moral development in physical education

Physical education is a great way to encompass teamwork, confidence, etiquette and general sportsmanship. Children are rewarded for their attitude and self-discipline when learning within P.E and know that it is not always about winning but being determined and aiming high.

#### Example of how moral development is expressed in P.E:

- Inspirational visits from outside agencies-Children are exposed to inspiration talks from sports people that have aimed high such as our visit from Olympian Joe Roebuck and our KS1 visit from a martial arts agency.
- Children are taught about fair play and teamwork within lessons.
- Children are rewarded for showing determination and aspiration.
- Children have the opportunity to make decisions and figure out which solution will be most effective.
- Children are taught to respect the equipment they are using and one another.
- Children are expected to show respect towards their teacher/coach by listening and trying their hardest.

#### Social development in physical education

As well as children flourishing academically here at Mount Street, another area in which we aim to help them grow is socially. It is of great importance that children are able to communicate their ideas and feelings to others of all different backgrounds. P.E helps children strengthen their range of social skills in a variety of contexts. Children are also able to develop their social skills through working with others both in school and through outside games and competitions.

#### Examples of social lessons in P.E:

- Encouraging children to work with others and respect their peers despite their social differences and background.
- Creating a sense of community when in lessons or afterschool clubs.
- Taking part in internal and external school competitions.
- Celebrations of sporting successes both in and out of school. This is done during lessons and assemblies.
- Promoting teamwork in lessons to show children that working together is the best way to achieve their goal.

#### Cultural development in physical education

Physical Education at Mount Street strives to promote respect and positive attitudes to all participating within the lesson, regardless of religion, ethnicity and socio-economic groups in the community. Teachers and coaches embed positive values and attitudes into the children, helping children to see that their physical ability is not defined by their cultural differences, but their internal attitudes and behaviours.

#### Examples of cultural lessons in Physical Education:

- Learning about the origin and development of sports in different countries.
- Learning about athletes from all backgrounds.
- Celebrating worldwide events such as the World Cup and the Olympics.
- Exploring and respecting a variety of dances e.g. Diwali dancing.

## Impact

In P.E all of our children develop detailed knowledge and skills through our ambitious and carefully planned curriculum. When our children leave us in Year Two they will have been given the best opportunities to develop their learning and to prepare them for PE education in KS2. Our children will have experienced effective PE teaching from class teachers in collaboration with Premier Education Coach. If/when they have arisen, misconceptions from both children and staff will have been addressed immediately. Children will view PE to be a subject that is exciting, engaging and fun through experience of new and challenging experiences both inside and outside of school. Our children will be able to take their skills from lessons in school and apply these in the wider world when completing tasks independently and in teams. Children will know and understand the connection between the physical and mental aspects of Physical activity and moving their bodies. Our children will demonstrate good sportsmanship qualities, such as determination, aspiration, resilience, good teamwork, empathy and patience. Our children will have all experienced accessible PE lessons that have been adapted/differentiated for those that need it.

At Mount Street, P.E is not just taught as an isolated subject. Physical development is threaded through many other areas of learning, as previously identified. This careful and deliberate planning for connections between areas of the curriculum, will have enabled our children to continue their passion for physical development and show progress in more than one subject at once.

### Assessment:

We use our assessment framework carefully to identify areas of development and to assist with planning where skills need to be taught again. The PE Hub planning document is easy to use and shows clearly where children are at, following the colour coded traffic light system in each unit. Assessment of each class is also held on the school shared drive for the teacher in the subsequent year to refer back to when planning for the children. Children that have found particular skills difficult will be highlighted and their new teacher/ coach will be able to provide interventions for them.

In EYFS, children are assessed regularly against the Prime Area of PD and these observations are uploaded onto Tapestry. These assessments may be a photo or video demonstrating how the child is demonstrating their physical development skills next steps. Teachers can use these assessments to inform their future planning; they can assess the child's next steps and use this to inform the continuous provision or next PD gather times/PE lessons.

In KS1, teachers assess children and provide feedback verbally. PE lessons allow both class teachers and coach to have conversations with children and to observe their practical application of their PE knowledge and skills, which shows what the children understand and how effectively they have gained skills and knowledge. Furthermore, the activities which then take place following the PE lesson inform the class teacher of the children's understanding and skills application further in other contexts. Teachers then use this to inform future planning and adapt where necessary. It is important to note that the assessment of PE will mostly be done from observations of children and the way that they conduct themselves.

The PE subject leader has a clear role and overall responsibility for the progress of all children in PE throughout school. Regular tapestry/topic folder looks, learning walks, planning scrutiny and child voice interviews provide the overall picture of PE across school and supports the monitoring and evaluation of the intent and implementation outlined above, allowing for exploration and challenge. The key focus for this is to seek:

<u>PUPIL VOICE</u>	<u>EVIDENCE IN KNOWLEDGE</u>	<u>EVIDENCE IN SKILLS</u>	<u>BREADTH AND DEPTH</u>
Through discussion and feedback, children talk enthusiastically about their PE lessons and speak about how they love learning.  They can articulate the context in which PE is being taught and relate this to real life purposes.	Pupils know how and why PE is used and is evident in the outside world and in the workplace.	Pupils use acquired vocabulary in PE lessons.  They have the skills to use acquired knowledge and skills independently, they can show the DREAM Team Values, demonstrate resilience, aspirations, seek to improve and beat themselves and others in healthy competition.	Teachers plan a range of opportunities to use PE inside and outside school and know and understand the links between PE and other areas of the curriculum and make these clear to the children when teaching them.