

PE

Intention, Implementation Impact

Intention
<p>We were determined to explore an approach and supporting resources that would directly align with the vision and values of our school. We know active, healthy children achieve more. It was essential that Physical Education supported the philosophy of our School, developed the whole child and that every pupil felt included, challenged and supported. We wanted a programme of training and materials that, with the subject leader's guidance and mentoring, enabled all teachers and support staff to deliver exciting and engaging lessons with the confidence over time to deliver outstanding outcomes for all children. It was essential for us that we could demonstrate and evidence clear impact of learning, perceptions and positive behaviours and make the very best sustainable use of our sports premium spend. We believe we can create an enabling environment in PE where young people feel included, valued, challenged and supported to achieve their maximum potential, in school and in life. Create Development share our ambition and have a vision to create positive relationships with physical activity for life. Their vision is to redefine what's possible for PE, Sport and physical activity through a new, positive and inclusive culture. Real PE is a PE curriculum philosophy and approach, which helps ALL children develop the physical literacy, emotional and thinking skills to achieve in PE, sport and life. It places the learner at the heart of practice with the ultimate goal of transforming how we teach PE, applying all of the high quality learning and teaching skills that have become the norm in other subjects. It supports teachers and other practitioners to make small changes that will have a significant impact on their learners.</p>
Implementation
<p>To maximise learning and impact, real PE was supported by a comprehensive programme of training and support. The subject leader was introduced to a new approach to teaching PE, which was followed by a whole school inset for all staff. The model also allowed the subject leader to use the real PE approach with their pupils and to support other staff before a review at the next training day. This ensured a full understanding and the sharing of best practice (through the creation of a community of learning.)</p> <p>To further develop the standard of teaching and learning in PE, we will continue using the Learning Nutrition framework alongside our real PE drop-ins and observations so that staff are able to see progression in their own lessons and begin to apply these principles in other lessons to change children's mindsets. In relation to the Learning Nutrition framework, we will have a school focus over the coming year on further developing the quality of assessment for learning within lessons and also effective strategies to give children more ownership within their PE lessons.</p> <p>With the confirmed financial gain for PE and Sport we plan on investing a large amount of our Sport Premium funds on future training and resources or staff to ensure we are 'redefining what is possible' in the field of PE and Sport in our school.</p>
Impact
<p>A sustained commitment is established to improve the quality of existing PE teaching through continuing professional development in PE, so that all primary pupils improve their health, skills and physical literacy, and have exposure to a broader range of activities. A needs-led staff development plan is established including provision of relevant externally provided training, supporting resources and teaching aids. An evidenced increase in staff confidence and positive</p>

perception has led to an increase in quality of learning and teaching, with individual staff taking greater responsibility for their own future development.

All pupils are included within lessons with activity levels high. Teaching is well judged and often imaginative producing high levels of engagement from all pupils. Pupils are working at different and appropriate levels, with interventions personalised to challenge and support all groups. Effective and timely review of learning by teachers and pupils is an integral part of all lessons. Consistent praise of positive behaviours means pupils have highly positive experiences in the subject and consequently want and expect to do well.

Clear learning journeys are established so that pupil progress can be recognised. Less able pupils are supported effectively and the more able appropriately challenged so all groups make clear and evidenced progress. All pupils are making secure and sustained progress aligned to the assessment framework. A culture of high expectation with an established growth mindset amongst pupils is evident.