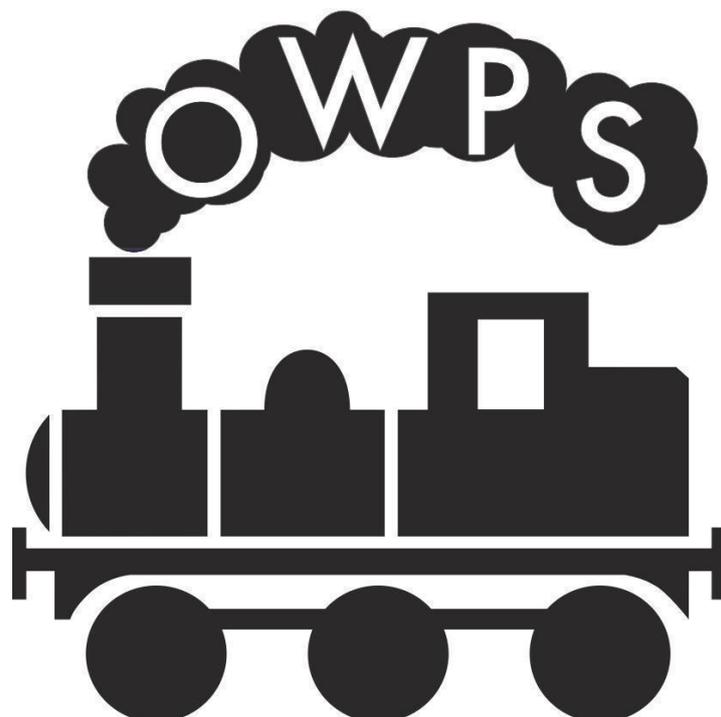


Orton Wistow Primary School



What does PE look like?

At Orton Wistow Primary School we aim to facilitate a varied and engaging PE curriculum. We want to inspire children to want to take part in physical education by incorporating essential skills. Physical Education develops pupils' physical competence, confidence and ability to use these to perform in a range of activities. It promotes skilfulness, physical development and knowledge of the body in action. Here at Orton Wistow, we strive to provide opportunities for pupils to be creative, competitive, and cooperative and face up to different challenges as individuals and in groups and teams.

This document will outline the theory behind our approach to teaching PE and set out how this is delivered to our pupils.

Ben Cowles

May 2023

Our aims

At Orton Wistow, our aim is to provide a full, varied and interesting Physical Education curriculum which challenges, engages and excites staff and pupils alike. We see Physical Education as a vital part of the education experience as a whole.

In order to do this, we aim to:

- To develop physical competence and to promote physical development.
- To develop skilful use of the body, the ability to remember, repeat and refine actions and to perform them with increasing control, coordination and fluency (acquiring and developing).
- To recognise through experience, the benefits of participation in physical activities in an enjoyable, safe and challenging way.
- To develop observation skills and show an appreciation of skilful and creative physical performances across the areas of activity.
- To use their observations to make judgements about their own and others' work to improve their performance.
- To understand the effects of exercise on the body and know how to exercise safely.
- To develop the ability to work independently, and to develop leadership skills through working with others in group or team exercises.
- To develop the personal qualities of commitment, fairness and enthusiasm through making decisions and selecting, refining, judging and adapting movements.
- To develop a positive attitude towards hard work, fair play, honest competition and good sporting behaviour.
- To understand and cope with a variety of outcomes, including success and failure.
- To establish self-esteem through the development of physical confidence.

Objectives

The following objectives are directly linked to our aims and are in place to demonstrate how these aims are put into practice.

- Staff should provide a variety of experiences and activities during a PE lesson for pupils that are accessible and appropriate for their age. For example:
 - Individual and group activities
 - Problem-solving
 - Listening and appraising
 - Practising and refining skills
 - Indoor and outdoor activities
 - Swimming
- Staff should attempt to show the enjoyment and benefits that PE and Sport have given us. This can be done through appropriately chosen resources and effective communication with pupils.
- There should be opportunities for individual and group activities so pupils can express their feelings verbally/physically and learn how to work cooperatively as well as on their own.
- Staff should provide encouragement to pupils in all sports or with a particular skill over a period of time.
- Safety is shown and enhanced by an emphasis on the following:
 - Wearing the correct clothes and use of correct equipment.
 - The importance to follow rules specific to the sport.
 - The need for warm-ups and rest periods during exercise.
 - How to swim and be safe around water.
- Staff should ensure that progression is made through the key stages.

Planning/Curriculum

We focus on offering three stages to our curriculum docs which focus on:

intent – What we intend to achieve,
implementation – How we intend to achieve
Impact – What we have achieved

Staff use the curriculum docs alongside the knowledge organisers to ensure that all statements are being covered in that specific sport. All pupils take part in 1x Indoor lesson and 1x Outdoor lesson a week. Staff approach all lessons with the same consistent planning. Staff use curriculum 2.0's to give a clear overview of that unit, then use PE planning to structure the lessons to ensure the learning is being achieved. This is a consistent approach from EYFS to Year 6, allowing for progression throughout the curriculum.

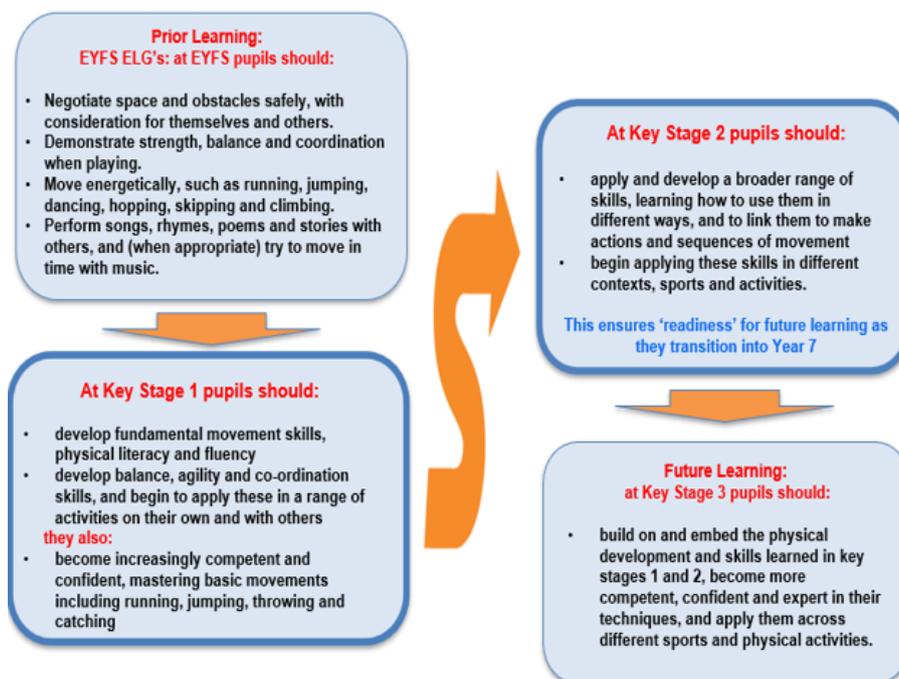
All pupils are entitled to a progressive and comprehensive physical education programme which embraces current Statutory Orders of the National Curriculum and considers individual interests and needs. The curriculum is broken down further in the curriculum documents, there outline the Intent, implementation and impact of each unit of work. Staff have a detailed view of what the children need to achieve, how they need to do it and then finally what it looks like once achieved.

Pupils should have access to all components of current National Curriculum programmes of study, which should include developing fundamental movement and basic skills in a broad range of activities in both KS1 and KS2 so that a real attempt is made to achieve the expected levels of performance. Orton Wistow's curriculum map can be found in Appendix 1. The map highlights the diversity that is on offer for children with a range of sports being covered.

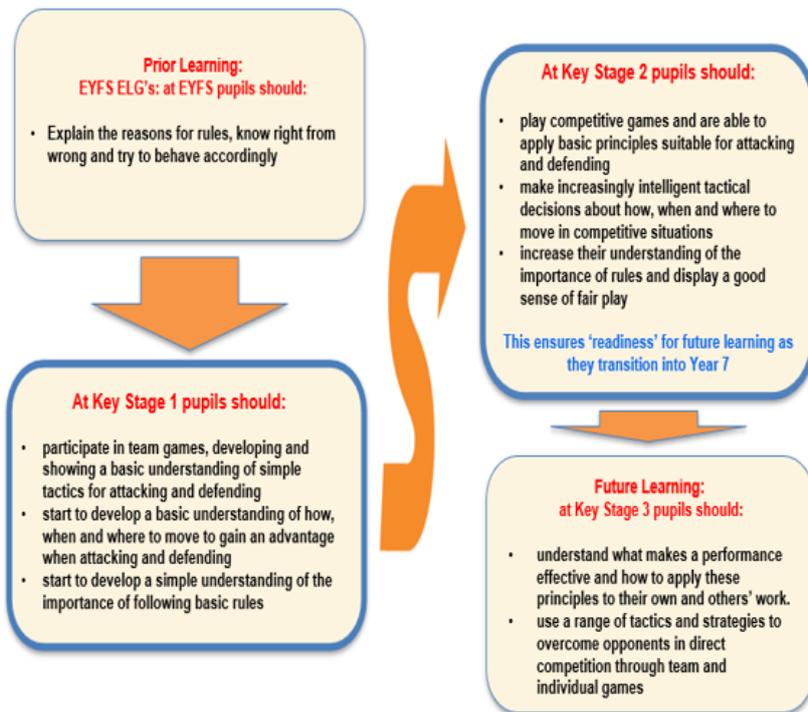
Orton Wistow has a consistent planning model which is accessed through a scheme (PE Planning) this means that all pupils are receiving the same quality of learning. We have progression documents which break down the learning into three main areas: Motor competence, rules, strategies & tactics and healthy participation.

As highlighted in the curriculum and planning section, progression is an important part of how PE is delivered within the school. We judge the progression by focusing on three pillars within PE: Motor competence, rules, strategies & tactics and healthy participation. Each pillar, is broken down into showing progression in each Key stage, highlighting what a child needs to achieve by the end of it.

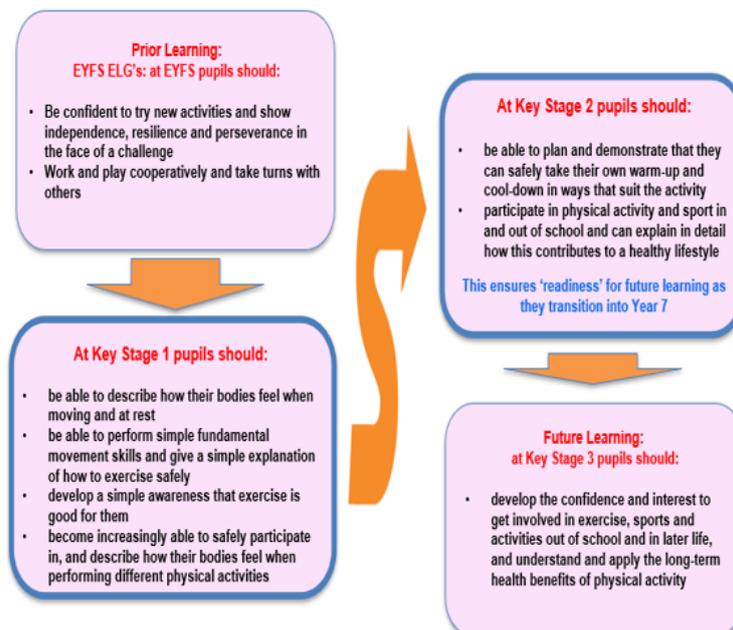
Motor Competence



Rules, Strategies & Tactics



Healthy Participation



Though these progression statements focus on the outcomes for children by the end of their key stage, staff have further broken down for units via their curriculum documents.

Adaptive Teaching

We are committed to inclusion and staff will do their utmost to include all pupils regardless of gender, colour, religion, ability or disability. Staff follow the STEP framework to make sure lessons are adapted appropriately and adaptations are implemented.

- Standard activities and expectations as planned.
 - Adapted activities and expectations in line with individual pupils.
 - Different activities planned in line with individual pupils' needs.
- Inclusion issues will be considered and acted upon.

Children with SEN needs are included in all lessons. Wherever practicable, the provision will be made for pupils with special educational needs, which it affects their ability to take part in PE lessons. It is the responsibility of the Class Teacher to ensure that any special equipment for a lesson is available to such children. If teachers need any special equipment they must bring this to the attention of the PE Lead at the school.

THE STEP FRAMEWORK

All PE lessons will include children with a wide range of abilities. STEP is an easy way to remember how to adapt PE lessons and sports sessions to fit the changing needs of the children. You might need to adapt a lesson to fit less or more able pupils within it or to make a whole group activity easier or harder as they progress.

<p>SPACE</p> <ul style="list-style-type: none"> • Level (height) • Playing area (bigger or smaller) • Distance traveled • Targets or goals further away or nearer <p>More space gives more reaction time, allowing children to make a decision and performing a skill. Less space demands a higher skill level to react quicker with less time.</p>	<p>TASK</p> <ul style="list-style-type: none"> • Easier - Simplify the rules • Harder - Introduce more rules • Rotate roles • Time - Allow more or less time • Change rules to add inclusion • Different ways to take part e.g. seated, standing, one hand, two hands • Differentiating tasks in the group
<p>EQUIPMENT</p> <ul style="list-style-type: none"> • Vary the size, shape, colour, texture, weight • Make it bigger or smaller e.g. instead of a rounders bat use a tennis bat • Softer or slower versions to make it easier e.g. tennis and cricket balls • Make sure you use the correct size for the childrens age <p>Lighter and bigger balls will be easier to see and catch and will increase confidence.</p>	<p>PEOPLE</p> <ul style="list-style-type: none"> • Less defender makes it easier for attackers • Larger numbers in a group means less time for each child to take part • Smaller groups allow for more time for each child • Putting children together who are the same ability, height, role. • Working independently, in pairs, groups or teams <p>A team of 9 attackers with 1 defender will find it easier than equal teams of 5. Outnumbering allows for more time and success when practicing skills.</p>

S.T.E.P. is a model used to remind you to think inclusively at all times and adapt activity accordingly.

Assessment

Staff use the objectives on Insight tracking to help support assessment and judgement on children's abilities. These statements link directly to the three pillars of motor competence, rules, strategies & tactics and healthy participation and then give staff a better understanding of what the children need to achieve by the end of the year. This is completed every term and then data is collected at the end of the year to see where the different groups are positioned academically.