

Physical Education Intent statement

Intent: Introduction, Vision and Philosophy

We believe in a child-centred approach to PE that is both progressive and inclusive. Through our learning 'cogs' (social, cognitive, personal, health and fitness, creative, physical), we equip our children with skills for life that they can take with them into secondary school and beyond. PE is accessible to all through differentiated skills-based lessons and opportunities to compete in a selection of sports, with a focus on nurturing the 'whole-child'.

We believe that promoting a healthy and active lifestyle is crucial, not only to children's physical development, but also to their mental wellbeing as they grow older. As the only subject whose primary focus is the body, we believe it is vitally important that all our children leave primary school with a positive attitude towards PE and making healthy lifestyle choices. This has been a whole-school focus as part of our SMSC curriculum.

We take part in a number of tournaments throughout the year. We believe in giving our children as many opportunities as possible to represent the school. Our sports day is a highlight in the school calendar, emphasising competitiveness and sportsmanship in tandem.

Implementation: What does Physical Education look like at Weston Schools Federation?

We recognise that children join our school with a range of physical backgrounds. We therefore ensure that our PE lessons cater for everyone.

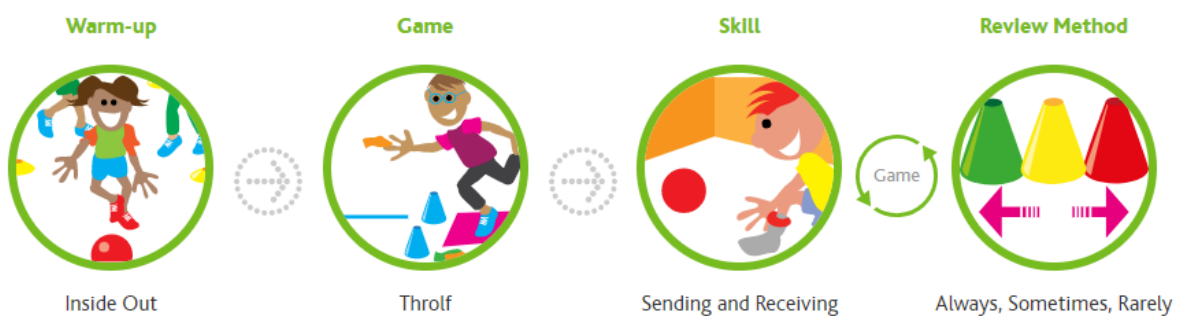
Children receive two PE lessons per week: a skills-based lesson, based on our learning cogs, and a sports-based session. The skills-based lesson focuses on personal improvement through differentiated challenges. Peer assessment plays a key role in teaching specific skills, so the children become facilitators of their own learning. These skills are constantly underpinned by the learning cogs. The online portal, 'Jasmine', provides progressive lesson plans and a clear progression of skills, with interactive and child-friendly tools for learning. Later in the week, the sports-based lesson then provides opportunities to apply these skills in a more competitive context, equipping the children to participate at a higher level in a range of sports. We believe that the combination of these two lessons is crucial to the children receiving a rounded PE education.

In Year 5, trips to the local swimming pool ensure children are taught swimming and water safety.

A typical lesson in KS1 and Lower KS2 includes: Warm up, Skill, Skill Application (game), Review.



A typical lesson in Upper KS2 includes: Warm up, Game, Skill, Game (to apply skill learned), Review



Impact: Evidence and Assessment

Our specialist teachers use formative assessment to baseline every child at the start of the academic year against the progression of skills for each cog. At the end of each half term, the children are re-assessed for the skill they have been taught. Every child's progress is measured using a 'Consistently, Sometimes, Rarely' system against skills within a learning cog. The goal is for children to progress at their own rate, mastering skills before moving on to new challenges.

	Personal			Social		
	Dates			Dates		
	Initial Assessment	Re-assessment 1	Re-assessment 2	Initial Assessment	Re-assessment 1	Re-assessment 2
Level 6 Take responsibility for my learning	Consistently	Consistently	Consistently			
	Sometimes	Sometimes	Sometimes			
	Rarely	Rarely	Rarely			
Level 5 Embrace challenge						
Level 5 Improve others						