



P.E. Intent, Implementation and Impact

 Purpose and Pride	Through high quality teaching, our children understand why it is important to be active; for the benefit of our physical health, mental health and wellbeing, and to develop a life-long love for a range of sports and activities to make us active, healthy adults. Physical Education gives children the tools and understanding required to make a positive impact in their own physical health and well-being. We want our children to take pride in their PE achievements with regards to personal goals, team goals and being proud of their school team's achievements.
 Respect	Through P.E. lessons and extra-curricular activities, we teach children how to cooperate and collaborate effectively as part of a team, adhering to the principles of fairness, sportsmanship and respect. P.E. is also about developing respect for our own bodies and how they work, as well as respecting those around us and our equipment in a safe, purposeful way. We develop knowledge of the rules of games and learn to respect the importance of these.
 Enjoyment	P.E. lessons are stimulating, fun and engaging. Every child is unique and therefore we want to offer a P.E. curriculum which offers a wide range of activities for them to enjoy and achieve in. Active playtimes mean that children have opportunities to try different sports, games and activities, led by play leaders. We encourage our pupils to participate in competitive and non-competitive events.
 Achieve & Aspire	P.E. is for all and we work to ensure that all children are included, challenged, and develop their personal best. Resilience is key and so our curriculum is designed to promote and raise aspirations and ensure progress; we teach children to cope with both success and failure in physical activities. We want children to strive to improve their own skills and be progressively responsible for their own development. P.E lessons are designed to challenge and promote self-esteem through the development of physical competence, understanding of rules and tactics, alongside healthy participation. Outside of school sporting achievements are celebrated in school.
 Community	As affiliated members of Gloucester Schools Sports Network (GSSN) all our pupils have access and opportunity to attend a wide variety of competitive and non-competitive events, alongside other schools. Professional coaches from local organisations and secondary schools come into teach a variety of sports, as part of the curriculum but also as extra-curricular activities. Within our school community, we have inter-house competitions to promote and develop social, emotional team work and healthy competition. Our wider community are encouraged to come and support events wherever possible.
 Health & Well being	We teach children that being active is an essential skill for life; benefitting not only our physical health, but also our mental health. We want all children to experience a wide variety of sports and physical skills, which will enhance life-long fitness and life choices. Within dance it will allow children to explore their personal and spiritual identity.

Implementation

Big Picture

- High quality planning and teaching, using our Get Set 4 PE scheme of work, which covers the National Curriculum.
- Skills and knowledge are delivered through two discrete weekly lessons
- P.E. Learning should be active and inquisitive, using reasoning skills.
- P.E lessons have a clear, planned objective and outcome
- We use the term P.E., when we are teaching Physical Education lessons.
- PE units are mapped out on a whole school overview, and teachers plan using the Get Set 4 PE units building on the learning and skill development of the previous lesson
- The Graduate document is used by class teachers to plan linked to prior learning, alongside the Get Set 4 PE plans. Graduate documents also support with assessment and map out the appropriate vocabulary for each unit of work in each year group.
- Every PE lesson starts with warm up
- At the start of a “unit” of P.E. it is discussed what previous skills they have acquired that they might need – physical, social, emotional and cognitive.
- Mini plenaries will be used throughout lesson to question pupils understanding and to reflect upon own development, in order to shape lessons. Misconceptions should be regularly addressed.
- Teachers evaluate, record and monitor progression through the use of floor-books every other week
- Discrete, progressive skills are taught and applied across a lesson/unit.
- Ongoing assessment is used to check skills learned and plan next steps appropriately
- Teachers assess using the assessment tool on Get Set 4 PE, at the end of each unit
- The daily mile takes place three times a week minimum
- Reactive P.E.: developing knowledge and awareness of the sporting world around them, raising aspirations of what they could achieve, becoming champions for events such as Common Wealth Game Ambassadors
- Cultural Capital: Wherever possible we will take our children out to see sporting events – local and national both partake and spectate; we also have after school clubs run by specialists. Cultural capital opportunities are mapped out on the Graduate Document

Our Learners

- Lessons are planned progressively to challenge and stretch children’s skills.
- Learning is inclusive; lessons are scaffolded to support different learners where necessary.
- 'The STEP principle' is used to adapt activities for children with SEND, or children that are previously more able within a unit of work
- Pupils will have access to a wide range of appropriate resources
- Intervention groups are identified and supported outside of the PE lesson, for example Girls Active, Shooting Stars and Fizzy.

Learning Environment

- Key vocabulary and key questions are planned, discussed and used during the learning time.
- Safe, nurturing and appropriate environments for the learning are created; ensuring all and any barriers to learning are removed.

Impact

The Hiller Sportsperson is aware of the importance of leading a healthy and active lifestyle. They will be confident and equipped to engage in a variety of sports activities both at secondary school and in extracurricular activities. Children are equipped with a wide range of cognitive, emotional, social and physical skills to develop the whole child.

The lessons for each year group are planned to ensure that learners develop detailed, progressive knowledge and skills across the full breadth of the PE curriculum, through engaging and age-appropriate curriculum content. The high quality and consistent approach to PE teaching should significantly improve attainment in knowledge and skills in PE. Technical, vital PE vocabulary is used by all learners. The impact of having a PE and Sports Achievement display board, also increases the profile of sport, healthy competition, inclusivity and physical activity across the school. Whole school and parental engagement is celebrated through our Sports Day each year, as well as our inter house competitions, after school clubs and program of GSSN (Gloucester Schools Sports Network) events and competitions. Close observation is made throughout lessons; pupils have an awareness of their own progress and are teacher assessed, to ensure appropriate skills and knowledge is taught. Teachers complete an end of unit assessment. Live feedback, observations, self and peer assessment all help to build a picture. This is documented by photograph and video, wherever possible.

Coverage, progression and attainment, as outlined in the Get Set 4 P.E scheme, is closely monitored by the subject leader and fed back to senior leadership team. Monitoring will include: book looks, learning walks, gathering evidence of good practice, as well as pupil voice interviews.

The findings of this monitoring will be used to inform next steps for the children and the implementation of P.E. across the school as a whole.