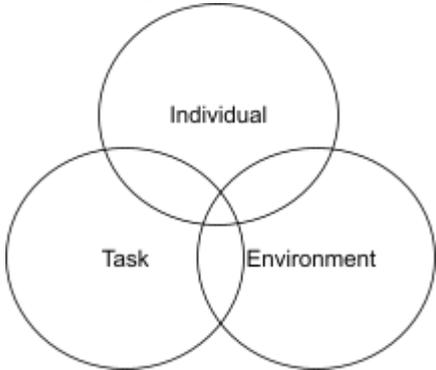


PE Overview: Spring 2022 Policy & Action Plan

Elements	Actions 2022-2024	
<p>Coordinator</p> <p>Governor lead</p>	<p>Jenna Wittman</p> <p>Maria Timperley</p>	
<p>Physical Literacy</p>	<p><i>sufficiently challenging, meaningful learning, the content, sequencing and logical progression, intent, implement and impact, develop, consolidate, deepen learning, systematic and effective.</i></p> <p><u>Intent</u> Physical education is a vital contribution to a child’s physical, cognitive, social and emotional development. We aim to provide a broad and balanced P.E. curriculum to aid children’s increasing physical literacy and self-confidence within a variety of movement situations. Physical literacy is the foundation of our PE and school sport. Adults will guide movement learning in ways that:</p> <ul style="list-style-type: none"> ● Foster motivation to participate ● Develop physical potential ● Foster self-confidence and self-belief ● Promote health and wellbeing ● Nurture effective interpersonal relationships ● Encourage an active lifestyle ● Challenge individuals to take responsibility for their own wellbeing <p><u>Implementation</u> Through a balance of individual, paired and group activities, we cater for different strengths, needs and preferences of each child, using differentiated ‘real PE’ activities. Through the variety of opportunities that PE offers, children develop a sense of personal achievement, fair play, teamwork and understanding of the ways in which sport can transcend social and cultural boundaries.</p> <p>There are opportunities for a range of activities that provide the children with a broad base of movement knowledge, skills and understanding which they can refine and expand throughout their first school years. This includes physical activities that involve personal challenge, co-operation, competition and creativity through the use of our multi-ability learning. Experience of these activities allow for the establishment of movement patterns and thus provide rewarding and enjoyable experiences for children.</p> <p>We encourage children to develop their creative and expressive abilities, through improvisation, problem-solving and child centred learning. Children are taught to appreciate the importance of a healthy and fit body, and begin to understand those factors which affect health and fitness. This work is aligned with our PSHE Jigsaw.</p> <p>We offer outdoor education opportunities for children throughout the school. Different experiences for different age groups ensure all will get a range of appropriate challenges as they move through the school.</p> <p><u>Impact</u> PE at Milborne provides children with a movement foundation for lifelong participation in physical activity, enabling them to be physically literate; this supports the development of competent movers. (Reference Appendix D)</p>	
<p>Vision</p>	<p><i>no limits or barriers to achievements, ambitious, knowledge, self-belief and cultural capital needed to succeed in life.</i></p> <p><u>Intent</u></p> <ul style="list-style-type: none"> ● Puts the child at the heart of PE learning ● Supports learning in PE in the same way as other subjects ● Focuses on the development of a movement foundation in which 	<p><u>Impact</u> A competent mover will be skillful and physically capable of participating in a range of activities over a sustained period of time. In order to do this, they will also be: <i>Thinking Movers</i> - Learn new skills quickly and transfer these across activities, whilst being able to plan and review their performance effectively. <i>Creative Movers</i> - Respond to challenges in original ways and are motivated to create productive and fluent outcomes.</p>

	<p>children become increasingly competent and confident</p> <ul style="list-style-type: none"> • Recognises a child's diverse needs as the focus of learning in PE: physical, cognitive, social, creative, health and emotional (personal) • Ensures that learning experiences build on children's previous achievements so that they can make progress according to their abilities • Provides children with access to a broad range of movement contexts and resources, indoors and outdoors and individually and with others, that enables them to engage in purposeful, competitive and cooperative physical activities in a range of increasingly challenging situations. 	<p><i>Social Movers</i> - Communicate effectively and work well with others in a range of roles and responsibilities. <i>Confident Movers</i> - Believe in their own ability and can express themselves with flair and commitment. <i>Healthy Movers</i> - Understand the role of movement in the development of their own fitness and well-being</p>
<p>Curriculum Overview</p>	<p><i>baseline, coherently planned and sequenced, builds on what children know and can do, sufficient knowledge and skills for their future learning, the Profile, characteristics of effective learning.</i></p> <p><u>Implementation</u> Successful movement development is based on three key elements: the ability of the individual, the task that is set, and the establishment of the learning environment. There is a dynamic overlap between all three.</p> 	<p><u>Impact</u> Developing Physical Literacy through the Ability of the 'Individual' Focusing on the quality and range of movement to develop confident and competent movers, we use the approach to develop fundamental movements in locomotion, stability and object control (Reference Appendix A) Developing Physical Literacy through Differentiating the Task Differentiate learning activities by setting tasks that consider space, relationships and in doing so extend the scope of learning to develop thinking, social, creative and healthy movers (Reference Appendix B) Developing Physical Literacy through Creating the Environment Create a positive learning environment for children with a range of movement capabilities. Be aware of levels and stages of learning, how the child thinks and the goals set, and the teacher's role in this learning process (Reference Appendix C)</p>
<p>'Real PE' Programme</p>	<p><u>Implementation</u> We use the 'Real PE' programme to give our teachers the confidence and skills to deliver PE through a curriculum map, clear learning journeys and integrated assessment framework. It is a tool to evidence and celebrate rapid sustained progress that is fully aligned to Ofsted requirements with learning and teaching at the heart. It focuses on the development of agility, balance and coordination, healthy competition and cooperative learning.</p> <p>The foundation of this is based on fundamental movement skills, agility, balance and coordination, inclusive competition and broader essential holistic skills. Activities are taken from:</p> <ul style="list-style-type: none"> • 'FUNS for everyone' Progressive Fundamental Movement Skills programme designed to include, challenge and support. • 'First FUNS' Context for Learning through Stories, Songs and Games. • 'Raising the Bar' Develops Holistic 'Multi-Abilities'. Uses PE and Sport as a vehicle to develop not just physical abilities but also the personal, social, cognitive and creative abilities of children. In recognition of their interconnection, the abilities are represented as 'cogs'. • 'Learn to Compete, Compete to Learn' Promotes and Embeds "Healthy Competition". <p>The Schemes of Work provide the content for one hour per week of our PE curriculum, with the assessment framework providing a focus for other provision.</p>	

<p>'Competition Spectrum'</p>	<p><u>Intent</u></p>  <p>Children learn how to compete and develop the key skills associated with competition. To support this, competition is a central strand within the 'Real PE' scheme, using approaches and activities to ensure that children are equipped with the skills to compete positively, through the 'Competition Spectrum'. This shows a broad range of competitive opportunities that shifts responsibility and sees learning and development as success, with winning and losing an integral part to support this, with a particular focus on personal best.</p>	<p><u>Implementation</u></p> <p>Competing against oneself, without an opponent, with the sole aim to improve</p> <p>Indirect competition against an opponent without affecting their performance</p> <p>Direct competition against an opponent with varying degrees of social and physical interaction.</p> <p><u>Impact</u> <i>"Early competitive experiences can inspire, motivate and enthuse children and be the force that drives them along their personal sporting journey or pathway. Competition is high on the agenda and permeates everyday life."</i></p>
<p>'Learning Nutrition'</p>	<p><u>Intent</u> Rapid sustained progress through <i>'Outstanding learning happens when learners are more confident, resilient, independent, resourceful and socially developed young people with growth mindsets'</i> (outlined by Dweck 2008).</p> <p><u>Implementation</u> The philosophy for delivery is provided by 'Learning Nutrition' framework which provides a clear personalised goal, praises specific positive behaviours, celebrates and reviews progress, success and failures, coaching and supporting others with control.</p>	<p>Records and Assessment Assesses the children's work in PE while observing them working during lessons. Teachers record the progress made by children in fundamental movement skills using progressive assessment grids based on 'Real PE' assessment framework.</p> <p><u>Impact</u> Ongoing assessment, evidence progress, celebrate success, set targets, identify gaps and make an annual assessment for each child, as part of the child's annual report to parents and carers. This information is passed on to the next teacher at the end of each year. Children encouraged to assess and evaluate both their own work and that of other pupils. This helps them to appreciate how they can improve their performance, and what their targets should be for the future.</p>
<p>Sports Premium Grant: Mastery Programme</p>	<p><u>Intent</u> Increased skill set of adults including: targeted teaching, differentiation and ability to 'talent' spot</p> <p>Adults using enquiry based learning through question prompt cards as reference and guidance to good effect.</p> <p><u>Implementation</u> Coordinator developed movement cards to help adults give children a wide variety of experiences to develop their stability, locomotion and object control in a fun and enjoyable way, supporting the 'Real PE' lesson. 2018-2019 adults allowed children</p>	<p><u>Impact</u> Providing children with a REPERTOIRE OF SKILLS, which can be applied in a VARIETY OF SITUATIONS. JW wrote exploration and higher-order questions to challenge children's thinking and understanding. This includes: life skills, sports skills, inclusion, learning cues and thinking. The impact of two national lockdowns has disrupted school improvement work in PE, including the embedding of this revised programme to the curriculum, introduced in 2019.</p> <p>ACTION 2022 - Discussion held at Staff Meeting 17/2/22: As a result of the two national lockdowns, staff have noticed a decline in</p>

	<p>first of all to explore movement using the 'Let's Explore' cards, finding out: How they can do these actions e.g. fast/ slow; Where they can do these actions e.g. run forwards in a straight line; With whom or what they can do these action e.g. run behind a partner carrying a ball. 2019-2020 coordinator wrote specific outcomes/ targets linked to these questions for each year group to demonstrate progression of skills.</p>	<p>general fitness levels since the pandemic began. PE lessons have focussed mainly on fundamentals through games and sport to get children moving, with a preference for outdoor activities to promote risk reduction and infection control. Dance and Gymnastics have therefore not received the depth of focus they have in previous years.</p> <p>Actions undertaken over 2022-2024 are therefore intended to achieve the following outcomes:</p> <ul style="list-style-type: none"> • The profile of dance and gymnastics is raised amongst the school community. • The quality of teaching in Dance & Gymnastics is raised: all staff have increased knowledge and can teach and assess high quality Dance and Gymnastics. • Child participation is encouraged in Dance and Gymnastics and children are able to articulate how learning in Dance and Gymnastics impacts on their fitness and performance levels in other areas of PE and sport.
<p>Sports Premium Grant: Daily Physical Activity</p>	<p><u>Intent</u></p> <p>Recovery Curriculum; Develop physical activity, health and well-being.</p> <p><u>Implementation</u></p> <p>Resources shared: Go Noodle, Cosmic Kids Yoga, Super Movers (BBC), PLPrimaryStars JW recorded 'Wake and Shake' dance routines and shared on YouTube. Adults access when children need a movement break within the classroom. While parents can access at home, encouraging physical activity within the family group and extending community links.</p> <p>2020-2021 developed the school's physical facilities and resources including trikes for active play times.</p> <p>ACTION 2022 - Develop each class' outdoor area: Through a variety of physical resources and challenges children will increase fitness, well-being and positive growth mindset which will impact on other curriculum areas and personal development.</p>	<p>Impact</p> <p>Adults to have confidence to incorporate physical activity into classroom learning Increase the percentage of children engaged in daily physical activity. As mentioned above, as a result of the two national lockdowns, staff have noticed a decline in general fitness levels since the pandemic began. Planned outcomes over 2022-2024 of these actions include:</p> <ul style="list-style-type: none"> • Engagement of all children in these activities will 'kick-start' healthy active lifestyles and attitudes, increasing self-esteem and raising children's attainment and achievement across the curriculum. • Increased knowledge and confidence gained from these activities will increase children's confidence and self-esteem and enable them to participate in a wider range of physical activities both at school and out of school hours learning.

Appendix A

	Movement	Phase 1 Fundamental Movements (Basic Vocabulary of Movement)	Phase 2 Complex Movements (Linking Fundamental Movements into Movement Phrases)
Competent and Confident Physical Mover	Locomotion <i>Definition:</i> Movement from one point to another. <i>When to emphasise:</i> Early in movement development.	Crawling, rolling, stepping, walking, jogging, running, jumping, climbing, hopping, galloping, leaping, skipping, rolling and swimming.	<i>For example:</i> <u>Moving over an obstacle</u> Climbing, balancing, jumping and landing <u>Evading an opponent</u> Jogging, running, side-stepping, twisting and turning <u>Climbing</u> Reaching, grasping, gripping, pulling and stepping <u>Striking a ball</u> Static balance, twisting, striking and turning <u>Swimming</u> Pulling, kicking and gliding
	Stability <i>Definition:</i> Body balance in static and dynamic movement situations. <i>When to emphasise:</i> In combination with locomotion.	Standing, lying, sitting, stopping, landing, static balance, dynamic balance, pivoting, twisting, lunging, bending, stretching, turning and inversion.	
	Object Control <i>Definition:</i> Sending, receiving and controlling an object. <i>When to emphasise:</i> Following the development of some stability and locomotion movements.	Reaching, grasping, gripping, releasing, lifting, carrying, placing, passing from hand-to-hand, sending, receiving, rolling, bouncing, dribbling, kicking, striking, stopping, trapping and retrieving.	

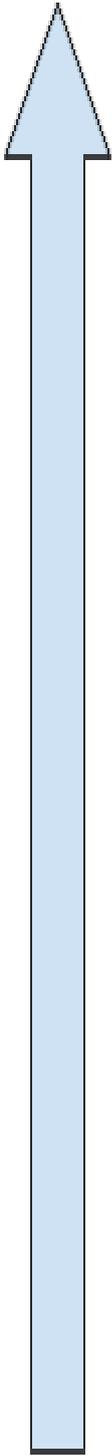
Appendix B

Thinking, Social, Creative and Healthy Movers	Space Where do we do it?	<ul style="list-style-type: none"> • Self/ general space • Directions • Levels • Shape 	<ul style="list-style-type: none"> • Self space, general space, close space, explore space • Forward, backwards, sideways, diagonal • High, medium, low • Wide, narrow,
	Effort How do we do it?	<ul style="list-style-type: none"> • Speed • Weight • Flow • Expression • Posture • Time 	<ul style="list-style-type: none"> • Fast, medium, slow, explosive, controlled • Heavy, light, responsive • Smooth, jerky, robotic • Moods, feelings, gestures • Balanced, slouched, mechanical • Sustained, repetitive, recovery
	Relationships With what or whom do we do it with?	<ul style="list-style-type: none"> • Body • Objects • People 	<ul style="list-style-type: none"> • Coordination, spatial awareness • Over, under, through • Alone, in pairs, cooperating and competing

Appendix C

Levels and Stages of Learning a new Movement Skill	Child's Thinking	Child's Goals	Role of Teacher
<p>Early movers Movement development should be simple. Basic phase 1 skills should be used and emphasis should be on quality.</p> <ul style="list-style-type: none"> • Awareness stage • Exploratory stage • Discovery stage 	<p>Child tries to form a conscious mental plan of the movement task.</p>	<p>Child tries to gain basic awareness of the requirements of the movement task.</p>	<p>Teacher supports the child with the general framework of the movement task.</p>
<p>Intermediate movers Movement should be transferred from basic skills into combinations of skills and used in a range of activities.</p> <ul style="list-style-type: none"> • Combination stage • Application stage 	<p>Child has a good understanding of the movement task.</p>	<p>Child tries to get the 'feel' of the movement task.</p>	<p>Teacher helps the child focus on combining and refining skills.</p>

Developing Physical Literacy through Movement Progression

<p>By the END OF KEY STAGE 2 a competent mover will show when performing core skills increasingly challenging situations showing and more specific contexts:</p> <p>When playing small-sided and modified games, working out tactics to beat the opposition, for example, looking for spaces, and deciding to take a player on, to pass the ball or to use a sudden change of pace</p> <p>An increasing number of skills linked together, using floor and apparatus, balancing taking weight on hands and other body parts</p> <p>Greater accuracy when performing increasingly difficult core skills, such as running at different speeds, handstands, cartwheels, holding balances longer, jumping higher and longer, good technique when throwing underarm or overarm over different distances, or when striking a ball using forehand and backhand actions</p> <p>Competent, confident and proficient technique when swimming a distance of at least 25 metres using three strokes and controlled breathing</p>	
<p>By the END OF KS1 a competent mover will be able to consistently show competent movement control and coordination when performing core movement skills, individually and in combinations:</p> <p>Awareness of others when chasing, dodging, avoiding and using simple tactics when playing different types of challenge games</p> <p>When linking actions together, a jump off a bench followed by a roll into a simple balance; or hop, step and jump; or run and throw; and striking a ball to a partner or target</p> <p>Good postural control and precision when performing core skills, such as running at different speeds, jumping showing different shapes, using different body parts to balance and travel, rolling or striking and kicking a ball</p>	
<p>By the END OF EYFS a competent mover will be able to move with confidence, control and coordination both indoors and outdoors:</p> <p>Playing as part of a group</p> <p>Linking simple actions together, jumping and landing, jumping off a bench and landing, climbing on to, over and off obstacles</p> <p>Running, marching, hopping, going backwards, and sideways right and left as well as forwards, throwing a ball at a target</p>	