



St. Mark's CE Primary School



Physical Education Policy and Guidance

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Why Physical Education?

“Obstacles don’t have to stop you. If you run into a wall, don’t turn around and give up. Figure out how to climb it, go through it, or work around it.” – Michael Jordan

Throughout the human existence, man has had the inherent responsibility to nurture and develop the young: providing for, and enabling children in order to help them to experience achievement and fulfilment in the choices they make.

At St. Mark’s, it is our core belief that the whole child has the right to this development not just the mind, but also the physical, emotional and thinking facets of being human. We believe that Physical Education has a vital and pivotal role to play in the education and prosperity of our next-generation, and it is clear that one cannot replace a good education.

The physical curriculum represents the learning that has the potential to empower children in their life-long journeys. It is through physical experiences and opportunities that children begin to express who they really are, showcasing a uniqueness that may otherwise go undiscovered as they explore where they want to go and what they want to become without the fear of not being physically ‘perfect’. Thus giving them aura of confidence and wellbeing, potentially otherwise unobtainable.

It is clear that for those who embrace the physical nature of being are continually, compared to any other group:

- happier,
- healthier, and
- more successful in learning and enterprise.
(research from the Association of Colleges)

The value and benefit of a Physical Curriculum

Why should children be physically active?

"We spend the first year of a child's life teaching it to walk and talk and the rest of its life to sit down and listen. There must be something wrong there." – Neil deGrasse Tyson

In a digital world, where children are spending more time looking at screens and less time playing outdoors, the problem of childhood obesity is growing, together with increasing mental health concerns in young children.

So what?

Regular physical activity is important for all children. It is clear that not only does exercise improve overall health and fitness, but it is shown to improve mental health, socialisation and global cognitive development.

High quality physical activity, supported by a strong, child-centred, physical curriculum has the power to:

- 1) Support a child's confidence and communication,
 - Children have the opportunity to meet new people and create new friendships, enhancing language and communication skill. Children gain a different type of bond through sports, which gives them a sense of belonging and companionship, decreases loneliness and improves their social skills.
- 2) Strengthen muscle and bone, to support coordination,
- 3) Enhance concentration, promoting chances of academic success,
 - When you engage in physical activity, the flow of blood to the brain increases. This greater flow of blood to the brain assists to improve overall brain performance. This enhances memory, thinking and cognitive skills, which are all vital for development.
- 4) Inspire positivity, encourage tolerance and drive problem-solving,
 - Physical activity stimulates the brain activity - enabling oxygen to flow, reducing mental tiredness, which helps to sparks creativity and overcome mental blocks or challenges. During and after physical activity, this thinking can enhance imagination and empower problem-solving.
- 5) Relieve stress and reduce anxiety
 - Through physical activity that is of sufficient frequency, intensity and duration, most children will experience reductions in stress and anxiety when they engage in physical activity because the release of hormones help to support the brain's response to stress and elevate mood.

But, what happens if we get it wrong?

"Children identify themselves independently, whether or not anybody actually labels them – they make comparisons with their peers and draw conclusions. There is nothing intrinsic to say these labels have to get wired into their identities, but sometimes they do – when children are often last to be picked for teams or laughed at for being slow or clumsy. Things can happen along the way to reverse impressions like this, but for some kids, these identities can last a lifetime." – W. Johnson, the University of Edinburgh.

There is a vast quantity of research indicating that experiences in school physical education has dramatic effects on future activity levels, health and wellbeing and social integration throughout further education and adulthood. It is important to recognise these impacts, together with views of the children in order enhance their experiences and opportunities to develop an active life, with a positive state of mind. It is clear that learning is personal, and the effects of a positive experience have the potential to be life changing.

So,

1. I spend a lot of time by myself and don't often get noticed.
2. I don't enjoy school as I am not good at anything.
3. I follow my peers to fit in but they are not my friends.
4. I lack basic motor skills and am full of bumps and scrapes as I fall over a lot.
5. I get detentions all the time as I cannot concentrate and teachers always get to me.
6. I am over weight and find physical activity difficult.

Becomes:

1. I am confident on my own, and share my thoughts with those who care about me.
2. I know my own strengths, and can use the strengths of others to help me.
3. I have good friends, who treat me the way they would want to be treated.
4. I may be clumsy, but I will keep getting back up to try again.
5. I use physical activity and sport as a way to concentrate, feel good, improve my memory, socialise and be competitive.
6. I have found a physical activity I enjoy, and know this helps to keep me healthy.

So, what do we intend our learners to become?

Our Vision:

At St. Mark's, we believe that the essential elements of our curriculum enable our children to grow strong personalities, so that they can find and create their own way in the world – enabling them to live well and comfortably. It is our intention that, through our High-Quality Physical Curriculum, we will enable and continuously develop key characteristics that will help them be successful in their lives, communities, families and places of work. To reflect that, we have created a vision of characteristics that we believe will serve our children best.

At St. Mark's, it is our intention that all our children have the opportunity to discover and develop:

- a commitment to their wellbeing, self-identity, and that of others,
- a willingness to tackle new challenges,
- a value in physical skilfulness and personal achievement, and
- a desire to be better tomorrow than they are today.



We intend our children to become Great Learners

In order to get the most from the Physical Curriculum, we expect our children develop the skills and characteristics of Great Learners. These will help to drive our planning and pedagogy, and enable all children to recognise their potential and ability to learn and feel successful.

We expect our learners to use and develop skills of:	We expect our learners to develop:
<ul style="list-style-type: none"> • listening, • observation, • analysis, • questioning, • persistence, • creative thought, • self- reflection, • suggestion, and • collaboration 	<ul style="list-style-type: none"> • a desire to learn, • commitment, • perseverance, • confidence, • self-awareness • initiative, • thoughtfulness, and • curiosity.
Developing these characteristics will further enable our intentions for the physical curriculum	

We intend our children to develop into Accomplished Physical Beings

In developing **Accomplished Physical Beings**, we intend that all children are given the opportunity to become increasingly skilful in all physical settings where co-ordination, balance and agility are needed. It is within these three elements of movement, which require the development of both gross and fine motor skills that we can develop through our teaching and the children's learning.

We intend our children to develop into Confident, Thinking Beings

In developing **Confident, Thinking Beings** we intend that they understand, with increasing depth and consistency, the purpose of any activity, and that they can apply their physical skills more effectively in a manner that is designed to bring them success.

What do we need to do to ensure every child has a positive experience and achieves our vision?

"Show integrity, make no assumptions, take nothing personally, and always try your best." – Don Miguel Ruiz.

There is a wide range of terminology used in the physical curriculum. These often reflect a personal agenda, though broadly infer similar activity. It is therefore vital that we are clear about the language that we use, and its definition, in order to be clear about our intentions as a school.

The areas of learning that reflect our physical curriculum are:

- 1 – Physical Education
- 2 – Physical Activity
- 3 – School Sport

What do we mean by Physical Education?

Physical Education (P.E.), as described by the 'Association for Physical Education', is the planned, progressive learning that takes place in school timetabled time, and is such a provision for all pupils. This involves both 'learning to move' (i.e. becoming more physically competent) and 'moving to learn' (e.g. learning through movement, a range of skills and understandings beyond physical activity, such as co-operating with others). The context for this learning is physical activity, with children experiencing a broad range of activities, including gymnastics, games and dance.

- At St. Mark's, it is our aim that all planning for P.E will ensure that children make progress and achieve in the key elements of physical education. It is focused very strongly on developing the body co-ordination and physical skilfulness, placing these in authentic contexts that will serve to increase relevance and significance for each of our children.
- **The Authentic Contexts** designed within our Physical Education Curriculum will enable us to ensure that all children are given the opportunity to develop into both **Accomplished Physical** and **Confident Thinking Beings**

Activity	Focus for success
Gymnastics	Body co-ordination and balance
Dance	Movement fluency, expression and communication.
Games - Invasion	Outwitting
Games - Net / Wall	Outwitting
Swimming - Games	Outwitting
Games - Striking / Fielding	Outwitting
Athletics	Maximising performance
Swimming - Athletics	Maximising performance
Outdoor and Adventurous	Problem Solving (tactics and strategy)

What do we mean by Physical Activity?

Physical Activity refers to all bodily movement that uses energy. It encompasses all forms of physical education, including sport and dance and also includes indoor and outdoor play, active playtimes, active learning, outdoor and adventurous activities, and active travel.

- Children need to be physically active. From the time they are new-born, movement is essential. To begin with all children need to learn how to coordinate and balance, before more agile and complex movements enable them to learn about the world they live.
- As a school, we believe it important to ensure that all pupils are provided with a range of opportunities to be physically active throughout the school day. We recognise that regular activity during the school day is strongly associated with higher concentration levels, as well as more directed, co-operative learning behaviours.
- All children are to be supported to be active during core curricular lessons, and during breaks through the provision of an active playground and sports leadership.

What do we mean by School Sports?

School Sport is the structured learning that takes place beyond the curriculum (i.e. in the extended curriculum) within school settings; this is sometimes referred to as out-of-school-hours learning. Again, the context for the learning is physical activity. The 'school sport' programme has the potential to develop and broaden the foundation learning that takes place in physical education. It also forms a vital link with 'community sport and activity'

- Sports, including competition, are shown create important opportunities for children to contribute to the school and wider community, enabling children to develop their identities, affiliations and relationship with their peers, and we believe that providing the children with these opportunities serve our vision best in enabling the children to discover a desire to be better tomorrow than they are today.
- In school sport, competition is about striving to overcome challenges provided by others or oneself. It is the striving that matters more than the winning and serves as a cornerstone to what we provide in sport.
- All children are to be provided with opportunities to engage in school sport and competition the SGO sports programme and MAT sports activities, including sports festivals.

What do we want our children to learn in P.E.?

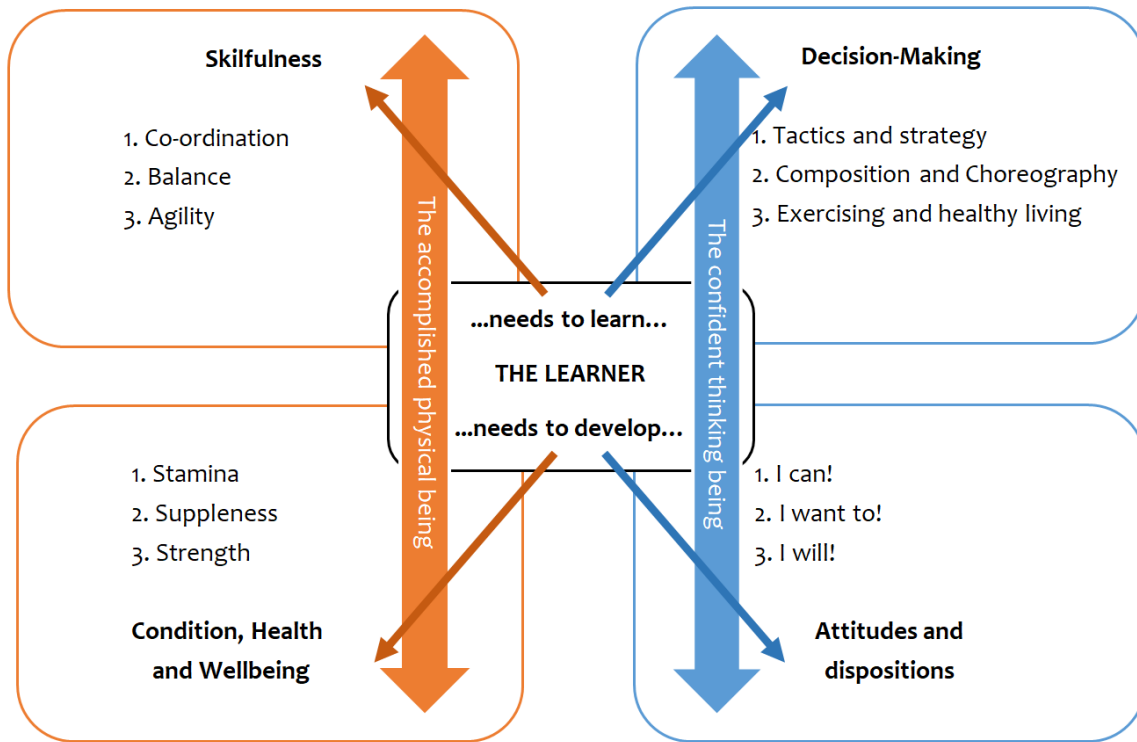
Physical Education is statutory.

The programme of study for P.E. outline the aims, content and process.

We intend for Physical Education to focus on developing two distinct aspects:

- 1 - The development and skilfulness and wellbeing
- 2 - The development of engagement and decision making.

This is what all children are entitled to learn.



What does this mean for the children?

It is our intention to develop learners who are '**Intelligent and Skilful**' participants and performers **in any context**.

The three key areas of physical skilfulness are co-ordination, balance and agility. These underpin our key intentions to promote skilfulness. Our intention for children to be confident thinkers promote lifelong success.

<p>We intend that all our children become increasingly accomplished physical beings with excellent:</p>	<p>We intend that all our children become increasingly excellent decision-makers in their application of:</p>
<ul style="list-style-type: none"> • Coordination • Balance • Agility 	<ul style="list-style-type: none"> • Tactics and Strategies • Compositions and Choreographies • Exercise programming for health and wellbeing

What do you mean by 'physical skilfulness' and 'decision making' in P.E.?

We intend to develop good physical skilfulness and decision-making in all our learners. The table below defines each element of these two aspects.

What is 'physical skilfulness'?	
Coordination	<p>Coordination the core ability to move purposefully, quickly and carefully. It is to conduct and control actions in order to complete an action as accurately and efficiently as possible.</p> <p>Motor coordination refers to the coordination of the body's different muscle groups depending on what our senses perceive.</p> <ul style="list-style-type: none"> - Hand-Eye Coordination refers to the ability to move your hands depending on what they eyes see, including: typing on a keyboard, shaking someone's hand, drawing, throwing or catching a ball. - Foot-Eye Coordination refers to the ability to move your feet in order to respond to what your eyes perceive. This includes sitting down, running, cycling or kicking a ball into a net. <p>The better the coordination, the better a child's movements will be controlled and completed with minimum effort and maximum accuracy.</p>
Balance	<p>Skilful movements, and performance, require a control of the bodies muscles to hold static and fluid balance position – this includes: knowing where body parts are located throughout movement and static positions, distributing weight appropriately over the centre of balance and repositioning non-supporting body parts to prevent a fall and trip.</p> <p>Balance is both maintaining a physical equilibrium and being equally controlled in movement on both sides of the body.</p>
Agility	<p>Agility is a combination of both coordination and balance. Children react quickly and efficiently to a stimulus that frequently takes them out of balance and standard repetitive movements.</p> <p>It is also about having the coordination, balance and conditioning required to complete complex and challenging sets of dynamic skills and actions.</p>

What do you mean by 'decision-making'?	
Tactics and Strategies	<p>Tactics represent the fundamental decisions, approaches and actions that are made to outwit and overcome an opponent or succeed in a challenge.</p> <ul style="list-style-type: none"> - A good tactic has a clear purpose, with a specific and measurable impact. <p>When employed in games or competition, strategies underpin the larger plans you make for yourself or a team, with the aim in outwitting and problem solving potential situations in the most effective and efficient manner to succeed.</p> <p>Strategies, in part, require a range of specific tactics to be deployed for each facet of the game or challenge.</p>
Composition and Choreography	<p>Composition focuses on the design and creation of a sequence of movements and actions that meet criteria provided. It requires the use of a number of design principles to develop something that is aesthetically pleasing and contains specific elements required.</p> <p>Choreography builds further on this by considering how to create relationships with the stimulus provided and with space, people and objects around. Its intention is communicating with an audience so that they are able to develop their own interpretations and responses to the dance.</p>
Exercise and Healthy Living	<p>This focuses on how to exercise and, later, train for specific outcomes and general wellbeing.</p> <p>It is both about designing an exercise routine and a planned pattern for being physically active. The successes of an exercise / physical activity programme can be improvement in body condition, personal wellbeing and social wellbeing. As children reach puberty, it is also about developing and maintaining physical fitness.</p>

What does this look like at each stage of development?

The table below creates a simple framework for progression across each key stage of learning. It is important to recognise the different levels of maturity and establish a core expectation of what we want our children to learn.

It is critical to view this not as a checklist to be ticked but more as a set of learning intentions that are met. Are they met quite well, well or very well? A child moving from quite well to very well will have made good progress.

Development Stage	Aims –What do we want the children to learn and develop?
<p>This is the first stage of maturity in the primary years.</p> <p>Children are still learning and acquiring fundamental movements, developing confidence with these individually or alongside a friend. Rules and behaviours for sport or activities are being learned and children generally show great enthusiasm to play and explore new activities. Limited danger awareness may result in a lack of fear. At this stage there is also limited awareness of space and that of others.</p> <p>This is most likely to be seen in children from EYFS to early Year 2.</p>	<p>We want our children to learn:</p> <ul style="list-style-type: none"> • To move and be still under basic control so that movements are performed with accuracy and clarity • To repeat and co-ordinate simple movement combinations so that they link together • To use simple equipment with purpose and basic control • To find and use space well showing an awareness of others and basic safety • How to use simple tactics and compositional ideas with consistency • The activities and behaviours they need to stay healthy.
<p>Within the second stage of maturity many fundamental movements will have been learned and acquired as children begin to develop these into more discrete, purposeful and applicable skills, although control and fluency of these may be inconsistent. Children like to play with one or more friends, though individuality must be noticed in order to explore self-awareness and personal achievement. Physical activity is generally enjoyed, and children recognise the want/need structure and rules within their gamesmanship. Children will often demonstrate an increased spatial and risk awareness.</p> <p>This is most likely to be seen in children from Year 2, progressing to Year 4.</p>	<p>We want our children to learn:</p> <ul style="list-style-type: none"> • To move, stop and remain still with balance and clarity of movement and shape • To repeat simple combinations of skills and actions showing coordination and changes in direction and speed • To use a range of skills that make use of equipment with basic consistency and accuracy • To be able to use their own and others' ideas for movements, tactics and compositions • To be able to combine movements and actions with some flow and purpose • The importance of physical activity, diet and sleep.
<p>During the third stage of development, children show greater intent and co-ordination in their movements. Task/Sport-specific skills become more refined and applied with greater control and efficiency. Children begin to appreciate being part of a team and start to gain fulfilment from being part of something bigger. However, some children tend to lose interest in physical activity as other activities start to take their time, and are therefore more discerning about their time. They understand and use rules and structures and begin to think more creatively about how they tackle tasks and challenges. They also become more critical in their evaluations and can come up with their own solutions and approaches.</p> <p>This is most likely to be seen in children from the end of Year 4, through to Year 6/7.</p>	<p>We want our children to learn:</p> <ul style="list-style-type: none"> • To move and be still with control, composure, good body shape, tension and changes in speed and effort • To combine skills and actions with some fluency and consistency • To use a greater range of specific skills / techniques using equipment with consistent control • To create and use tactics and compositional ideas that suit the situation with some success • To respond to changes in situations and new challenges and conditions with some rationale • What a healthy lifestyle is and how they may live their lives more healthily. • What it means to have good mental health.

What does the Physical Curriculum at St. Mark's look like?

- Physical Activity is Central to the Physical Curriculum

Quality-First teaching of physical activity and the physical curriculum throughout the school day is necessary to support our children increase their physical fitness, competence and skilfulness, self-responsibility and enjoyment of physical activity so that they can be physically active and become better tomorrow. We can however, only promote these benefits if the physical curriculum is well-planned and well-implemented, because for many children, this is what makes attending school worthwhile.

The wider physical curriculum is critical to bringing about rapid progress and high achievement in PE. However, its purpose is more extensive. The key to our programme beyond timetabled P.E is the provision of additional time, space and resources to practise and refine skills and decision making through play –together with a core staff and leaders that model and ensure this programme has a relationship with the P.E. being learned.

At St. Mark's, all children will receive a minimum of 1 hour of timetabled Physical Education within the curriculum. It is time-tabled weekly so that both indoor and outdoor spaces are available to each year group, and so that it is taught throughout the school year.

- In addition, it is our intention that each child will receive 30 minutes daily physical activity through morning boot camp, active playtimes or planned opportunities to be active in other curricular lessons - to promote the children 'fit for life' initiative. It is therefore our expectation that all children to choose to engage fully in the physical activities provided every day of the school year.
- Additional opportunities for P.E. and School Sport are provided by the Out of School Hours Learning (OSHL) programmes that serve to supplement the curricular topic within each key stage.
- This is supported by the SevenStars Guarantee, and Level 1 and 2 competitions, enabling as many children as possible to represent a group, their team or the school.

Within this framework each child:

- Spends a minimum of ONE lesson per week in Physical Education, covering the core skills associated with Gymnastics, Games and Athletics, with progression of skill over a termly or half-termly focus;
- in Years 3, 4, and 5, is given the opportunity to learn to swim throughout the year;
- in Year 6 is given the opportunity to attend an outdoor and adventurous activities residential week.

The design of the wider Physical Curriculum at St. Mark's, including opportunities for active play, school sport and dance, is intended to maximise available time, resources and personal to further build physical skilfulness and decision making. We intend that the wider physical curriculum will further support the development of the accomplished physical and confident thinking being at St. Mark's.

It is also our intention, through the wider physical curriculum that we further develop and give value to:

1. Physical activity levels, and development of their physical condition
 - This is about children feeling confident in themselves so that they will commit to joining in their chosen activities and to being part of something that has meaning to them.
2. Mental health and emotional wellbeing, and
 - These build around our intention that all children in our school should be physically active as often as possible. We intend that children will take part in physical activity other than in PE every day. We intend that this physical activity will be of great enough intensity and for long enough to make a difference to our children's physical growth, health and wellbeing.
3. Desire to be better tomorrow than are today.

Stamina / Endurance	Endurance is the ability to 'keep going' physically. Children with good endurance are able to pace themselves, set targets of distance or time and then maintain the quality of their skill almost all the way through the task or challenge. This affects the development of their cardiovascular system.
Physical and Mental Wellbeing	Physical wellbeing is about both knowing and feeling that your body can work effectively and with minimum effort, and about feeling good about your body and your physical appearance. Those with very good physical wellbeing are often very willing explore and become involved in physical activity. This is strongly linked with feelings of self-value, self-belief and confidence to fail and succeed – essentials of good mental wellbeing.

What do you mean by Active Playtimes?

Active playtimes are encouraged to maximise the potential for skill development and practice. Play Leaders are encouraged to develop this and are to deliver active sessions, and games to the children throughout the school.

All children are given access to a range of equipment to use at break and lunchtimes to develop their skilfulness and competency within their curricular topic. Each activity available to the children is intended to support the curriculum learning – promoting ownership and development of each core skill or attitude.

Who are the Play Leaders? What do you do to help them? – cooperation, enjoyment, engagement.

In Year 5, children have the opportunity to access the PLAYMaker award. The PLAYMaker Award aims to help learners develop leadership skills such as organisation, communication and teamwork, as well as helping to build confidence and self-esteem as they take on the responsibility of assisting in leading their peers and younger children in developing time to practice and develop their skilfulness. This supports our children in their knowledge of how to organise small games and activities that can be used during curricular and extracurricular time, lunchtimes, breaks, as well as in sports clubs outside school hours. Children use activity cards to consider all aspects of organising and delivering games including safety, space, equipment and the appropriateness of an activity to skill being learned.

How do we plan for positive learning in P.E.?

“Success is not an accident! It requires creative, responsive and careful planning.” – Crichton Casbon.

“Great learning comes from great teaching.” – Crichton Casbon

Great teaching is what makes learning happen. Learning is about making connections and building positive relationships with what is encountered and presented, to enable the child to take these experiences into adulthood. Therefore, what we provide must ensure that our children have the best chance to achieve our intentions for them – Vision, Learning quality, Progression and Achievement.

Creating a positive learning space is one of the most critical components of P.E. in enabling children to discover a commitment to their wellbeing and value in physical skilfulness and personal achievement. It is most effective through participatory teaching and collaborative learning, such that the learning has cultural meaning, and where trust is established. Success is not an accident and we will plan and implement our Physical Curriculum Programme with thoroughness. Our curriculum programme is designed to ensure learning is positive and memorable, and leads to improvement, progress and high achievement. The planning for learning is essential and very powerful when there has real purpose and significance to the learner.

At St. Mark's, we believe that it is through the relationships we build where true participation and engagement in learning is established, and therefore where children:

- feel physically and emotionally safe,
- can express themselves and their ideas without judgment,
- recognise the real purpose and relevance of the learning, and as such:
- have ownership and input, related to the structure, expectations and outcomes of the session,
- are challenged to achieve high expectations, and all students receive the support necessary to meet those expectations,
- are provided with multiple and varied opportunities to experience success, and
- recognise that questions are valued more highly than answers.

So,



The powerful learning wheel and the approaches it generates are very useful guides to ensuring the children have the greatest opportunity to achieve. Therefore, these 5 elements represent the core principles of our curricular design, unit planning and lesson planning, so that all children are given the opportunity to become better tomorrow than they are today.

But, what do these mean? And why are they important?

The 5 elements of meaningful teaching	
Being clear about what is to be learnt and what success looks like	<p>Setting out the description of images of what success looks like. This may include a clear picture of the pupil challenge performed through a teacher model, video or good practice seen amongst the children. Clear, key learning intentions are established that relate to high quality performance of the challenge.</p> <p>Enabling the children to see the end, and question if this is to become a passion in their life.</p>
Ensuring the materials and approaches used are significant for each learner	<p>Creating a feeling of the importance, excitement and personal or cultural relevance within the unit and the challenge to be completed. Sharing intentions and allowing the children to develop these to personalise each learning experience to maximise the potential for skill improvement.</p> <p>Enabling the children to discover the desire and drive to be better tomorrow.</p>
Ensuring there is sufficient challenge for each learner	<p>Ensuring the task is suited to the learning potential of the children, using assessment throughout the Z-Plan to differentiate and enabling the children to self-differentiate the task where appropriate.</p> <p>It is important that the tasks presented are sufficiently challenged to drive improvement and progression, whilst remain worthwhile of their time. This will enable the children to value their skilfulness and experience and take pride in their achievements within the activities presented.</p>
Providing some options and choices for each learner to make	<p>Making good use of self-reflection and self-review, coupled with teacher feedback. Allowing the children opportunities to identify their personal priorities and empowering them to choose their next focus (within the lesson or next lesson) to improve or make progress.</p> <p>Demonstrating a key commitment to their physical skilfulness and self-identity.</p>
Providing a product and critical audience	<p>Providing sufficient time and emphasis on producing a quality performance where the children begin to take pride in their achievements</p>

What is our approach to teaching?

We are designed to be reflective practitioners in a vital position for each and every child in our care and there are three pivotal questions to address before we look deeply at how to make teaching in the physical curriculum the best it can be at St. Mark's. These are challenges that come from the Singapore project "Teach Less – Learn More" and discuss:

WHY do we teach?	<ul style="list-style-type: none"> ✓ We do what we do in education for the learner, their needs, interests and aspirations, and not simply to cover the content. ✓ We should encourage our students to learn because they are passionate about learning, and less because they are afraid of failure. ✓ We should teach to help our children achieve understanding of ideas, and not only to dispense information. ✓ We should teach more to prepare our children for the test of life and less for a life of tests.
WHAT do we teach?	<ul style="list-style-type: none"> ✓ We should focus more on teaching the whole child, in nurturing them holistically across different domains, and less on teaching our subjects. ✓ We should teach our children the values, attitudes and mindsets that will serve them well in life, and not only how to score good grades in exams. ✓ We should focus more on the process of learning, to build confidence and capacity in our students, and less on the product. ✓ We should help the children to ask more searching questions, encourage curiosity and critical thinking, and not only to follow prescribed answers.
HOW do we learn?	<ul style="list-style-type: none"> ✓ We should encourage more active and engaged learning in our children, and depend less on drill and practice and rote learning. ✓ We should do more guiding, facilitating and modelling, to motivate children to take ownership of their own learning. ✓ We should recognize and cater better to our children's differing interests. ✓ We should assess our children more qualitatively, through a wider variety of authentic means, over a period of time to help in their own learning and growth, and less quantitatively through one-off and summative examinations. ✓ We should teach more to encourage a spirit of innovation and enterprise in our children, to nurture intellectual curiosity, passion, and courage to try new and untested routes.

How often do we leave our children, laughing, inspired or educated?

It is clear that good teaching is that which produces important and remembered learning and good teaching is always associated with rich experiences – we teach not with words but with experiences. At St. Mark's, the expectations of our staff being great teachers in the Physical Curriculum reflect these core ideas. It is therefore our intention that all teachers at St. Mark's inspire our children by:

- modelling the school vision for the physical curriculum in what they do and talk about,
 - ✓ driving the children to explore challenges and discover the passion to be better;
- demonstrate a commitment, a desire to learn, a willingness to work hard in all aspects of the physical curriculum,
 - ✓ expressing themselves honestly and sharing a learning experience where the answer is not a checklist.
- becoming the teachers that children will remember as significant influences on how they felt and what they achieved in school,
 - ✓ promoting positive, reflective experiences that enable children to become self-aware and content.

Great Teaching is active and purposeful. It demonstrates an ability to do the things needed to bring about learning. Therefore, further expectations of all staff at St. Mark's are that they consistently demonstrate the teaching skills associated with great learning, so that they:

- plan systematically and expect the very best of all learners, irrespective of natural ability.
- use the 5 elements of meaningful and memorable learning, to promote positive experiences in P.E.,
- use time, space, people and equipment efficiently to maximise personal achievement and ensure safety,
- provide regular and supportive feedback to learners that enables them to reflect and own their learning, and
- praise effort, commitment and all improvement achieved that results from these.

As a result of these expectations, it is our intention that the children of St. Mark's are shown how to become, and strive to become outstanding learners of the physical curriculum. Consequently, we will see the 2 aspects of great learning.

- 1) Motivation and engagement,
- 2) Skills being used

Focus	What will outstanding learning look like?
Attitudes to Learning	Learners that are: <ul style="list-style-type: none"> • engaged in their learning for sustained periods of time • very keen to improve and progress • very willing to respond to and persist with challenges • very confident to try things out, make suggestions and ask questions
Effectiveness of learning	Learners that: <ul style="list-style-type: none"> • make rapid gains in skills, knowledge and understanding • find out how to use skills in different ways, and link them to repeat actions • consistently make effective, well thought through decisions • work at speed and under pressure, quickly adapt to changing circumstances

Our Curriculum Plan – Planning for maximum achievement.

The units of learning for the PE programme are provided in the “Curriculum Programme” for each year group. Taking into account the need to plan for powerful and memorable learning experiences, these have been designed, chosen and sequenced in order to provide a good range of activities that, together, ensure adequate **breadth, balance, depth** and **significance** to our children.

Breadth	The range of activities provided. This does not mean that a high-quality curriculum is about providing as many activities as possible. It is about ensuring that there is enough variety to suit all children’s preferred activities.
Balance	Ensuring that the breadth or range of activities enables a full set of skills to be developed – coordination of top and bottom, and right- and left- hand sides of the body – developing a balanced body.
Depth	The sufficiency of time to secure skills and understand the ways of applying those skills effectively in the given authentic activity. When there is sufficient depth, children feel competent and confident in their ability to perform in the activity.
Significance	The perceived value or importance of the activities to the child. Often this is about cultural and community activity as much as it is about the child’s identity.
Challenge	The complexity, intensity and authenticity of the core task / pupil challenge that we set for the children to tackle and perform well. It is the ‘finished’ product that they remember and can be proud of.

C. Casbon (2020)

To ensure you implement the programme well, you need to:

1. Know what ‘Good’ looks like and set expectations accordingly. Be fully aware of the learning intentions provided for your class
2. Focus on the ‘Activity’ selected for each unit and link it to all the other units
3. Know what the core task / unit product is that needs to be performed well

The Curriculum Programme establishes our school expectations of each year group, including: (shown in example)

- a) the key learning intentions for the year,
- b) the starting point for each year group and the expectation of progress over the year,
- c) the units of learning to be completed based on the range of activities that have been selected as significant and the order in which they should be experienced,
- d) the specific pupil challenges (core tasks) that will be the end product children are proud of,
- e) the allocation of resources of time, people, space for each unit, and
- f) the opportunities to extend learning through the extra-curriculum our expectations of engagement with and involvement in the extra-curricular programme.

Aims for the year	Current standards	Expectation to be achieved	Activities	Core Tasks	Number of weeks	Time allocation lessons hrs.	Time allocation beyond lessons	People	Spaces and Places
What do we want the children to learn?	What is the standard the children have reached?	We will know they have succeeded when they...	We will use the following activities as vehicles for the learning	We will use the following core tasks to set pitch and challenge	How many weeks will be allocated to each unit of learning	What is the total lesson time allocated in hours to each unit of learning?	What is the total non-lesson time provided in hours related to each unit of learning?	We will use the following people to lead the unit	We will ensure the following spaces are available for the whole unit
To combine skills and actions with some fluency and consistency	<i>Completed by previous teacher</i>	<i>Set in discussion with PE co-ordinator</i>	Gymnastics	Balance Sequence Split-Level Challenge	7	7 1 x1 hour lesson per week.	7 1x1 hour extra-curricular opportunity per week	Class Teacher ASM Sports Coach	The school hall

It is our intention that the curriculum plan is built with progression at its core to promote greater depth of understanding, stronger development of fundamental physical skilfulness and application of these skills to perform more reflectively within a range of topics/sports, in order to maximise the levels of personal achievement and engagement in Level 1 and 2 competitions.

“It is about shifting the focus from “quantity” to “quality” in education. – Teach Less, Learn More

Whilst the programme has been designed and set out carefully,, teachers are expected to use their assessment and professional judgement of children’s learning to make adaptations as needed to ensure maximum progress is achieved.

This includes:

- shortening or lengthening a unit of learning,
- adapting or changing the core task to challenge the children more appropriately, and
- differentiating learning expectations and tasks for different groups to support progression for all.

Any of these should be based on evidence and a discussion with the Lead Teacher for the Physical Curriculum. (see curriculum programmer)

How will this be implemented effectively? – Supported by C. Casbon (2020)

The design of our PE curriculum relies on the effective allocation and use of critical resources. It is important that we understand how to use them highly effectively.

Children’s success in the unit of learning will be enhanced by the really effective use of the key resources of:

- 1) Time,
- 2) Place and Space,
- 3) People.

Time is a critical resource because it is finite and so a very precious resource. We need to recognise the following key factors:

- The distribution of time is more important than the total allocation
- The allocation of time and its use has a direct impact on the progress you can expect of your children
- Learning does not happen just in lessons

In order for learning to be really effective within the time allocated, it is important to understand F.I.D.S.

To be most effective, learning needs sufficient:

- **Frequency of practice**
 - Learners need good distribution of practice to keep attention and avoid fatigue
 - Effective frequency supports the retention of learning
- **Intensity of focus**
 - Learners need to be challenged by altering speed and pressure of practice
 - Learners need minor variations in some skill practice to build skilfulness
- **Duration of practice**
 - Learners need enough time to learn both in lessons and across units
 - Duration varies dependent on the ‘Type of Skill’ being learned
- **Significance of practice**
 - Learner identifies priorities and approach to their learning
 - The learner is able to recognise and transfer learning from other settings

When planning units and lessons, it is critical that time is used well. When planning, it is our intention that there is sufficient time for all children to:

- Explore the skills and concepts related to the core task (see section on unit planning)
- Have the time to practice and improve both the techniques / skills and the decisions they can make
- Develop the quality of what they are doing to a performance standard of which they are proud.

Space is a critical resource because...

- The environment / place / space for learning creates the ethos for what and how to learn and perform
- The organisation of personal spaces for learning help set the parameters
- How children learn is affected by light, warmth and weather (but no cancel rule applies!)
- Equipment and resources available will define what needs to be learnt

When planning powerful and memorable learning, it is important to take account of the following guidance:

- ✓ Organise space for activity not inactivity - "Queuing is bad for your learning"
- ✓ Be able to see everyone and interact
- ✓ Design and use apparatus to maximise time for learning
- ✓ Adapt activities / tasks to suit the space
- ✓ Develop strong spatial awareness from an early age
- ✓ Use child appropriate equipment

People are a critical resource because...

- The attitudes and disposition of the 'teacher' are critical in giving children the confidence to learn and the desire to succeed (Hattie and Masters 'Teacher Credibility')
- The relationship between learner and teacher is good
- Children learn better when they feel secure when they know what 'good', and can make choices and self-report on their expectations of themselves (Hattie and Masters "Visible Learning")
- They feel positive and confident in the groups they are working in
- Subject confidence and knowledge are important contributors to successful learning
- Learners are more successful when receiving constructive feedback

By planning and using our resources well, children will feel confident that they can succeed and will commit to engaging fully.

Our Unit of Learning Planning – Planning for maximum progression

It is our intention that units of learning combine together to ensure that our children are able to make good progress in their physical skilfulness and decision-making.

Our unit planning design enables children to be presented with many opportunities to be creative, competitive or co-operative, facing challenges as individuals, in small groups or as a team. In order for our children to develop a willingness to tackle new challenges as they mature, we must first present them for our children to understand what is expected. This is outlined by a clear model, recognising what 'good' might look like. This will encourage them to think in different ways that suit the different challenges they may face and begin a shared planning experienced with their starting points recognised.

Progression is to be evaluated on a term-by-term basis, in order to share, promote and continue good practice.

The principles that underpin good unit planning (U-Planning):

- a) each unit is progressive, building on learning achieved in the previous learning
- b) built on clear learning intentions that are outlined in the key stages of development
- c) a clear end product (pupil challenge) to be produced with quality
 - learning intentions and product must relate to ensure the progression of skills
 - the core tasks are designed to show a clear progression in skilfulness
- d) provide an indication of how the time will be allocated to each phase of learning and so affect lesson planning
 - including time to explore, time to practise and perfect new skills and time to perform
- e) it should be evaluated and provide broad information that affects planning for the next unit
 - broad assessments of the children will support vision of progress – including: **bronze**, **silver** and **gold**.

See example:

Unit Aims	End Challenge / Product	Unit Teaching framework plan
<p>What do you want the children to learn? (This must link to the development stages)</p> <ul style="list-style-type: none"> • To move and be still with control, composure, good body shape, tension and changes in speed and effort • To combine skills and actions with some fluency and co-ordination • To use a greater range of specific skills / techniques using equipment with consistent control • To create and use tactics and compositional ideas that suit the situation with some success • To respond to changes in situations and new challenges and conditions with some rationale • What a healthy lifestyle is and how they may live their lives more healthily. • What it means to have good mental health. <p>How do these reflect previous learning? This is the first Unit in the 3rd stage of development. Previous years have focused on developing the core skills of travel, jump or roll – exploring core movement co-ordination and balance. This unit is to further develop the children's agility, through equal focus on the non-dominant side to enhance control and efficiency of movements – enabling the children to think more creatively about they tackle tasks and challenges.</p>	<p>What challenge / end product will they produce?</p> <p>Split-Level Challenge Overcome levelled obstacles (including balance beams, A-frames and crash mats), jumping, rolling or balancing to create a sequenced plan that enables safe travel.</p> <p>Children will be given time to 'explore' the apparatus, before being given opportunity to link these together that will enable them to travel safely and efficiently.</p> <ul style="list-style-type: none"> - Children will be expected to communicate with a small group to build a challenge that will enable at least 1 jump, 1 roll and a point balance. - Observations will be made on the children's balance when using the non-dominant side, co-ordination of movement within the 'sequence' and body tension and posture in travelling and landing. <p>Previous challenge In Year 4, the children completed the Four Seasons Sequence in Gymnastics, and Welcome to the House of Fun Dance task. These challenges supported the children to begin to develop the co-ordination and balance of movements, including travelling, jumps and roll when using the floor or on low-level apparatus. During this unit, the children will begin to explore how movements across different levels can be linked to promote the efficiency of travel and fluidity between discrete movements as they continue to build their own sequenced plans.</p>	<p>How will you allocate time to ensure quality learning and a quality product?</p> <p>Explore – 2 Sessions</p> <ul style="list-style-type: none"> - to explore the apparatus, together with peer 'set-up' and develop confidence of working at height this will include climbing, travelling and jumping from the apparatus. - Why are these movements important? - What are core strength, body posture and tension? - dominance – functional use of the non-dominant side children will explore their co-ordination and balance of the non-dominant side through jumping and point balances <p>Practise and perfect – 3 Sessions</p> <ul style="list-style-type: none"> - Continue to develop core strength - When jumping, develop balance control of the landing and fluency through the sequence, including use of non-dominance to perform a point balance. - Travelling to and from apparatus – climbing, jumping, stepping - how we can link equipment to develop fluency. - Travel into rolls in different ways showing different body shapes – with development of the forward roll, and cartwheel (where appropriate.) <p>Develop into performance – 2 Sessions</p> <ul style="list-style-type: none"> - Link two jumps and three balances with travelling and rolling movements to create a sequence which uses planned variations in body shape, speed and direction. - Compose a longer sequence both on the floor and apparatus to include at least two different jumps and three balances. These should be linked with travelling and rolling movements.

How well were the aims met? Identify the improvement and progress made by the class as a whole. Ensure you describe the range of children.	How well was the challenge performed? Identify the quality of performance of the challenge. Ensure you describe the range of children	Where are children now? Where are children now in relation to the pitch and challenge of the product?
<p>GOLD Children demonstrated good balance through travel and jumps; co-ordinating the body to enable progression to the next part of sequence. Use of non-dominant side was evident through these transitions. Balances were performed both on the floor and at height.</p> <p>SILVER Good core strength enabled the children to demonstrate balance through travel and jumps. Use of the non-dominant side was evident through these transitions. Movements were fluid, although independent focus shifted to speed, losing body posture between movements.</p> <p>BRONZE Children gained confidence working at height, jumping to and from apparatus. Landings showed some co-ordination, although demonstrated uncertainty where balance and core strength is still developing. Movements were discrete, lacking fluency, showing a greater focus on body co-ordination – particularly when engaging the non-dominant side.</p> <p>As a group, the majority of the children are in the first part of Stage 3 of development. Some children remain in Stage 2, and require further time to develop core balance to stabilise movements.</p>	<p>Some children completed the challenge with accomplishment, making few errors especially when challenged to pause between discrete segments of the sequence. These children showed control when using the non-dominant side in travelling and balance, though need to refine presentation and develop personal sequences more independently.</p> <p>The majority of the children demonstrated competence in jumps and travel, though continued to favour the non-dominant side where the option was available to them. Although whole body co-ordination remains under development, these children showed greater control and fluency in movements.</p> <p>A small minority of children were able to use the apparatus individually, but needed additional support to maximise control and body positioning in both jumps and travel. Body co-ordination restricted rolls and balances, although attempts were made to include these in their performance.</p>	<p>How many are ready to take on the next pitch of challenge?</p> <ul style="list-style-type: none"> • 7 achieved gold <p>How many need more time at this pitch of challenge?</p> <ul style="list-style-type: none"> • 17 achieved silver <p>How many still find this pitch of challenge too difficult?</p> <ul style="list-style-type: none"> • 3 achieved bronze <p>How will this affect the planning of the next unit?</p> <p>Continue to develop control within movements to refine body posture and tension. This will enable greater agility when entering gamesmanship, through the development of core strength. Enable greater emphases on creativity, to enable the children to problem solve and build opportunities to explore their ideas.</p>

Our lesson planning – Planning for maximum improvement

The purpose of lesson planning is to enable children to incrementally refine and develop their skilfulness and decision-making so there is clear improvement in quality – for example – control, variation, consistency, fluidity.

The principles which underpin good lesson planning (**Z-Planning**) are:

- each lesson builds on learning achieved and addresses areas identified in the previous lesson,
 - allowing the children time to reflect and discuss feedback about what has been improved or achieved during the session;
 - reflect the story of the children's learning, allowing a design of learning that is driven by the children's needs, recognising the learning and promoting maximum improvement,
- each lesson will have clear, refined learning intentions,
 - shared with the children to maximise engagement with the learning opportunity; and
 - designed with focus on the unit of learning established in the U-Plan
- evaluations of improvement lead directly to the learning intentions for the next lesson,
 - these are discussed and generated with the children, promoting ownership and relevance for further learning;
- assessment is ongoing and formative
 - observational/formative assessments with 3 children (HA/MA/LA) are completed at the end of each session to promote overall vision of performance.

Teachers are expected to use their assessment of children's learning to make adaptations to learning intentions and the tasks planned. When necessary, to improve the pace of learning more appropriate challenges for the children.

It is a key expectation of the teacher to observe and understand the differences and similarities amongst the children and use this information to plan opportunities to develop each area of need.

- As discussed, the z-planning system promotes opportunities for each teacher to discuss the aims and outcomes of each session, enabling the children to provide feedback and opinions on performance to personalise the learning journeys. This serves to support the teacher's formative assessment of each session and offer the children choice and directions of learning to maximise ownership and relevance of learning.

<ol style="list-style-type: none"> To how to control a jump, and landing. To jump from a height, showing balance. Develop an understanding of dominance. 	<p>Warm-Up Spin in and out of each other avoiding contact – jumping into a space to spring back and move on.</p> <p>Rep. at this, which directed, jumping to land on one leg – can the children use the weaker leg?</p> <p>Floor work Working on a mat, from standing sink down, and return to standing – squatting – which muscles are we using, why do we think this may be important when jumping?</p> <p>Apparatus Continue to support the children to set up the gym equipment – including benches and A-Frames – how to set it up safely.</p> <ul style="list-style-type: none"> - In sequential height to support confidence <p>Using benches, spring onto apparatus and spring off – squatting to control the landing.</p> <ul style="list-style-type: none"> - Supporting equal use of both legs <p>Explore how to spring, step or climb on to the equipment, and jump off from each height.</p> <p>Review how to land safely, showing co-ordination in the legs control the landing.</p> <ul style="list-style-type: none"> - How could this squat be used to build a roll? <p>Concluding activity Partner work – facing each other, with feet together and holding hands – to squat and rise to build strength in the upper legs.</p>	<p>For most, children are able to control the jump from a low height, protecting the body with a small squatting movement.</p> <ol style="list-style-type: none"> For a small minority of children, body co-ordination and balance is still developing at greater heights. For the majority of children, use of the non-dominant side remains unbalanced, though movements show greater co-ordination. 	<p>SN (LA) – continued to find springing onto the bench difficult, though was able to spring off landing on both feet into the squat, co-ordinating a secure land. Very little use of the non-dominant side to lead.</p> <p>SH (HA) – good coordination in the spring transition to and from the bench, but as height increased the balance in the landing weakened. At low levels, when challenged to land on one foot, this was unbalanced. Was able to climb using arms to carry body weight.</p> <p>MA (MA) – significant improvement in the springing to the bench and landing from it, showing good control at lower levels. More support needed to coordinate the climb in order to improve efficiency.</p>
<ol style="list-style-type: none"> To improve co-ordination and balance of the non-dominant side. To develop dynamic balance, jump and from a height. To develop fluency between movements, linking a jump to a point balance. <p>Some:</p>	<p>Warm-Up Hop-scotch, children to play hop scotch, using the hop and spring to improve strength in lower limbs.</p> <ul style="list-style-type: none"> - To lower the body on one leg to develop confidence, then to collect the stone – i.e. a low-level one-point balance. <p>Floor work Working on a mat, the children are to create obstacles to hop over and collect their stone.</p> <ul style="list-style-type: none"> - From two feet to one, or from one foot to the other. - Children are to be given skipping ropes, cones or hurdles to support challenge. <p>Apparatus Children to set-up the apparatus, together in sequential height to enable travel between heights.</p> <ul style="list-style-type: none"> - T to support installation of balance beams. - Starting from the floor, to spring or step on the apparatus – springing with both feet, or stepping with the non-dominant side. - Balance beams at height to support coordination and balance of travel – this can be stepping, or in the bridge – a 4-point travel. - Children to jump from height, continuing to develop the controlled squat when landing. - When reversed, the children are to 	<p>All children began to lead with their non-dominant side, and showed a great balance when springing to the apparatus.</p> <ol style="list-style-type: none"> A small minority of children showed some low uncertainty when springing from height, but for the majority the landing had greater control. Some children need additional support to travel using the 4-point bridge, favouring a shuffle. 	<p>FB (HA) – demonstrated good co-ordination and balance in the spring from one height to the next. Body co-ordination during the 4-point travel appeared controlled and fluent.</p> <p>S (LA) – led well with non-dominant side, and demonstrated a greater control in the landing of a spring from height. During hop-scotch, balance on both dominant and non-dominant side was unstable. Was unsure of body position when travelling in a 4-point balance.</p> <p>AA (MA) – good improvement in the use of the non-dominant side during hop-scotch, and landing on the non-dominant side from a short height. Co-ordination and posture was unable to be maintained during travel.</p>

How do we include those with SEN or a disability?

The statutory 'inclusion statement' in the National Curriculum sets out a framework for modifying the curriculum to include all pupils. As outlined through schools intent to deliver quality first Physical Education, it is the responsibility of every teacher and member of support staff to:

- set suitable learning challenges
- respond to pupils' diverse learning needs, and
- overcome potential barriers to learning and assessment for particular individuals and groups of pupils.

These principles allow the school to:

- choose objectives for pupils with SEN and/or disabilities that are different from those of the rest of the group, or
- modify the curriculum to remove barriers so all pupils meet the same objectives.

Planning for pupils with SEN and/or disabilities is part of the core unit planning that is completed for all pupils, rather than a separate activity, where brief notes in lesson plans on the learning objectives and approaches used to remove barriers for pupils with SEN and/or disabilities are to be given. Inclusion can be achieved by changing the environment of the activity or the way it is presented. Teachers can provide inclusive, adapted, modified or separate activities or approaches to learning. In most lessons, the teacher will use more than one approach, to ensure that all pupils are included throughout the lesson.

Open activity

- In an open activity, all pupils are included in the same task with minimal or no adaptation or modification.
- Open activities need to be adapted so that they consist of elements that everyone can do. If an activity has a component that is too hard for a pupil, STEP can be used to change that aspect of the activity.

Modified activity

- In a modified activity, changes are made to the task so that all pupils are included and can take part at a level appropriate to their ability.
- Modifications can be made to equipment, space, rules, speed, interaction and/or position.
- Modified activities use S.T.E.P. to make sure elements of the activity stretch all pupils. All pupils are at different skill levels, so the activity has to be pitched at different skill levels too!

Parallel activity

- Everyone does the same activity but different groups do it in different ways according to their abilities.
- Parallel activities rely on S.T.E.P. to adapt each game so that pupils are all playing a game at a level that challenges them, but also gives them a degree of success. S.T.E.P. enables parallel activities to be planned and developed.

Disability sport activity

- Disability sports activities are developed or modified specifically with disabled people in mind.
- Disability sport activities have often been adapted and pupils could be taught to understand the S.T.E.P. process by swimming hybrid strokes.
- Non-disabled people can take part in disability sports activities.

Separate activity

- Occasionally, it may be appropriate for some pupils to take part in activities separately from the rest of the class – e.g. when preparing for a disability sport activity. However, this should not happen at the expense of these pupils being included in outdoor and adventurous activities more generally as part of the PE curriculum. Disabled pupils should be encouraged to pursue disability sports outside school hours, through school clubs or local sports clubs.
- Separate activities need to continually use S.T.E.P. to reinforce existing skills and work on new ones at the right level.

All children at this school will be given the opportunity to develop skills to the very best of their ability. This allows all children to progress and to work at their own level.

How will you know how well the children are doing?

Assessment is a critical skill to be used effectively by the teacher and, where possible, the learners themselves. If it is not effective in bringing about learning then it is counterproductive.

At St. Mark's, we believe that assessment is about giving value to learning that has taken place and setting out the next learning that will bring about:

- further **improvement** in lessons or combinations of lessons
- greater **progress** over combinations of units
- maximum **achievement** over the course of a year

thus reflecting the 3 stages of planning used within the Physical Curriculum.

How do we recognise progress in physical skilfulness and decision-making?

There is much language used to describe and understand progression, but it is often used to mean slightly different things and can lead to confusion. For the purposes of assessing learning in P.E. at St. Mark's, the following definitions are used:

- 1 - Improvement (within a lesson, and sequence of lessons),
 - The visual development or refinement of a skill, making changes to the fundamental movements and their applications with the sole intention to enhance the outcome.
- 2 - Progression (over the duration of a term),
 - The global impact of improvement, modelling, feedback and practice to which discrete skills become more co-ordinated, controlled and efficient in given scenarios, often reflected in improved performances.
- 3 - Achievement (throughout the academic year and key stages),
 - Target driven, enabling children to focus their attentions in practice and skill progression.
 - 'What can be achieved?'
- 4 - Attainment – the expected standard of an acquired skill or skillset, as establish through standardised assessment.

It must be understood that progression and achievement are seen individually, are personal to each child and are representational evidence of:

- a) the amount they have learnt in relation to their starting point, within a defined period of time, and
- b) the standard they have achieved at a particular moment in time.

With respect to this, it is evident that a child that may achieve a lower standard than another may make more progress over a defined period of time. We believe it is therefore important to recognise the evidence and monitoring of a child's skill progression over time, together with personal achievement over time.

There are two ways in which this progress can be evaluated, where in best practice work collectively, and are:

- 1 - Set criteria which outline what may be seen in best practice. These may be used to place a visual description on the child's co-ordination of movement or competency of skill.
- 2 - The complexity and degree of challenge within a task the learner is able to tackle effectively and efficiently.

For example:

Progress Chart

	End point	
Wide range of well controlled skills and techniques, showing consistent coordination, balance and agility.	9	Longer, complex tasks with high physical demand, requiring quick and rapid decision-making from the performers.
	8	
	7	
	6	
	5	
	4	
Basic, simple and narrow range of skills, showing some coordination and balance.	3	Short, simple tasks, with minimal physical challenge or speed and limited variation.
	2	
	1	
Criteria	Starting point	Task complexity and challenge

When reviewing progression and setting expectations and goals for achievement, it is important to recognise how these are affected by mental and emotional maturity as much as physical ability.

Whilst it is important to recognise that each child's progression and achievement is personal, it is also good practice establish our core expectations as a school, the standard of physical skilfulness and level of decision making that **most** of our children may achieve as they transition through the school.

The standards we set as our expectations reflect:

- a) Our belief in what is the true potential for our children, and
- b) Our belief in what is the overall potential of our children, given the time allocated to the Physical Curriculum.

To evaluate and explore the progress of our children within P.E., in our Curriculum Programmer each 'start point' is established from the summative assessments of the previous year or the start of the school year. These are then used inform their new ending point, in alignment with our school standards and expectations, and are reflected throughout unit plans across the school year and subsequently shared with future teachers/coaches.

Through the core tasks set within each year group, working differences in the degree of challenge and complexity, together with what we expect children to explore from year to year, and over a year, are established.

For example:

Core Task	Typical observations (Criteria)
Year 1 - (Gymnastics) Your challenge is to make up a sequence that you can remember and repeat in which there are 3 different ways of travelling. You are going to perform and record this sequence so that others can watch it.	<ul style="list-style-type: none"> - Showing basic balance and coordination when travelling and in positions of stillness. - Showing an attempt to start a routine, though this may not be controlled. - Performances within the sequences are discrete and show limited links in body position. - The sequence is remembered and may be repeated with some accuracy and consistency. - Describing what they will do in their movement phrases.

Core Task	Typical observations (Criteria)
Year 2 - (Gymnastics) Design and perform a sequence using the floor and some apparatus with 3 actions that are like each other (e.g. three jumps, three rolls, or three ways of taking weight on hands). You will perform or record your sequence so that others can see it.	<ul style="list-style-type: none"> - Performing the basic gymnastic actions with good coordination and balance. - Performing movement phrases with clear beginnings, transitions and ends. - Repeating these sequences accurately and consistently. - Describing their own and others' movements, balances and body shapes, using appropriate language accurately

Why do we use a core task?

Through the design of the curriculum, the core tasks outline a core progression of skilfulness and drive the expectations of the year group as a whole. Core tasks enable both teachers and children to build an understanding of 'what good looks like' at their stage of development – and are thus intended to support the curriculum designed at St. Mark's, and is supportive of progression of skill and maturity.

How will you assess the children?

Assessment is essential and integral to effective teaching and learning in P.E. It provides information on the children's strengths, challenges and educational requirements, enabling the teacher with informed future planning and learning intentions. It is important that assessment is 'ongoing' and takes place during teaching-learning situations in P.E. to ensure children are given constructive feedback to promote ownership of the learning and maximise the learning experiences.

Assessment is about giving value to learning that has taken place and enabling the next learning to bring about:

- further **improvement** in lessons or combinations of lessons,
- - developing learning, with focus on the core aspect of skilfulness and decision making through the lesson
- greater **progress** over combinations of units, and
- - recording and evaluating progression
- maximum **achievement** over the course of a year.
- - together with reporting learning and the standards achieved to inform future learning

A child's performance during the core task at the start of the unit of learning enables the teacher to assess and provide feedback on their prior learning, enabling a clearer and more adaptive progression. This is compared with the child's performance at the completion of the unit to promote further assessment of learning and the ongoing discussion to support further areas of development within the next planned unit.

To maximise the efficiency of the assessments in P.E., the discipline we will implement at St. Mark's will be:

	What we will do:	Why we will do it:
1)	<p>Complete short summary evaluations on the improvements in learning of representational children at the end of each curricular lesson, using the Z-Planner.</p> <p>This is to be shared with the children at the end of each session in order to establish the learning intentions and improvement focuses for subsequent lessons.</p> <p>Ongoing formative assessments throughout the learning journey that focuses on 3 children during each session.</p>	<p>This will enable the teacher to identify key improvements, and development strands within the skill in order to tailor the learning intentions specific to the children.</p> <p>Sharing and discussing improvement and challenges with the children will enable them to personalise the learning experiences, having a greater direct influence on learning.</p> <p>This is the key aspect of our assessment.</p> <p>It is good practice to focus on 3 children (HA/MA/LA) for evaluative purposes in order to obtain and maintain an overall vision of the group's performance.</p>
2)	<p>Complete an evaluation of progression over a combination of units towards the end of each term using the progress chart – outlined in the U-Plan.</p> <p>(See example in appendix)</p> <p>During the conclusion of a unit the children are to use a presentational core task to demonstrate the learning that has taken place, enabling the teacher to formative observations on the progression taken place.</p>	<p>This will provide a broad picture of the children's strengths and areas to be established, allowing the teacher to evaluate the impact of the teaching within the units and lead to decisions about how to make these units of learning more effective in the future.</p> <p>An evaluation of the progression seen within units will also enable a clear baseline to be established in order to maximise this progression throughout the school.</p>
3)	<p>Complete an evaluation of each child's achievement, together with competition participation towards the end of each year using the school's reporting format, and the Curriculum Planner to inform further teaching next year.</p>	<p>This will provides an outline picture of each child's personal achievement and celebrates the learning they have undertaken over a year</p> <p>Using the report format will enable both children and parents to explore the next expectations of them – as</p>

	established in the 'current standards' in the curriculum planner.
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What makes the most powerful and influential phase of assessment?

- Interaction with the children,
- It is focused on what is seen, heard or felt,
- Direct, lesson focused intervention – enabling the children to access and direct instant change, enabling flexibility in the learning.
- The immediacy of feedback – how might this feedback bring further improvement? These can be a very fine tuned and simple assessment about how the learner may improve their actions – what feedback would immediately improve what you can see?

The principles that underpin good assessment:

1. Assessment must be clearly directed to enhance students learning, and bring about memorable learning, rather than directed to check and grade a point performance.

Being clear about what 'good' looks like	Setting out the description of images of what success looks like. This includes a clear picture of the pupil challenge performed very well and the key learning intentions that relate to high quality performance of the challenge.
Ensuring a sense of significance	Creating a feeling of the importance, excitement and personal relevance of the unit and the challenge to be completed
Providing sufficient challenge	Making sure that what is provided is not too easy or too difficult for the learners, whilst remaining sufficiently challenging to be worthwhile investing time and effort in.
Providing options and choices	Making good use of self-reflection and self-review, coupled with teacher feedback, to identify priorities and empower the learner to choose what to focus on next and how to improve or make progress.
A finished product and critical audience	Giving sufficient time and emphasis on producing a quality end product that the learner remembers with pride.

2. Assessment is only effective when it focuses on the intended learning and relates to our expectations of the standards our children can achieve. In P.E., our assessments will concentrate on the development of the children's physical skilfulness and decision-making.
3. The practice/feedback loop is the most efficient method on introducing, progressing, refining and potentially learning a new skill. Spending the time watching and talking to children about what they are doing, seeing them model and practice it, rather than judgement helps learning the most.
4. Children who are able to set their own 'targets' for achievement and self-reflect on their improvement and progress will learn best.
5. Assessment is continuous and most effective as an on-going conversation. Only simple and small highlights need to be recorded as signposts in the processes of improvement, progression and achievement. Furthermore, progress in P.E. is never linear and is completely individual.
6. There is also the need to give value to children's development of themselves in relation to our vision. This does not need regular recording in the same way as for the learning related directly to P.E. At St. Mark's, this will focus on developing and recognising the children's commitment, desire to learn, self-confidence and willingness to work hard in all aspects of the Physical Curriculum.

Making assessment consistent, fair and useful

What will we use to support and record learning:

- Our ongoing assessments in lessons?
- Our summary assessments and records of progression at unit and term level?
- Our annual reports on achievement and progression?

At St. Mark's, it is our policy that all teachers should make full use of the planning and assessment tools we have selected for:

1. Learning and improvement review in lessons (*see Z-planner*)
 - This recognises learning, and allowing children to experience achievement
 - This enables the learners to then focus on the next step in their development.
2. End of unit summary (*see U-Planner*)
 - The children will also complete a self-report that explore their challenges and success during the unit of teaching. (*see attached PE Page*)
3. Recording sheet (*see progress recording spreadsheet*)
4. Reporting long term progress and achievement over the year (*see reporting template*)

But, how do you know you're making a strong impact?

Outcomes NOT outputs

Having set ambitious and valuable outcomes to achieve in section 1 of our Policy and Guidance Document, how can we know that things are better now?

The physical curriculum is not simply a number of activities that we provide and can tick off on completion, it is about changing and improving life chances of each and every child. Our evaluation of impact process is critical in ensuring that, as in our values, our children can achieve the very best results and become the most successful people they can.

It is only through careful monitoring of development and progression, and well thought through interventions and changes in what and how we do things, that we have a chance to help each and every child achieve their real potential.

It is our policy to use an action research / evaluation and intervention process annually. There are 6 steps as set out below. All are based on our ongoing observations and witnessing of developing stories in each of our children. Almost all the information we use is gathered from our day to day contacts and recordings of learning with our children. The process we will use simply helps us to make sense of what we see, hear and sense, and then identify and implement changes that will make a real difference. As we become experts on this cyclical process, steps 1 and 6 will merge.

The **areas** of focus are set out in section 1 (Intentions):

1. Our vision for our learners
2. Our expectations of the standards they will achieve
3. Our expectations of them as great learners.

Step 1	Our baseline What are our learners like now in relation to our vision, expectations and quality as learners?
Step 2	Making a Judgement on how well our learners are doing overall for each area of focus
Step 3	Identify and set priorities – How much better will our pupils be doing and in what?
Step 4	Set targets How much better will we see our learners doing in...one year...two years...three years?
Step 5	Improving your provision What will we do to bring about the difference we want to make and why will it work?
Step 6	Describing the differences in your learners as a result of change to your changed or improved provision. What impact has been made since the first report?

How do we keep the children safe?

Health and Safety

The school follows the Health and Safety guidelines set out by afPE (Association for Physical Education) 'Safe Practice 2016' and also the guidelines of the whole school policy for Health and Safety. Risk assessments have been made for all relevant areas and activities using the LEA risk assessment template (see appendix).

Issues include:

- Use of equipment, apparatus and techniques in accordance with Health and Safety requirements
- Appropriate storage and maintenance of equipment and apparatus
- Teaching pupils to understand the need for safe practice in physical activities and how to achieve this
- Pupils wearing the correct, appropriate P.E. kit which is different to that worn in the classroom
- Jewellery is not permitted for P.E.
- Supervision of children during OSHL
- Involvement of staff from outside coaching agencies in curriculum and OSHL activities (relevant qualifications, DBS and insurance)

Clothing for PESSPA

afPE guidance on clothing - outlined in Safe Practice: in PESSPA (Physical Education, School Sport and Physical Activity) outline:

- Children should wear clothing that is fit for purpose in accordance to the activity, environment or weather conditions. From the earliest stage, children should change into PESSPA clothing, which should be light and allow good freedom of movement, without being baggy or loose - this includes a sun hat during hot weather.
 - For classroom-based movement in a limited space or playground activities, children may remain in their school uniforms, given that all safety concerns are reduced.

Religious and Cultural clothing

All children should be able to experience P.E. safely and meaningfully, irrespective of cultural background, and staff are to use sensitive management when dealing with concerns arising to specific cultural requirements.

afPE outline that any clothing worn to comply with a religious commitment should be appropriate for the activity for which it is used without becoming a hazard.

- A tracksuit is acceptable attire for Muslim students, and is not seen as offending the principle enshrined in the Haya relating to modesty and decency.
- Headscarves and Hijabs, where worn, are to be tight and secured to ensure that vision is not obscured, or that it does not lose so that it could be caught on anything to put the wearer at risk.
- During swimming, unacceptable exposure of the body is managed through adjustments in swimming attire - such adjustments may include leggings and long armed t-shirt beneath the swimming costume.

Footwear

Footwear that is fit for purpose and appropriate to surface conditions is essential.

- In gymnastics, barefoot work is the safest, whether on floor or the apparatus.
- During dance, the decision for the appropriateness of bare feet is closely associated with the style of dance or nature of the movement being explored.
- Neither staff nor children should ever participate in indoor games or dance in socks.
- School shoes are a last resort, and are only to be considered should this remove the child from safe participation in the P.E. lesson. Children are to be encouraged to ensure they have a separate set of footwear for outdoor P.E. to ensure their safety and hygiene.

Personal effects, jewellery and religious adornments

All personal effects should ideally always be removed prior to a P.E. lesson. However, if items cannot be removed, staff need to take action to make the situation safe. This may mean adjusting the activity or making the item in question safe.

- Earrings
 - Children who are unable to remove earrings are required to make them safe by taping, front and back.
 - For children in EYFS, Year 1 to 4, this taping must be done at home, prior to the lesson.
 - For children in Year 5 and 6, this taping may be applied by the child prior to the lesson.
 - Teaching staff maintain the legal responsibility to ensure that the taping is effective for purpose. Where staff consider the taping unsatisfactory to permit safe participation, alternative involvement in the lesson is to be considered.
 - The use of retainers, provided they are flat and will not cause damage should a blow to the side of the head occur, are a suitable alternative for children to consider.
- Sensory aids
 - The decision with regards to the safety of wearing glasses or hearing aids is to be determined by the activity.
 - For activities involving non-physical contact, all sensory aids are advised to remain, including gymnastics, athletics.
 - For games and contact sports, involving minor physical contact, including football, hockey, netball, cricket, - providing they are secure are unlikely to fall off - sensory aids are to be worn to ensure safe participation in the activity.
 - When the sensory aid needs to be worn, whenever possible, it is the teachers responsibility to amend the activity or equipment to ensure safe participation for the wearer.
- Religious artefacts
 - Any religious artefacts should be removed or made safe. Where removal is forbidden, these must be made safe through taping, padding or covering.