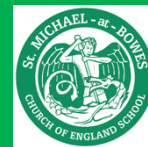


# PE at SMAB



## Intent

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. Lessons have a clear focus, where children learn the language of movement alongside the action and gain a knowledge that physical activity contributes to a healthy lifestyle and understand their responsibility in safe practice in sessions. They also have opportunities to compete in sport and other activities which build character and help to embed values such as fairness and respect.

National curriculum 2014.

PE at St Michael at Bowes has a structured, sustainable and successful profile, providing strong curriculum PE and a wide portfolio of extra-curricular provision. We have been awarded Gold Status for our dedication to providing high quality PE provision and our engagement in ongoing competitions. As a school, we are invested in sports and extending the best sporting futures for the children. We strive to include and engage as many children as possible, reinforcing the notion that there is no limit to your potential. We have proudly represented The London Borough of Enfield in the regional London Youth Games and aim to continue to strive towards excellence.

## Curriculum

We continue to use the Enfield PE curriculum scheme of work supplied by the Enfield Borough PE team supplemented by the Youth Sports Trust Top Cards.

Our curriculum is varied and balanced giving children the opportunity to learn skills and participate in a myriad of sporting and physical activities. All of our children receive over 2 hours of PE a week and have many opportunities to further their sporting talents during extra-curricular clubs.

**Gymnastics**- learn and explore skills and create sequences by selecting and linking a number of actions (depending on the year group) and applying these to apparatus.

**Dance** –children think about how to use movement to explore and communicate ideas and issues, and express their own feelings and thoughts. They create and repeat short dances inspired by a range of ideas and use language associated with movement to evaluate and improve their dances. In KS 2 developing an awareness of the audience.

**Games** (striking and fielding, over the net, invasion) - learn and practise a variety of skills and apply to small sided games, in KS 2 applying tactics to competitive games.

**Athletics** –developing techniques in jumping, throwing and running aiming to beat your personal best.

**Outdoor, Adventurous, Activities**-developing team building and orienteering skills.

**Swimming**-children learning to improve their confidence and competence in this life skill.

## Planning

- The school's curriculum maps shows the units to be covered each term
- The PE lesson plans and other useful PE resources are stored on the school shared drive (Teams) and updated by the PE Subject Leader when necessary.
- Planning includes elements of difficulty, variety and quality within each activity
- Plan to include a range of challenges for all the pupils taking part in the lesson

## Monitoring

Monitoring is undertaken by subject leader and members of SLT during the school year. This will include:

- Learning walks during PE lessons –informal and formal
- Formal Lesson observations
- There is a strategic plan for team teaching with the subject leader or members of the PE team
- Discussions with pupils about what they have learnt
- Regular Meetings with the PE team

### Resources

- Games equipment is kept on shelves or in cupboards in the PE shed.
- Large apparatus is placed safely around the edge of the hall
- Monitors from each class should return equipment tidily, but it is the responsibility of all staff to ensure that this is done properly.
- Class teachers and the PE lead are in charge of overseeing the hall is tidy and auditing the equipment.

### Feedback and assessment

#### Formative:

- Teachers and members of the PE team annotate the plans including methods of differentiation and assessment opportunities
- I-pads are used regularly for instant assessment for learning showing children how they have performed
- Effective questioning
- Peer-observation and videoing performance can support teachers in ascertaining pupils' knowledge, skills and understanding

#### Summative

- Each child in the class is assessed against the statements in the Expectations document.
- The statements which directly relate to the unit that has been taught should be highlighted and pupils are identified as follows:

**Emerging** – not quite met the learning objectives (or only met with support)

**Expected** – successfully met the learning objectives

**Exceeding** – achieved over and above what is expected.

### Beyond the curriculum:

- In addition to the two hours of PE a week, children have many opportunities to further their sporting talents during extra- curricular clubs. We have entered more competitions- striving to reduce non- participation and increase the whole school activity profile.
- We currently have an A and B Boys', Girls' and mixed Football Team and a Netball Team that receive free training and regular competitive action. On top of that we enter Gymnastics, Athletics, Multi-sports, Dodgeball Dance, Tennis and Golf festivals - this list is not definitive. We strive to provide opportunity widely across the school for children to taste competition and revel in representing the school.
- Increasingly, we are turning our attention to the daily mile, active 30 and other methods to highlight the importance of daily physical activity and to encourage the children to keep active throughout their day. In line with this, we continue to reinforce the values of sport and competition through regular engagement in sport.
- Our team comprises of Miss Bell- PE Subject Leader, Sporting 4 Schools- who support active lunchtime and run extra-curricular clubs and Super Star Sports- who support active lunchtime activities. We also have a PE pupil team who are deployed to run lunch time activities and important sports events in the yearly sports calendar.