

PE

Provision on a Page

Priorities

- Pupils are developing motor competence, including coordination of fine and gross motor skills, to allow them to be able to complete a range of movements that become increasingly sport- and physical-activity specific
- Pupils are developing rules, strategies and tactics through participation in different sports and physical activities
- Pupils have a healthy participation in PE, developing knowledge of safe and effective participation.
- Pupils are developing fundamental movement skills through a broad and balanced curriculum

Fundamental Movement Skills		
Stability Skills	Locomotor Skills	Manipulation Skills
balance climb roll	leap dodge gallop hop jump for height and distance skip run	catch throw pass dribble strike punt

Provision

Whole Class			
MTP from IPEP is followed for each unit and adapted to children's needs and abilities. Pupils develop declarative (knowing what) and procedural (knowing how) knowledge throughout the lesson.			
Modifications for LA and HA Groups			
Space	Task	Equipment	People
Modify space by increasing or decreasing the area or distance in which a task is to be performed.	Modify the task by changing the demands, rules, number of times, movement or length of time.	Modify the equipment by changing the size of the target, size of equipment, height or arrangement of the equipment.	Modify the people involved by having children work alone, with a partner, as a leader or follower or with adult support.
Individual			
Children who are not developing motor competency and fundamental movement skills as assessed through summative and formative assessments should receive fine motor intervention and/or gross motor intervention through the Treetops Program. This should be discussed with the SENCO.			

Lesson Structure

- Key vocabulary and LO displayed and discussed at the beginning of the lesson, reflecting on prior knowledge
- Modelled demonstrations and target questioning throughout the lesson
- AFL to identify groups for STEP modifications
- Opportunities to practise and receive instant feedback to develop, refine and review their knowledge and techniques
- Core Skills Task to be embedded in every second lesson
- Drills to practice skills leading to a (modified if necessary) game

Assessment

- Each unit begins with a Core Assessment Task to identify children's areas for development. This will be repeated every second lesson of the unit to assess children's progress. This should be recorded and uploaded to IPEP showing the 1st lesson and the final lesson.
- IPEP assessment tool should be used at the end of each session. Teachers assess with a score of 2 (Bronze), 3 (Silver) or 4 (Gold).
- Assessment will inform planning of future lessons within the unit and enable teachers to adapt their lessons to meet the needs of all pupils.
- Images/videos to be uploaded for at least 4 sessions each unit showing children mastering skills or showing final routines in gymnastics/dance

Curriculum Enrichment

- At least two sports clubs are available for children to take part in termly
- All pupils attend at least one sports festival or competition
- Pupils take part in at least three workshops over the academic year
- Physical activities and team games supervised during break and lunch time

SSJS Floor Book

- Staff to take pictures of events, festivals and workshops throughout the year which should be uploaded to SharePoint under 'PE Floor Book' for social media and SSJS whole-school floor book which will be updated by the subject lead.