

Physical Education Rationale

Lister Infant Physical Education Rationale

“Respect for all, Learners for Life”

Our school motto is the motivation behind our school and what makes our school curriculum unique. It is our core belief that entwines and leads the curriculum at our school.

Vision

To create a safe, happy, caring and inclusive school where children, staff, parents and visitors feel valued, are encouraged to succeed, are treated with respect, love learning and actively work together to be the best they can be.

Our school aims to inspire all children to develop a love of physical activity and sport. Through good physical education, whole school values and a whole child approach, we aim to nurture confident, resilient children who will strive for their personal best. We listen to our children wants and needs and provide them with a range of active experiences and clubs. We want to aid our children in obtaining the values and skills to celebrate and respect the success of others, as well as modestly celebrating their own successes. We aim to ensure that our delivery of physical education allows all children to have the skills and mind set to leave infant school with the capabilities to be successful in their sporting challenges and active lifestyles at junior school and beyond. We strive to educate both our children and families to develop a greater understanding on how to live healthy lifestyles and make healthy choices. We are dedicated to ensuring healthy minds, as well as bodies and will continue to support our children’s well-being. We have strong links with local clubs and partnerships within our community to ensure the children and families receive the support and knowledge they need.

Intent

The Staff and Governors of Lister Infant School aim to offer a stimulating curriculum and environment that allows all pupils to fulfil their potential regardless of race, creed, gender or ability and to develop a sense of their own worth and respect for others. We aim to support our pupils in becoming independent, resilient, lifelong learners with a positive attitude to school and life.

Lister Infants teaches Physical Education based on the 2014 National Curriculum for primary schools. We have worked hard to develop our own curriculum model and methods for teaching this important subject to suit the needs of our children. PE is coherently planned and sequenced towards sufficient knowledge, understanding and skills for future learning in a range of sporting contexts.

Physical Education is both a subject in its own right and a medium for improving our children’s wellbeing; physically, emotionally, mentally and socially. PE is recognised as a

subject which can build character and help to embed values such as fairness and respect. A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness.

Lister Infants is dedicated to meeting the aims of the National Curriculum for PE. These aims include allowing our pupils to develop competence to excel in a broad range of physical activities and to ensure our children are physically active for sustained periods of time. We also aim to engage our pupils in competitive sports and activities with the lifelong aim to lead healthy, active lives.

At Lister Infant School we aim to provide a culturally, rich curriculum through exposure to a range of sporting opportunities, competitions both within school and with other schools, access to top quality teaching and coaching specialists and using curriculum enrichment opportunities. We enrich our children's learning experiences with athlete visits, dance workshops, opportunities to go swimming, dance productions e.g. Chinese New Year Dancers and exposing our children to new opportunities e.g. Yoga Bears.

Key drivers:

- To provide an exciting and engaging PE curriculum that is accessible to all pupils.
- To provide a culturally rich PE curriculum, relevant to our children so they have breadth of experience.
- To ensure there is breadth, depth and progression in teaching and learning across the PE curriculum, within and across year groups to increase pupil's knowledge, skills and understanding.
- To have high expectations of all our pupils by providing challenge.
- To foster a love of physical activity and exposure to competition.
- To use a balanced and engaging approach to developing physical skills.
- To encourage our children to persevere and aspire to be their best.
- To expose our children to a multitude of enrichment through trips, visitors, enhancements, themed weeks and days to inspire our children and switch them on to learning and achieving.

Implementation

The PE curriculum is organised into;

- Formal learning of Physical Education
- Physical activity opportunities

Current guidelines recommend children should engage in at least sixty minutes of moderate to vigorous physical activity and schools are encouraged to provide at least thirty minutes of this each day. At Lister Infants we ensure all our children have the opportunity to be engaged in high quality physical activity through their PE lessons, completing The Daily Mile and through opportunities to be active during play and lunch times which results in our pupils engaging in over two hours of timetabled physical activity each week.

Our PE curriculum is carefully mapped out to ensure sequential teaching within and across year groups. All lessons are taught sequentially to ensure learning builds on prior knowledge and that learning is deepened in each lesson. Taught concepts are revisited in different contexts to ensure learning is memorable. This ensures our children can make connections and make progress. The children in our school develop their physical skills through dance, yoga, gymnastics, games and athletics as well as through opportunities to be physically active throughout the day. All children in Year Two are enrolled in the Liverpool Swimming Programme in order to prepare them to swim the required 25m by the end of KS2.

Our PE lessons are planned using the Get Set 4 PE platform, which aligns with our core values, our whole child approach to PE and the objectives laid out in the National Curriculum. Get Set 4 PE is planned so that progression is built into the scheme which ensures our children are increasingly challenged as they move up through the school. The curriculum planning in PE is carried out in three phases (long-term, medium-term and short term). The long-term plan maps out the PE activities covered in each term during the key stage. The PE subject leader works this out in conjunction with teaching colleagues and pupils in each year group. Together we create a broad and balanced curriculum that is exciting for our children to learn through. Our medium-term plans give details of each unit of work for each term. These schemes of work provide an overview of the unit, links to other areas of the National Curriculum and assessment criteria for that unit. The short-term lesson plans provide opportunities for children of all abilities to develop their skills, knowledge and understanding in each activity area.

Teaching follows a carefully devised progression in knowledge, skills and understanding for the different taught areas with clear milestones for each year group to achieve. Clever repetition allows our children to master skills over time and develop fundamental movement skills in a range of sporting contexts. This results in our pupils becoming increasingly competent and confident in a range of sporting areas and they have plenty of opportunity to develop their agility, balance and coordination both individually and with others. We build opportunities into lessons to allow our pupils to engage in competition both with others and also against self; trying to improve their personal best.

EYFS

We encourage the physical development of our children in the nursery and reception class as an integral part of their work. As these classes are part of the Foundation Stage of the National Curriculum, we relate the physical development of the children to the objectives set out in the Early Learning Goals, which underpin the curriculum planning for children aged three to five years of age. We encourage the children to develop confidence and control of the way they move, and the way they handle tools and equipment. We give all children the opportunity to undertake activities that offer appropriate physical challenge, both indoors and outdoors, using a wide range of resources to support specific skills.

Specialist Coaches

In order to provide our pupils with the best opportunities to be physical competent and confident the school ensures staff work alongside sport specialists to provide top quality teaching. Therefore some PE lessons are led by the specialist coach and supported by the teacher and others are just lead by the teacher. This approach ensures our children get the best opportunities and that our staff are continually trained by sporting experts. Specialist coaches work alongside all year groups to ensure consistency in opportunities and in staff CPD.

We know the importance of physical activity for our children's wellbeing and we welcome all the benefits it brings to our children such as improving concentration levels and behaviour. The children's fitness and confidence levels improve and it encourages our children to build resilience and to persevere. Therefore we ensure all opportunities for physical activity are utilised well using coaches, play leaders and buddies during play and lunch times to provide the children with exciting opportunities to be active which are varied across the year to keep engagement levels high. Following high quality physical activity the children come back to class refreshed, energised and more focused. This has resulted in the overall quality of learning improving.

The Daily Mile

Our children participate in The Daily Mile for fifteen minutes each day with the aim of completing ten laps of our playground. The Daily Mile is a great opportunity to get the children engaged in physical activity to contribute towards their sixty minute daily target. It's fun and easy to set up and our children love trying to beat their personal best each day. The Daily Mile is fully inclusive to all children regardless of age or ability and everyone can succeed. Many of our children have developed a real passion for running and have gone on to join the school Running Club or have joined local park runs.

Extra-Curricular Opportunities

At Lister Infants we offer a range of extra-curricular sports clubs to our pupils run by external coaches and by our school staff. Clubs are regularly changed led by pupil voice and include activities such as judo, fencing, multi skills and dance to name a few.

Competitions

Lister Infants is part of the Liverpool School Sports Partnership (LSSP) which provides a wealth of competitions and festivals across the academic year for our pupils to participate in against other schools. The school has had great success at these competitions over the years. Our pupils have been scouted by football clubs and others have gone on to join local sporting clubs as they have been inspired by their involvement in competitions and festivals. Competitions can result in raising our children aspirations; they have a real sense of achievement and they take pride in their fitness.

We provide opportunities for our children to compete in intra competitions too with events such as Sports Day which is a day mixed with skill based activities and more fun based activities in order to appeal to the varying needs of our children. Families are welcomed to cheer the children on and it is always well received by both pupils and parents. We also participate in national and world events and use this as an opportunity to make a difference to the wider world.

Inclusion

Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Our school recognises that children, with these different needs, benefit from an adapted lesson to allow all children to be successful and access activities at a level appropriate to their skills and needs. Resources are used to cater to the needs of individuals and support provided by staff as necessary. Any pupils with special educational needs are identified and teachers ensure lessons are catered to suit every pupil's needs through adapting tasks, space, resources and staff as necessary. We want all our pupils to apply what they know with increasing fluency and independence.

Health and Safety

We recognise that participation in PE and Physical Activities contains an element of risk. Staff are responsible for ensuring that they are familiar with safe practice to reduce the element of risk to the absolute minimum within their control. Staff are aware of pupils who have special needs with regards to physical activity and make special provision for needs where appropriate e.g. physical disability, asthma. Staff know about the safe practices involved in moving and using apparatus. Pupils may be asked to remove shoes when participating in indoor activities such as gymnastics, dance and yoga. Correct use of

equipment is taught along with any potential hazards, including completing a risk assessment for each area/ space that PE and school sport takes place in. Pupils are taught to consider their own safety and that of others at all times. Pupils and teaching staff should be appropriately dressed for PE. Risk Assessments are in place for all school sporting trips.

Family links

Parents have a considerable contribution to make to a child's success in school. They are strongly encouraged to be fully involved in their child's education. Parents are invited to spectate at the majority of sporting competitions and at the school's annual Sports Day. We also invite parents in at the end of a club to showcase the children's new skills such as dance and gymnastics. We keep our families updated with sporting opportunities in the local community and national events that they can become involved with. This is often communicated through the school newsletter and through the school website and Twitter feed. This is also a way we can share sporting results and PE lessons with our families and celebrate the school successes.

Impact

PE and sport have a high profile in our school and permeates many aspects of school life. We are proud to be the first and only Infant School to have achieved the Platinum Games Mark Award as of 2019. Prior to this, the school had achieved the Gold PE Games Marks for five consecutive years which then resulted in receiving the platinum award on the sixth year. This award recognises the level of competition the school participates in, the opportunities we provide for our children to be sports leaders and the strong links we have with the wider community to promote positive physical activity. Furthermore, it recognises the level of extra-curricular sporting activity we offer and our dedication to training school staff and using local specialist coaches.

We expect all pupils to make progress which we see as knowing more and remembering more of the intended curriculum over time. We hold ambitious endpoints for our children and the majority of our pupils leave being able to master basic movements including running, jumping, throwing and catching, as well having developed their balance, agility and co-ordination in a range of activities. Our pupils are confident and competent to participate in a range of sporting areas including games, dance, gymnastics, athletics and most are beginning to or can swim.

Primary school experiences are pivotal to the children's future perception of physical activity and we believe that children leave our school equipped to enjoy sport for all its health and social benefits. For those who relish the competitive element, they gain the skills, confidence and relevant experience to succeed at their chosen level and discipline.

Assessment is key to driving pupil learning forwards and to ensure we cater to every child's needs by identifying the next steps in their learning journey. Feedback contributes to every child achieving the progress and attainment they are capable of.

During the Foundation Stage and KS1 teachers complete ongoing informal assessment to support each child's learning and development and identify the next steps in their learning. Opportunities include teacher observation, questioning, child discussions and oral feedback against the learning objective and assessment criteria for the lesson. Teachers share these next steps with pupils to support children in moving their learning on.

Children are assessed by their class teacher at the end of each term and the data is logged onto the school system mid-year and end of year and used by the PE Lead, Assessment Coordinator and Senior Management team who track pupil progress. Year group staff meet with the school Senior Leadership Team to discuss pupils each term and identify those at risk of not meeting targets. These children will then receive additional support through interventions such as Change for Life to ensure the gap is narrowed and that they catch up quickly.

At the end of each year teachers complete summative assessments against EYFS and National Curriculum level descriptors. Teachers must make a judgement as to whether the child's learning and development is best described by:

- the description of the level of development expected at the end of the year (expected);
- not yet at the level of development expected at the end of the year (emerging);
- or beyond the level of development expected at the end of the year (exceeding).

(See assessment policy for further details)

The school implements a termly programme of prioritised monitoring, review and evaluation which includes:

- Book looks (where appropriate)
- Lesson observations/ drop ins where appropriate
- Pupil voice
- Learning walks

The coordinator feeds back to the Senior Leadership Team by completing a report monitoring data for all children including specific groups. As a result of analysing data, actions are shared with staff and monitored by the co-ordinator. Additionally a learning walk takes place where lessons, books and pupil voice are triangulated to ensure high quality learning is happening.

At the end of each year, a subject action plan is devised, monitored throughout the year and reviewed at the end of the following year.

We ensure all staff receive regular CPD in order to provide the highest quality of education to our pupils. Staff who have attended CPD training feedback to other members of staff at staff meetings to ensure good practice is implemented by all. We also invite experts into school to lead whole staff training and the subject lead attends meetings throughout the year with the Local Authority.