



# Physical Education: Intent, Implementation and Impact



Intent	Implementation	Impact
<p>At Lady Jane Grey, we aim to deliver a high -quality physical education curriculum which inspires all pupils to succeed and excel in competitive sport and other physically demanding activities.</p> <p>It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p> <p>Following the <i>National Curriculum</i> (2013), we therefore aim to establish and maintain high-quality classroom instruction and resources so that children learn to:</p> <ul style="list-style-type: none"><li>* Develop competence to excel in a broad range of physical activities</li><li>* Are physically active for sustained periods of time</li><li>* Engage in competitive sports and activities</li><li>* Lead healthy, active lives</li><li>* Develop tactical thinking skills, the ability to analyse and respond strategically to a variety of sports-based situations.</li><li>* Develop personally and socially in different roles and responsibilities, including leadership, coaching and officiating challenging situations.</li></ul>	<p>Informed by the <i>National Curriculum</i> (2013), and the findings of current research (e.g. Ofsted's research review, 2021), our PE programme cumulatively builds pupils' knowledge and skills as they progress through the year-groups. Our curriculum content increases in range, depth and complexity.</p> <p>We teach PE in half-termly blocks using the <b>PE Planning</b> scheme of work, which gives teachers a clear sequence of progression from which they can utilise their creativity, subject-knowledge and understanding of their pupils to teach engaging and inspiring lessons.</p> <p>To ensure that the children's <b>declarative knowledge</b> (knowledge concerning movement, rules, tactics, strategies, health and participation) and <b>procedural knowledge</b> (the application of declarative facts) are developed and embedded in the their long-term memory, our curriculum embraces the three principles of <b>Bruner's spiral approach</b>: (1) cyclical learning, (2) increasing depth on each iteration, and (3) learning by building on prior knowledge. We thus regularly revisit key concepts, and each of our units allows time for practice, retrieval and reinforcement of key ideas and skills in what <b>Ofsted's subject research review</b> refers to as the pillars of progression:</p> <ul style="list-style-type: none"><li>* <b>Motor competence</b>: a child's ability to execute a variety of motor actions, including the coordination of fine and gross motor skills. These are necessary to participate in activities in everyday life, including play and physical activity.</li><li>* <b>Rules, strategies and tactics</b>: pupils need to be explicitly taught the knowledge that informs and successfully directs their movement, e.g. knowledge of rules, strategies and tactics.</li><li>* <b>Healthy participation</b>: PE plays an integral part in pupils leading healthy, active lives.</li></ul> <p>Multiple methods of assessment are used to regularly assess pupils' progress: from teacher observations, pupil declaration, assessment for learning, dialogue with pupils and assessment tasks such as practical activities.</p> <p>We have a dedicated sports coach who collaborates with teachers to deliver high-quality PE lessons.</p> <p><b>Swimming and water-safety</b></p> <p>Our Year 5 pupils participate in a 10-week block of swimming lessons to ensure that they learn to swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively (for example, front crawl, backstroke and breaststroke); perform safe self-rescue in different water-based situations.</p> <p><b>Extra-curricular activities:</b></p> <p>We work with a consortium of local schools and organisations (such as HABSSA) to provide all pupils (including those with SEND) the opportunity to take part in a huge range of competitive sports. These include: football, badminton, cricket, tag rugby, athletics, yoga, basketball, netball and boccia.</p>	<p><i>In collaboration with the senior leadership team, we have a dedicated subject leader who monitors the impact of our PE curriculum through:</i></p> <ul style="list-style-type: none"><li>◇ Pupil interviews</li><li>◇ Learning walks</li><li>◇ Observations</li><li>◇ Feedback from the teaching team</li></ul> <p><i>We assess pupils' PE knowledge by using a combination of:</i></p> <ul style="list-style-type: none"><li>◇ Observations</li><li>◇ Discussions</li><li>◇ Quizzes</li></ul> <p><i>We then track pupils' progress using the Sonar tracking system. This enables us to identify which pupils may need support and which may need challenging further as we continually refine our curriculum.</i></p>