Impact

Teachers quickly establish pupil's knowledge (and gaps) as they are clear about what they need to know to access a unit and the steps in learning.

Teachers select the best timings and pacing to address gaps and further knowledge resulting in lessons being accessible and ensuring coverage of component knowledge.

Teachers select the best pedagogical approaches (delivery – direct teaching, collaborative work and activities directly linked to the LO) resulting in pupils recalling key knowledge during the units and application.

Lessons contribute well to delivering the curriculum intent

Teachers have a firm and common understanding of the curriculum intent and implementation.

The PE curriculum is taught in a logical and systematic way.

Pupils recognise a common approach to learning eg Knowledge Organisers and use these to secure their component knowledge in subject areas and make connections.

Disadvantaged, those with SEND and transient pupils achieve highly (and often exceptionally) in PE.

Implementation

MT Plans identify component knowledge that they will need to access next steps in learning and vocabulary (EAL/ Disadvantaged).
Knowledge carefully sequenced to enable progression from F1 to Y6. Explicit to pupils via Knowledge Organisers.

Assessment is integral to the teaching sequence. Teachers check gaps in necessary FMS at the start of units.

Intent…

Broad and ambitious curriculum – derived from NC and EYFS framework and beyond.

Evidence- led - Education Endowment Fund, the PE Association and the 2022 Ofsted Curriculum Research Review.

EYFS Emphasis on FMS - locomotor, stability and manipulation skills. Clear progression from F1 to F2. Taught through Body Management, Cooperate and Solving Problems, Speed, Agility and Travel and Manipulation and Co-ordination. Introduction to Gymnastics and Dance and healthy participation.

KS1 Continued focus on FMS - direct instruction in basic learned motor patterns. Transitional activities challenge and extend their knowledge eg Attack, Defend, Shoot and Hit, Catch, Run enable practise and application in simple game situations. Pupils begin to learn about rules, strategies and tactics and the short and long-term benefits of physical activity.

KS2 Broad range of domains, carefully selected to develop a range of motor competencies, rules, tactics and strategies that enables healthy participation. Balance of object- control activities and loco motor. Aim to ensure pupils achieve competency in all areas.
LT Plan ensures sufficient time in each domain to become competent and acquire a depth of learning. Some domains run across the whole KS2 curriculum to enable acquisition of component knowledge for KS3.

OAA recent greater weighting in recognition that our pupils often lack confidence when facing new challenges and the ever-transient nature of the classes requires a strong team ethos.
Swimming -Following COVID For the last two years the school has invested in additional lessons at a local secondary school focusing on Y4, Y5 and Y6 pupils with the aim of achieving basic competency in this necessary life skill.

LT plan ensures progression of declarative knowledge (knowing 'what' eg. rules, tactics and health) and procedural knowledge (knowing 'how' to apply the facts and tactics). Opportunities to re-visit (transience pupils) and check knowledge of pupils' gaps

Curriculum is carefully sequenced from F1 to Y6 with a focus on motor competence, rules strategies and tactics and healthy participation. The aim being that pupils can 'thrive in their phase' in ALL areas.
Strong recognition by leaders that experience and opportunities in other areas such as extra-curricular contribute significantly (hence focus on engagement).

LT Plan has been developed in conjunction with other subjects to ensure cognitive load (eg invasion) is reduced and allows for secure development of schemas.

Vocab of PE taught explicitly and timely (often pre-load).

Assessment informs pace and organisation of lesson/pacing grids/ pre-loads/ re-teach/ consolidation.

MT plans identify lesson sequences and are detailed to support teachers in pedagogical approach – videos etc for specialist knowledge.

Teachers evaluate MT plans and feedback to SL – plans adapted and next cycle of review determined.

SL input to advise teachers on timely assessment opportunities and adjustment to future teaching.

Teacher CPD (generic) on day-to-day assessments enable regular checks of acquisition of component knowledge eg hinge questions which determines re-visits/ reinforcement/ consolidation.
Teacher CPD on whole school rationale for the development of physical competence in all areas.

Pupils are engaged and proactive in their learning. They are clear about what they are learning and can link it to prior/ connected learning thus developing complex schemas to support them in the future.

Pupils' work is of consistent high quality.

Pupils over time and across the whole school consistently achieve the aims of the curriculum. They know more and can remember more. They can apply what they have learnt into different contexts.