

Physical Education and Sports Intent –

At the heart of the P.E curriculum at Ravensdale is the desire for pupils to understand the essential skills and techniques required to stay fit and healthy in our fast paced and ever-changing society. We strongly believe that all pupils, regardless of their academic and physical abilities, should be provided with the means to discover and enhance their physical and emotional health holistically through a range of activities, games and exercises so they understand the importance of fitness and exercise in order to live a safe and healthy lifestyle.



The Teaching of P.E at Ravensdale - Implementation

In line with the requirements laid out by the government in the national curriculum –

- two 60-minute P.E lessons are delivered twice a week.
(We have a specialist sports coach who works with each class for two terms in the school year to develop their skills across a unit of games.)
- Our P.E curriculum allows pupils to experience a variety of P.E disciplines throughout the year (dance, games, gymnastics and swimming).
- We use resources and guidelines set out by Derby City SSP which provide a range of progressive lesson plans and activities to provide stimulating and challenging learning experiences for all pupils. With supplementary resources as required.

Strategies for teaching P.E should include:

- **Eliciting prior knowledge and learning** so that lessons are planned effectively to deepen knowledge and understanding. This could be through metacognitive strategies such as demonstration and performance and paired or individual elaborative interrogation.
- **Clear, detailed and considered planning** including the appropriate differentiation for those who require additional support and those who are considered G&T. This could be based on the Derby SSP plans with support from other resources such as the P.E. hub.
- **Engaging learning tasks** that encourage discussion, reflection and exploration.
- **Well prepared resources** which should be gathered before the lesson and returned to the correct location at the end of a lesson. Resources suitable for SEN children should be used where appropriate too.
- **Have a safe learning environment** where children are aware of the rules and how to stay safe.

Year group coverage & Generic skills

Indoor

Outdoor

Year 3	Year 4	Year 5	Year 6
Strength Lab Fitness, Dance, Gymnastics, outdoor and adventurous activities. Net/wall games, invasion games, striking and fielding and athletics.	Strength Lab Swimming, Dance, Athletics. Invasion games, Net/wall games, striking and fielding.	Strength Lab Dance, Gymnastics, Traditional Dance, O&A activities, Athletics. Net/wall games, invasion games, striking and fielding.	Strength Lab Modern dance, Gymnastics, traditional dance, athletics, striking and fielding. Net/wall games, invasion games, O&A Activities.

The Impact of Learning P.E at Ravensdale

Our P.E curriculum will ensure all have the opportunity to develop emotionally, physically and intellectually set out by the national curriculum. Teachers will observe pupils who:

- Understand the need for P.E uniform (changing and safety)
- Have an awareness of body changes before, during and after exercise.
- Have an awareness of how exercise can support our mental wellbeing.
- Have an awareness of how exercise is important for a healthy body and lifestyle.
- Understand the importance of exercise and sport in social environments.
- Teamworking and rules

See the progression maps for more detailed objectives, sequences in learning and objectives.

A variety of monitoring is undertaken by the P.E subject leader on a yearly basis including:

- Planning Scrutinise
 - Lesson Observations
 - Resource Audits
 - Review of Assessment Data
 - Pupil Interviews/Pupil voice
 - Budget Proposals
 - Physical Literacy
 - Monitoring run
 - Extra-curricular Clubs
 - Competitions
- Feedback from monitoring is given to teachers and leaders who use this to strengthen their practice, which should lead to stronger pupil outcomes. Where CPD is available, staff are given the opportunity to attend and enhance subject knowledge.

Monitoring progress and attainment:

- At the start of Year 3 every child's physical literacy is assessed and children who do not meet the required outcomes attend a carefully targeted intervention program.
- Teachers assess the children's progress against the intended learning outcomes for each unit of work. Children are assessed at working towards (WT), reaching the expected standard (EX) or achieving a mastery level (GD) for their year group.
- Parents are informed of the outcome in the annual summer report.