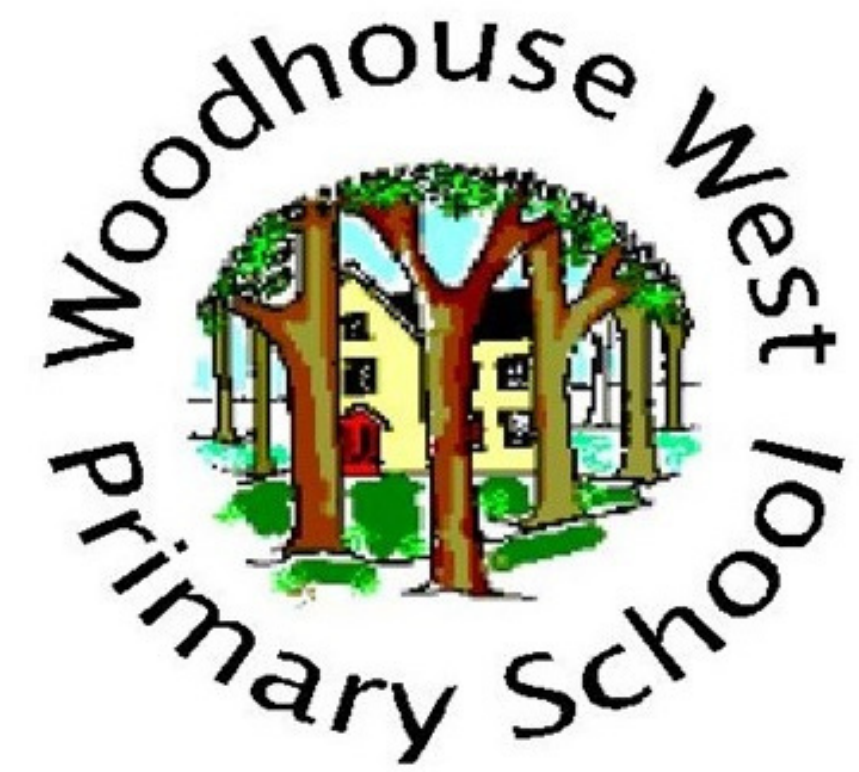


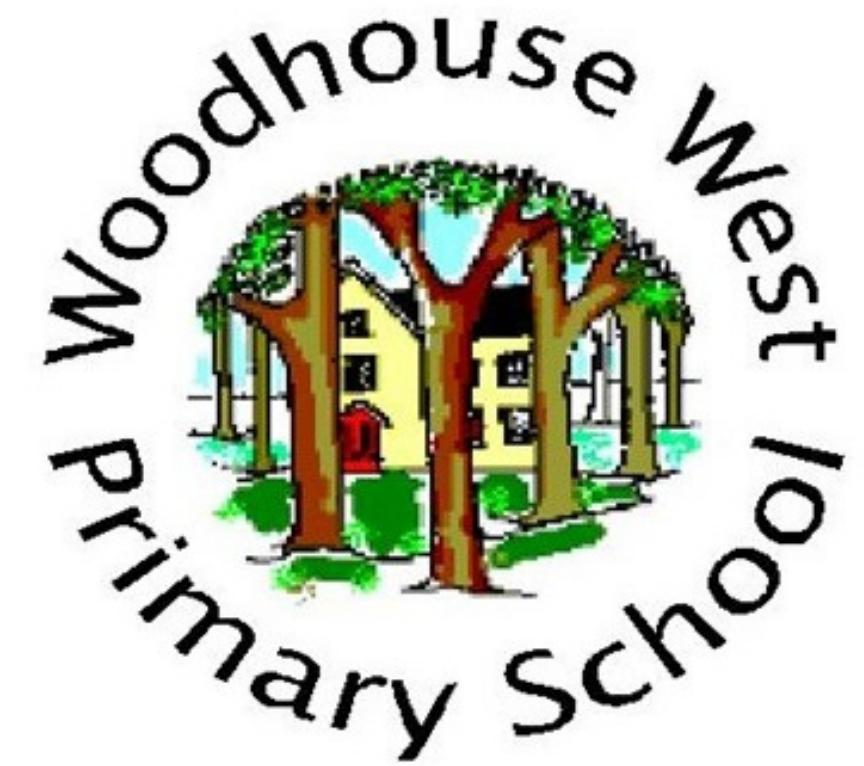


Curriculum Progression Document

Physical Education

Contents

- Woodhouse West Primary School Curriculum Intent
- Physical Education and The Early Years Foundation Stage
- Meeting the statutory requirements of The Primary National Curriculum
- Whole school programme of study
- Progression in computing knowledge, skills and understanding
- Analysing the impact of our physical education curriculum



Physical
Education
Curriculum
Intent

Woodhouse West Primary School- Intent

Woodhouse West Primary Curriculum Intent

As a school, we strive to create learning that promote children's interests and allows them to learn about the world around them. We develop their skills within different subject areas through a shared context.

Our curriculum;

- is ambitious and designed to give all children the knowledge and skills they need to succeed in life
- has high expectations for all children, including those with special needs and disabilities
- ensures that children study a broad and balanced curriculum by teaching a range of subjects
- is coherently planned and sequenced so children can embed and use their knowledge and skills fluency
- extends beyond academic to provide opportunities for every child to develop and discover their character, interests and talents
- is closely linked to the school's core values
- encourages children to value the Woodhouse community
- prepares children for life in modern Britain, developing their understanding of fundamental British values and equipping them to be responsible, respectful citizens

PE Subject Intent

At Woodhouse West, our employment of specialist coaches enables us to give pupils a high-quality physical education curriculum where they develop their fitness, stamina and understanding of the body during exercise. This encourages them to be physically confident and develop a positive healthy life-style. Opportunities for pupils to compete in sport enables children to build character, feel a sense of personal success in an atmosphere of healthy competition.

Essential Characteristics in the Subject

- The ability to acquire new knowledge and skills exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.
- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson, highly positive attitudes and the ability to make informed choices about engaging fully in extra-curricular sport.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.

Threshold Concepts

- Develop practical skills in order to participate, compete and lead a healthy lifestyle.

This concept involves learning a range of physical movements and sporting techniques

Woodhouse West Primary School- Aspirations

Aspirations for the future;

At Woodhouse West, we are always thinking about how to prepare our children for the next stage in their learning journey and beyond. We like to talk to the children about their aspirations and take the time to consider the jobs that a range of the foundation subjects are needed for.

Here are some of the jobs you could aspire to do in the future as an Athlete:

- Coach
- Physiotherapist
- Dancer
- Professional sportsperson
- Choreographer
- Fitness Trainer

For more careers, please visit [First Careers](#).

Woodhouse West Primary School- Enrichment

Wider Curriculum Opportunities & Cultural Capital

Our curriculum extends beyond the National Curriculum and includes a wide range of enriching experiences and opportunities both within and beyond the school day. This includes a programme of lunch-time and after-school clubs, that support the core curriculum offer, as well as those which develop specialist skills, such as German, music, whilst also extending the range of children's experiences (Cultural Capital). A primary focus of our curriculum is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning.

The school takes pride in providing a highly inclusive environment, where learners demonstrate high levels of enjoyment in their education and make very good progress across the curriculum. Children at all levels are helped to achieve their potential. Those who are most able are challenged and supported through being offered tasks which provide opportunities for greater depth and those who can struggle are encouraged and given targeted support to embed skills, to develop at their own pace or simply to learn in a style that best suits their individual needs.

In addition to our exciting and stimulating cross-curricular themes, we also provide further opportunities to enhance children's learning wherever possible. These include:

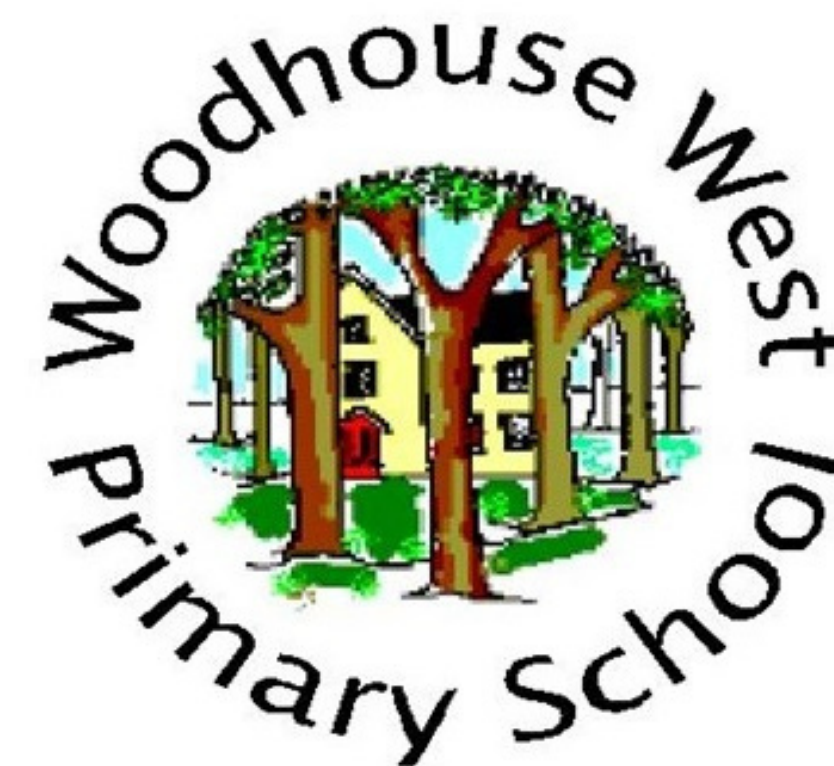
Whole School Theme Days/Weeks

Throughout the year, themed days/weeks are woven into the curriculum to extend the breadth and balance of opportunities we offer our pupils. These include, Anti-bullying Week and eSafety Day, World Book Day, Family Fun Fit day, an Enterprise topic culminating in a Summer Fair, Science Week, Curriculum weeks, Red Nose Day and Comic Relief.

Educational Visits and Residentials

School trips and visits are an integral part of the education of children at Woodhouse West Primary. We value the opportunities such visits offer our pupils and the commitment of staff and adults undertaking them. Trips include class visits aimed at bringing learning alive and providing first-hand experience and bringing learning alive; extra-curricular outings such as activities with the school choir or sporting events; and attending or taking part in performances or competitions.

Children in Years 2, 4 and 6 take part in residential visits. These are planned to provide new and exciting experiences. Children in Year 2 and Year 4 go on a two night residential visit and our Year 6 young people take part in an outdoor pursuits residential where they experience a range of activities such as orienteering, climbing, abseiling, raft building, archery and lots more.



Physical Education in the Early Years Foundation Stage

Developing Early
Physical Education Skills

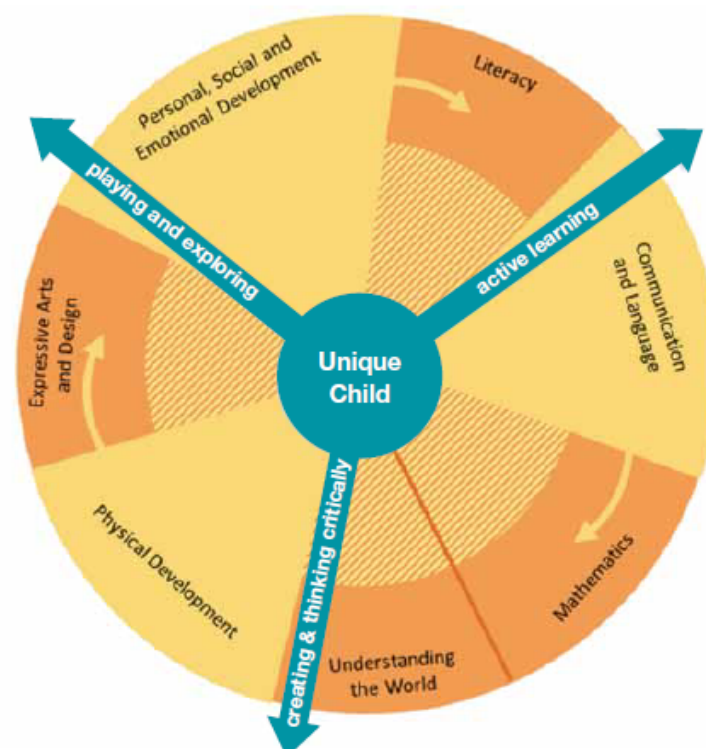
Developing Early Physical Education Skills

The Unique Child reaches out to relate to people and things through the **Characteristics of Effective Learning**, which move through all areas of learning.

- playing and exploring
- active learning
- creating and thinking critically

Children develop in the context of relationships and the environment around them.

This is unique to each family, and reflects individual communities and cultures.



Prime areas are fundamental, work together, and move through to support development in all other areas.

- Personal, Social and Emotional Development
- Communication and Language
- Physical Development

Specific areas include essential skills and knowledge for children to participate successfully in society.

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of the EYFS curriculum has an Early Learning Goal, which is the standard that a child is expected to achieve by the end of their reception year. The ELG (Early Learning Goals) covers all of the 7 areas of learning as specified in the Early Years Foundation Stage Curriculum.

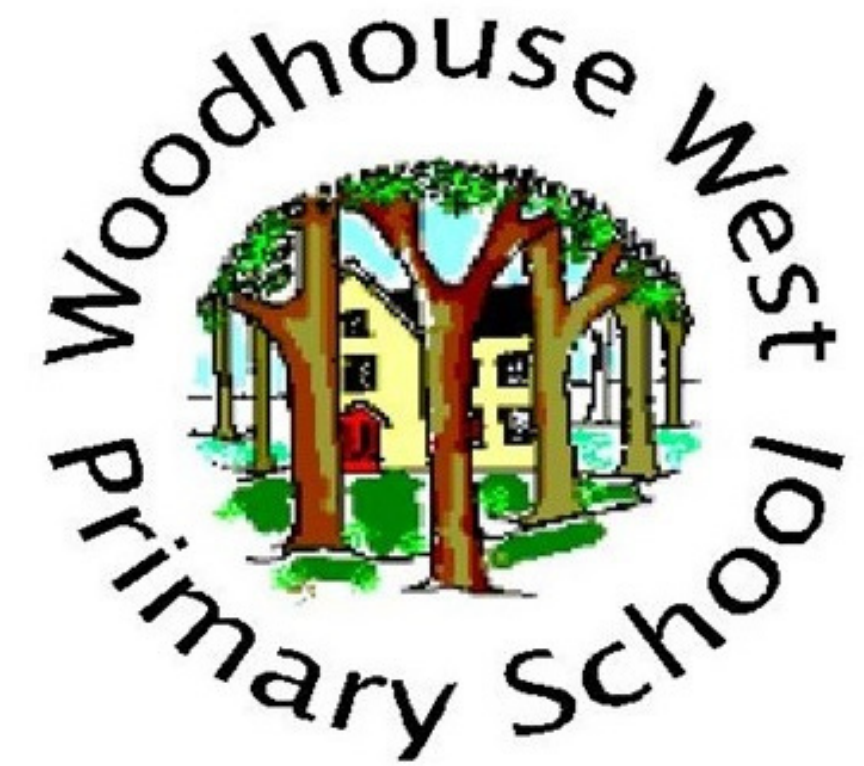
The following link to the teaching and learning of Physical Education in our EYFS:

ELG 4: Physical Development: Moving and handling

- Children show good control and coordination in large and small movements.
- They move confidently in a range of ways, safely negotiating space.
- They handle equipment and tools effectively, including pencils for writing.

ELG 5: Physical Development: Health and self-care

Children know the importance for good health of physical exercise and a healthy diet and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.



Physical
Education and
the National
Curriculum

Physical Education and the National Curriculum: Key Stage One

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Physical Education and the National Curriculum: Key Stage Two

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Perform dances using a range of movement patterns.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and the National Curriculum

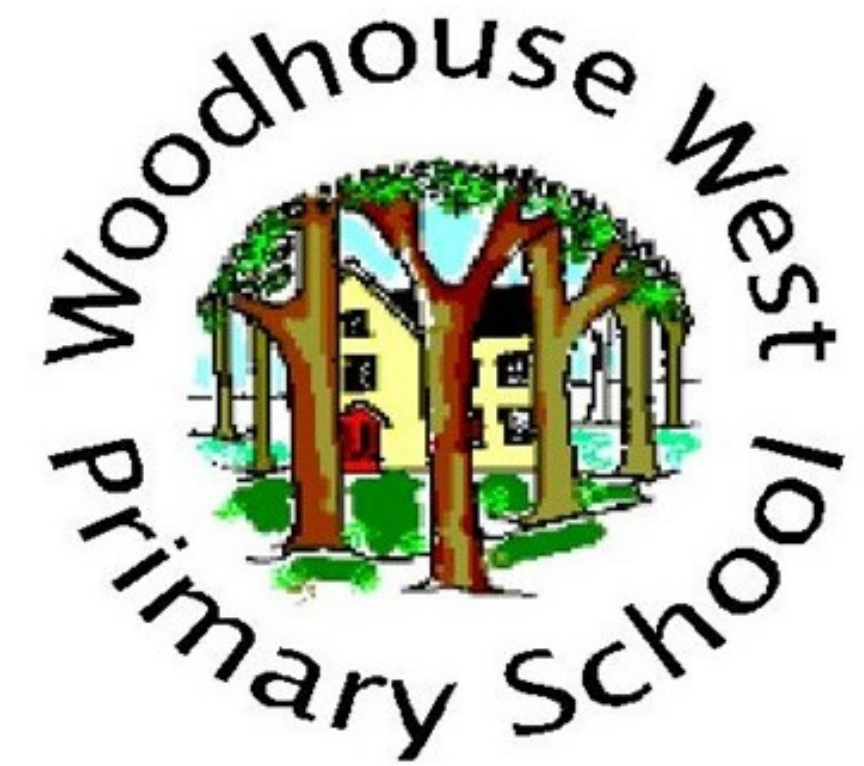
Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught 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.

At Woodhouse West, we use our sports premium money to improve the standards of swimming and increase the percentage of children that achieve these National Curriculum standards by the end of Key Stage 2, to provide additional swimming sessions. Children in year 4 have swimming lessons weekly for a term.



Implementation of Whole School Physical Education

Programme of Study

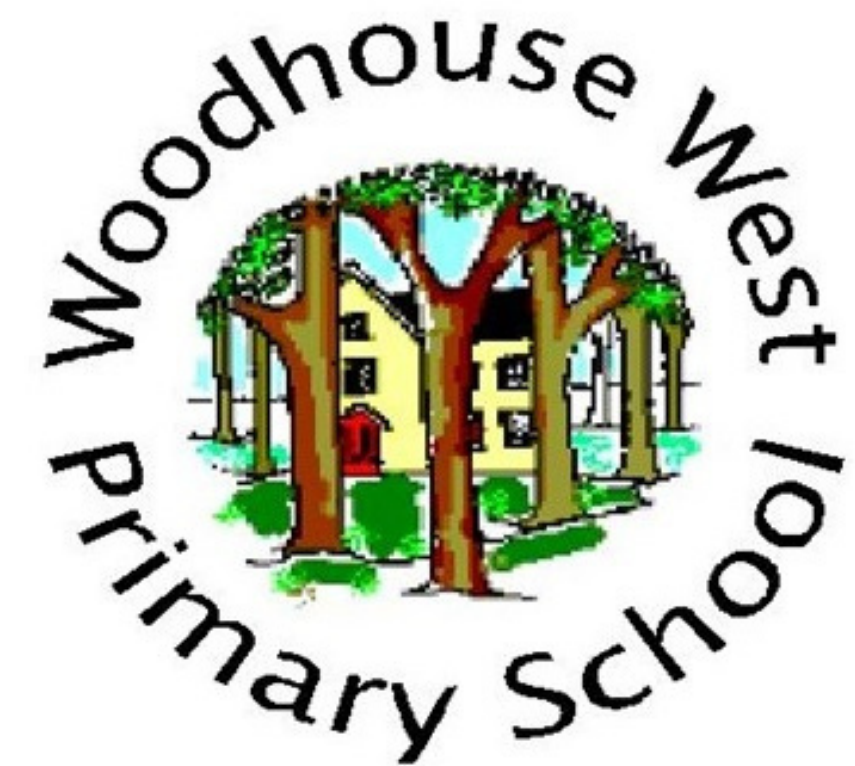
Get Set 4 PE

Woodhouse West's Physical Education Programme of Study

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Yoga- Nursery Introduction to PE (Unit 1)- Reception	Yoga- Nursery iMoves Fundamentals- Reception	Dance- Nursery Yoga- Reception	Dance- Nursery iMoves Fundamentals	iMoves- Fundamentals- Nursery Team Games- Reception	iMoves Fundamentals skills 2- Nursery Ball Skills Sports Day preparation
Year 1	Team Building Dance	Skipping iMoves Fundamentals	Cosmic Yoga Ball Skills	iMoves- Gymnastics Health and Fitness (Personal bests)	Ball skills	Athletics Sports Day
Year 2	Team Building Ball skills Developing hand/eye coordination	Skipping iMoves- Dance	Cosmic Yoga Team games- tactics	iMoves Yoga Health and Fitness (Personal bests)	iMoves- Gymnastics Team Games	Football Sports Day
Year 3	Fundamentals Dance	Skipping Tennis	iMoves Yoga/pilates Basketball	Cricket Health & Fitness	iMoves Gymnastics Football	Athletics Sports Day

Woodhouse West's Physical Education Programme of Study

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Fundamentals Dance	Skipping Tennis	iMoves Yoga/pilates Rounders	Swimming Health & Fitness (personal bests)	Swimming iMoves- Gymnastics	Tag Rugby Sports Day
Year 5	Tag Rugby Dance	Skipping Tennis	iMoves Yoga/pilates Hockey	Basketball Health & Fitness	iMoves- Gymnastics Cricket	Athletics Sports Day
Year 6	Tag Rugby Dance	Skipping Volleyball	iMoves Yoga/pilates	Handball Health & Fitness (personal bests)	iMoves- Gymnastics Tri-golf	Rounders Sports Day



Implementation of Whole School Physical Education

Progression of Knowledge
& Skills

Progression of Knowledge & Skills- Threshold Concepts

At Woodhouse West, we aim to develop the following concepts through the progressive teaching of computing knowledge, skills and understanding. These essential threshold concepts are based on the requirements of the National Curriculum Programme of Study for Key Stage One and Key Stage two.

Threshold Concepts:

- Develop practical skills in order to participate, compete and lead a healthy lifestyle.

This concept involves learning a range of physical movements and sporting techniques.

Implementation

Progression of Knowledge & Skills- Develop practical skills in order to participate, compete and lead a healthy lifestyle

Threshold Concept:		EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
This concept involves learning a range of physical movements and sporting techniques.	Games	• Begin to develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. • Begin to develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.	• Use the terms ‘opponent’ and ‘team-mate’. • Use rolling, hitting, running, jumping, catching and kicking skills in combination. • Develop tactics. • Lead others when appropriate.	• Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member.	• Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.). • Work alone, or with team mates in order to gain points or possession. • Strike a bowled or volleyed ball with accuracy. • Use forehand and backhand when playing racket games. • Field, defend and attack tactically by anticipating the direction of play. • Choose the most appropriate tactics for a game. • Uphold the spirit of fair play and respect in all competitive situations. • Lead others when called upon and act as a good role model within a team.

Progression of Knowledge & Skills- Develop practical skills in order to participate, compete and lead a healthy lifestyle

Threshold Concept:		EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
This concept involves learning a range of physical movements and sporting techniques.	Dance	- Combine different movements with ease and fluency. - Develop overall body-strength, balance, co-ordination and agility.	- Copy and remember moves and positions. - Move with careful control and coordination. - Link two or more actions to perform a sequence. - Choose movements to communicate a mood, feeling or idea.	- Plan, perform and repeat sequences. - Move in a clear, fluent and expressive manner. - Refine movements into sequences. - Create dances and movements that convey a definite idea. - Change speed and levels within a performance. - Develop physical strength and suppleness by practising moves and stretching.	- Compose creative and imaginative dance sequences. - Perform expressively and hold a precise and strong body posture. - Perform and create complex sequences. - Express an idea in original and imaginative ways. - Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece. - Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).

Progression of Knowledge & Skills- Develop practical skills in order to participate, compete and lead a healthy lifestyle

Threshold Concept:		EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
This concept involves learning a range of physical movements and sporting techniques.	Gymnastics	- Revise and refine the fundamental movement skills they have already acquired: - rolling - crawling - walking - jumping - running - hopping - skipping - climbing - Progress towards a more fluent style of moving, with developing control and grace. - Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. - Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. - Develop overall body-strength, balance, co-ordination and agility.	- Copy and remember actions. - Move with some control and awareness of space. - Link two or more actions to make a sequence. - Show contrasts (such as small/tall, straight/curved and wide/narrow). - Travel by rolling forwards, backwards and sideways. - Hold a position whilst balancing on different points of the body. - Climb safely on equipment. - Stretch and curl to develop flexibility. - Jump in a variety of ways and land with increasing control and balance.	- Plan, perform and repeat sequences. - Move in a clear, fluent and expressive manner. - Refine movements into sequences. - Show changes of direction, speed and level during a performance. - Travel in a variety of ways, including flight, by transferring weight to generate power in movements. - Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape). - Swing and hang from equipment safely (using hands).	- Create complex and well-executed sequences that include a full range of movements including: - travelling - balances - swinging - springing - flight - vaults - inversions - rotations - bending, stretching and twisting - gestures - linking skills. - Hold shapes that are strong, fluent and expressive. - Include in a sequence set pieces, choosing the most appropriate linking elements. - Vary speed, direction, level and body rotation during floor performances. - Practise and refine the gymnastic techniques used in performances (listed above). - Demonstrate good kinesthetic awareness (placement and alignment of body parts is usually good in well-rehearsed actions). - Use equipment to vault and to swing (remaining upright).

Progression of Knowledge & Skills- Develop practical skills in order to participate, compete and lead a healthy lifestyle

Threshold Concept:		EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
This concept involves learning a range of physical movements and sporting techniques.	Swimming	N/A	N/A	•Swim unaided up to 25 metres. • Use one basic stroke, breathing correctly. • Control leg movements. • Coordinate leg and arm movements	N/A
	Athletics	N/A	• Athletic activities are combined with games in Years 1 and 2.	• Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance. • Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances.	• Combine sprinting with low hurdles over 60 metres. • Choose the best place for running over a variety of distances. • Throw accurately and refine performance by analysing technique and body shape. • Show control in take off and landings when jumping. • Compete with others and keep track of personal best performances, setting targets for improvement.

Progression of Knowledge & Skills- Develop practical skills in order to participate, compete and lead a healthy lifestyle

Threshold Concept:		EYFS	Key Stage One	Lower Key Stage Two	Upper Key Stage Two
This concept involves learning a range of physical movements and sporting techniques.	Outdoor and adventurous activities	N/A	N/A	• Arrive properly equipped for outdoor and adventurous activity. • Understand the need to show accomplishment in managing risks. • Show an ability to both lead and form part of a team. • Support others and seek support if required when the situation dictates. • Show resilience when plans do not work and initiative to try new ways of working. • Use maps, compasses and digital devices to orientate themselves. • Remain aware of changing conditions and change plans if necessary.	• Select appropriate equipment for outdoor and adventurous activity. • Identify possible risks and ways to manage them, asking for and listening carefully to expert advice. • Embrace both leadership and team roles and gain the commitment and respect of a team. • Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt. • Remain positive even in the most challenging circumstances, rallying others if need be. • Use a range of devices in order to orientate themselves. • Quickly assess changing conditions and adapt plans to ensure safety comes first.

Approaches to Teaching and Learning in Physical Education

Teaching and learning will focus on a range of agreed entitled experiences and there will be a focus on:

- Developing a clear progression of knowledge and skills linked to the essential learning objectives of the sport through Get Set 4 PE
- Ensuring that appropriate opportunities are taken to develop the major cross-curricular skills such as English, Mathematics and Computing within the lessons.
- The consistent use of a range of teaching and learning approaches to engage pupils in the study of PE. This will include visual cues, video demonstrations, use of greater depth modelling and range of equipment pitched at appropriate level.
- The use of enrichment opportunities such as competitions, sporting events in school, afterschool club, lunch time activities and sporting visitors.
- Developing pupils' ability to think, reflect, debate, discuss and evaluate on their own skills in order to improve their own performances.
- Understanding the knowledge of the pupils so that the lessons are pitched accurately in order to stretch their potential.
- Have energy, enthusiasm and passion in the delivery of teaching to engage and motivate all children.
- Have a deliberate use of varied pace to motivate and inspire as well as ensuring children are active for the majority of the time.
- Activities ensure all pupils are challenged to make excellent progress
- Differentiation is highly effective in moving pupils learning on and staff utilise aspects of the STEP approach. This refers to differentiating by the 'space' used, the 'task' that is set, 'equipment' that is used and finally 'people', such as extra adults or support staff who are deployed for those children additional needs.
- High order questioning which supports, challenges and extends pupil's learning.
- Identifying the misconceptions of a skill and use effective strategies to address these, which result in progress.



PE Pedro- our curriculum character

Implementation

Teaching, Recording, Feedback, Assessment and Reporting

This will happen by:

- Every unit focus within each year group sport taught are based on the National Curriculum programme of study.
- Each lesson provides learning WALTs which is shared with the children.
- Sports are repeated throughout each phase so that children gain a deep understanding of them.
- Success criteria is shared, which is referred to throughout lessons.
- The key knowledge that will be taught for each unit is utilised with staff as well as shared with children and parents through a knowledge organiser, which may include unit focus skills, diagrams and key vocabulary. It will also highlight the key learning that will have taken place prior to this and pose questions which will refer to the previous year's learning.
- Teachers will be able to record children's understanding of the lesson's objective and how deeply they have understood the objective on planning in order to support overall assessment.
- Teachers' feedback would be immediate feedback within the lesson where misconceptions will be identified and addressed, or learning can be stretched further.
- Children are given the opportunity to verbally assess their own and others' progress against performances or paid work.
- Teachers should use observations to make judgements of the children's current progress against their year group's expectations.
- Regular retrieval practice focuses on children knowing and remembering more of what they have been taught, using the unit's knowledge organiser as a basis for questioning.
- Assessment information will be used to adapt following lessons for the class if necessary, including any intervention.
- This continual assessment will be used to report to parents. End of year academic reports will contain comments about an individual pupil's progress against the year group expectations.
- Summative assessments made will be used to show pupils' progress and attainment in the subject, by showing areas of strengths and areas of improvement needed for the following year when being taught that sport.

Implementation

Equality of Provision and Inclusion

Teachers ensure that the classroom is an inclusive environment in which pupils feel all contributions are valued and positive steps are taken to allow all pupils to participate. Teaching is responsive to pupil's different learning styles and takes account of their experiences and starting points, in order to engage all pupils. Pupil grouping in the classroom is planned and varied. Teaching styles include collaborative learning so that pupils appreciate the value of working together. All pupils are encouraged to question, discuss and collaborate in problem solving tasks. Teachers challenge stereotypes and foster pupil's critical awareness and concepts of fairness, enabling them to detect bias and challenge inequalities. Resources and displays reflect the experience and backgrounds of pupils, promote diversity and challenge stereotypes across the curriculum. They are reviewed regularly to ensure that they reflect the inclusive ethos of the school.

The curriculum at our school is planned, organised and taught in ways which are compatible with the Equality Act 2010 and school's Equal Opportunities Policy. As a school we will take reasonable and necessary steps to ensure that all children can access a broad and balanced curriculum. This includes ensuring that the environment is accessible as well as lesson content. In some instances, we may consult with external agencies for advice to meet the needs of some children to ensure that they are able to participate in all lessons across the curriculum. A wide variety of strategies are used to ensure that teaching meets the needs of different groups of pupils including those that are more able, those identified with special educational needs, and those from different ethnic or gender groups. These include:

Use of adaptive teaching

Differentiating Lessons by:

- Using a range of differentiated resources.
- Providing differentiated tasks where appropriate.
- Differentiating questions.
- Using a range of groupings within the class to teach children and support them.
- The amount of adult support that is given and adapting this as necessary.

Effective Lesson Planning and Management

- Setting clear objectives that are understood by each pupil.
- Presenting work in small achievable steps.
- Planning varied activities that motivate pupils and providing alternative activities where needed.
- Creating an atmosphere of encouragement and providing opportunities for pupils to achieve success.
- Identifying the most suitable pace for each student in order to provide sufficient individual challenge whilst fostering enthusiasm and facilitating concentration.
- Involving pupils in taking responsibility for their own learning and encouraging them to develop effective study skills.
- Providing deepening activities for students.

The Appropriate Deployment of Resources

- Analysing the suitability of resources and developing additional resources where necessary.
- Ensuring that teaching assistants are effectively deployed.
- Considering how specialist equipment, including I.T, can be of help and motivation to pupils.
- Careful assessment and monitoring.
- Using pupil's records and day to day achievements in geography to support planning.
- Carefully monitoring pupils' progress to ensure that success is built upon.
- Providing regular feedback to pupils on progress and actively involve pupils in the assessment.

Implementation

Extra Curricular Activities

Being able to offer a range of extra-curricular sporting activities to our children is very important to us. Our after-school clubs are run all year round by external providers as well as staff members with expertise in that particular sport. In addition to after school clubs, we also offer lunch time clubs, which are currently aimed at those children who are least active or do not take part in any sporting clubs.

Examples of extra-curricular activities are..

- Football
- Dance
- Cheerleading
- Hockey
- Yoga
- RuggerEds

Implementation

School Games Mark Award

The School Games Mark is a government led awards scheme launched in 2012 to reward schools for their commitment to the development of competition across their school and into the community. Participating in this process allows schools to evaluate their PE provision and assists them in developing an action plan for future progress.

Each School Games Mark application is divided into four sections. They cover the following basic topics:

- Participation - how many young people at your school are being engaged in sporting activity?
- Competition - how many different sports are being played and how many competitions are being entered?
- Workforce - how many pupils are involved in leadership activities alongside taking part in competitions?
- Clubs - how many local links does your school have with clubs or establishments from the area?

As a school we participate in a range of sporting competitions that run all year round which goes towards the School Games Mark award, which also contributes to the Sports Premium funding. Our school timetable runs alongside these competitions which ensures that children are fully equipped with the knowledge of the sport. In addition to this, questionnaires are sent out every academic year to identify those children who regularly practise the sport, showing the greater talent as well as running after school clubs or lunch time clubs each term in preparation for these competitions.

Implementation



Evaluating the
Impact of
our Physical
Education
Curriculum

Subject Leadership in Physical Education

Subject leadership tasks include:

- Leading staff meetings/ staff CPD.
- A self-review by staff of how confident they were in teaching each subject and training requirements that they needed to be more effective.
- Work alongside other subject leaders for consistency across subjects, as well as collaborative projects.
- Report back to the SLT on findings and to contribute to the School Improvement Plan and report to Governors (when necessary).
- Resourcing their subject to ensure that children have sufficient resources to be successful including the lowest 20% of children.
- Promoting reading at the heart of the curriculum by provide high quality texts to support their subject.
- Monitor the equality of provision for all to ensure there is consistency across year groups, phases and whole school.
- Implement knowledge organisers in their subject and through book monitoring cross reference to the outcomes.
- Moderation of work across year groups, phases and across the whole school.
- Facilitate opportunities for staff to share good practice across the school.
- Compiling a portfolio of work across the school to show the impact the curriculum on learning.
- Lesson observations and drop ins.
- Team teaching.
- Coaching conversations.
- Attending subject specific CPD where possible, in order to disseminate across school.

Through these leadership tasks, subject leaders are able to:

Rationale and aims about the content and sequencing of the curriculum

- Identify and describe the key strengths and areas for development in their subject.
- Discuss these strengths and areas for development specific to year groups, phases or whole school.
- Describe how do they know it is happening and working in their subject and what it looks like now.

Pupils are accessing sufficient coverage and depth in line with the planned curriculum

- Explain how they guarantee and ensure progression for pupils within their subject curriculum.
- Can show where knowledge builds across a year/year group/key stage.
- Can show where knowledge builds in depth overtime.
- Explain how they ensure that there is suitable challenge and ambition for all pupils in their subject

Subject Leadership in Design & Technology

Plan for an equality of access for pupils to the curriculum provision

- Share the timetabling arrangements for their subject across the provision, including how often learners get access to their subject area, how they know, how they check.
- Describe the outcomes of their last monitoring and explain what it told them about their subject.
- Explain and show their curriculum is resourced, especially for pupils with additional needs, including bespoke resources needed on occasion and how do they research these.
- Explain and describe what coverage is like for all pupils such as SEND, particularly those with low attainment in basic skills such as reading.

Staff training and expertise to deliver the curriculum

- Explain how the leader and how the staff keep knowledge and understanding of the curriculum up to date.
- Describe the impact of CPD they have undertaken and how it's been relevant to subject curriculum implementation.
- Explain how they support those who are not subject specialists.
- Has evidence to show the impact that the training has had on teachers' subject knowledge and their ability to implement the curriculum.
- Can describe the impact that the training has had on support staff subject knowledge and their ability to implement the curriculum.

Assessment is purposeful to the development of the curriculum

- Describe the purpose of assessment in their subject and explain why the subject is assessed in this way.
- Explain how they assure accuracy of assessment.
- Explain and show how assessment inform and improves the curriculum.
- Share what the assessment information tells them about the quality of the curriculum.