



## Developing a Vision for P.E 2021\_22

**Curriculum/Subject Area:** P.E.

What does your subject/curriculum area offer to children? How does it enhance the curriculum?  
What use is it to children later in life? How could it help them in the future?

	<b>Current Situation</b>	<b>Vision</b>
<b>Vision and Direction</b>	<ul style="list-style-type: none"><li>• Developing an enhanced provision of experiences for all chn. during lessons – building upon new SOW and supporting teaching staff to try new activities.</li><li>• Providing more intra-school events and are back to inter-school face-to-face competitions across the cluster and in line with School Games initiatives. This is responsive to parent feedback as well as adherence to the expectations of the SL.</li></ul>	<p>That the PE provision we offer provides all our pupils with opportunities to become physically confident and fully knowledgeable about the benefits of staying physically and mentally healthy and becomes embedded as a legacy for their future selves.</p> <p>That our pupils develop a well-rounded and broad range of skills that support them to perform a variety of physical activities, improve their physical fitness and feel empowered and confident to engage in competitive sports both as personal improvement and in sustaining their cultural capital.</p>
<b>Quality of Teaching</b>	<ul style="list-style-type: none"><li>• Enhanced confidence of teachers to teach P.E. due to the implementation of subscription to a new SOW. Primary PE Planning provides us with a detailed scheme, visual presentations to enhance teaching practise and access to clear progression maps.</li></ul>	<p>Staff pedagogical content knowledge of PE and high-quality teaching continues to be a critical part of successful PE at our school.</p>

<p><b>Standards, Progress and Achievement</b></p>	<ul style="list-style-type: none"> <li>• In response to Covid and post-lockdown, we are striving to maintain a high-quality standard of taught and discrete consideration for physical activity, including more face-to-face events; enhanced curriculum enrichment opportunities: eg. Inter-school events, re-engaging sports club provision after school, playtime activities.</li> <li>• Our SOL supports key progression and the development of skills that all pupils need before making the transition to the next year.</li> <li>• Curriculum mapping/LTP supports teachers to have a clear understanding of which activities/PE our pupils have learnt.</li> </ul>	<ul style="list-style-type: none"> <li>• All our pupils are given a minimum of 2.5 hours of high-quality taught PE per week.</li> <li>• To continue to ensure that standards are high in PE and coverage is in keeping with National Curriculum expectations; that all children are making good or better than typical progress in their physical learning and developing skills appropriate to their level of understanding and therefore maximising full potential.</li> </ul>
<p><b>Assessment</b></p>	<ul style="list-style-type: none"> <li>• Formative during each taught lesson with teachers annotating lesson plans according to set learning intentions and documenting any notable successes/challenges with pupil initials.</li> <li>• Developing end of unit assessment towards the last week of taught lessons /deploying support staff.</li> </ul>	<ul style="list-style-type: none"> <li>• That assessment methods are developed to be rigorous and consistently demonstrated to be informing PE practices and pupil attainment in school.</li> <li>• To consider the impact on pupil achievement of all physical activity they embark upon in and outside school and not just during taught PE sessions.</li> </ul>

**Overall Vision**  
Pupils will be given a high-quality PE provision with the offer of a broad range of opportunities and activities that develop their physical, thinking, personal and health skills. Our intent is to equip our pupils with sufficient knowledge and skills to enable them to master a range of sporting disciplines. This in turn ensures that children’s Cultural Capital in PE is acknowledged as fundamental to their being, their future selves and support their progression into socially responsible adults.