

### Curnow School – Physical Education OFFER

Our school recognises PE is important in providing a foundation & framework which inspires pupils to learn and engage in physical activity, maintain movement and mobility and sport to help to lead a healthy lifestyle. All pupils (EYFS – P16) experience a breadth of PE and sport & is of vital importance in our ambitious curriculum offer. How PE is studied is formally identified through personalised learning routes/ pathways determined by pupil learning need, EHCP outcomes, therapy targets & assessment of learning outcomes (following baseline/ moderation). It is acknowledged that for some pupils we need to address their developing physical skills and the ability to maintain movement through collaborative work with the physiotherapy team and the implementation of therapy targets addressed via our **L2L** pathway/ offer where applicable. The more 'formal' subject specific teaching/ learning of PE is achieved via our **R2L** strand which offers a breadth/ depth within the PE areas outlined via our LT planning (Yr2 – Yr 11) which is key skill led. We also recognize that many of these pupils will also need to develop within the wider context of Physical Development and every pupil will have a bespoke offer to meet their needs. As our pupils are at such different stages of learning we know they require highly differentiated teaching & learning approaches, therefore, differentiation within a whole class session is essential to our sequenced teaching delivery. The guiding principles which informs our PE offer are based upon the Quality of Education framework which judges the intent, implementation of our sequenced PE curriculum & its impact upon their learning via their developing knowledge & skills obtained which prepares them well for their next stage. The LGB measure the success of the school's PE curriculum via reports received by middle leaders & the HT which includes the self-evaluation regarding the QoE for PE leading to identified developments if/ as required; reports will additionally include the evaluation of the delivery of the curriculum (sequenced teaching of the curriculum) & the impact upon pupil's learning via the progress they make over time evidenced by the assessment we hold.

<b>INTENT:</b>	<b>IMPLEMENTATION:</b> - <i>Our school will implement a breadth of learning via long term planning identified securing delivery the main principles outlined below:</i>	<b>IMPACT</b>
<ul style="list-style-type: none"> <li>• To promote a physically active and healthy lifestyle in which pupils are able to make informed decisions about keeping themselves healthy beyond school</li> <li>• To ensure all pupils are able to maintain their mobility and strength through a range of physical and therapeutic activities.</li> <li>• To learn and develop skills and knowledge in PE through a well sequenced curriculum that prepares them well for adult life</li> <li>• To ensure that pupils have access to engaging and motivating activities and sports within their local community</li> <li>• To develop social, emotional and communication skills, developing confidence and raising self-esteem</li> </ul>	<p>Our PE offer includes 6 areas, which will make up the personalised offer for all pupils depending upon their needs and learning pathway. These areas are:</p> <ul style="list-style-type: none"> <li>• PE</li> <li>• MOVE</li> <li>• Therapy</li> <li>• Movement and mindfulness</li> <li>• Sensory Integration</li> <li>• Outdoor and adventurous activities</li> </ul> <p><b>R2L</b> The two strands of PE teaching which identify the development of the key skills for Physical Exercise &amp; Swimming/Water Safety are delivered from Yr2 – Yr11 via long term planning, securing all learning remains sequenced. Pupils will also have a bespoke offer dependent upon their needs to support their wider Physical Development where appropriate</p> <p>The <b>L2L</b> Physical Development offer incorporates bespoke therapy targets as recommended by the physiotherapists and personalised targets guided by the EHCP outcomes.</p> <p>Our <b>Post 16</b> offer further encourages and develops pupils' skills within physical exercise and the importance of incorporating sport, physical leisure activities and healthy eating in adult life.</p>	<p>Pupils:</p> <ul style="list-style-type: none"> <li>• Make progress from their differing starting points &amp; over time progress well within the key skills of PE &amp; Swimming/Water Safety.</li> <li>• Learning remains sequential &amp; builds on long term memory and experience (prior knowledge &amp; understanding – their current skills and abilities).</li> <li>• Are prepared well for the next stage; next steps secure challenge, promote resilience within all learning.</li> <li>• Enjoy their learning and engage well within their ability to maintain movement, posture and engagement in a healthy lifestyle.</li> <li>• Know sensory activities and physical activities.</li> <li>• Make informed choices about healthier foods and the importance of regular exercise.</li> <li>• Further shape their own ideas about a healthy and active lifestyle and how this will benefit them mentally, physically and socially.</li> <li>• Access a wide range of physical activities/sports and sporting experiences.</li> <li>• Access and attendance to events and sporting experiences beyond the school setting.</li> </ul>

EYFS – Yr1	L2L KS 1 (Yr2) – KS4	R2L KS 1 (Yr 2) – KS 4	Post 16
<p>Within our EYFS provision PE learning is delivered via the interest led approach used pursuing the EYFS areas of:</p> <ul style="list-style-type: none"> <li>• Knowledge &amp; Understanding of the world</li> <li>• Personal, social &amp; emotional development</li> <li>• Communication &amp; Language</li> </ul> <p>Our EYFS provision will be a secure foundation through learning which is planned around the needs and interests of each individual child; delivery of PE will focus upon promoting/ further developing pupil engagement, interest &amp; early skill development which encourages them to:</p> <ul style="list-style-type: none"> <li>• engage with other people and their environment</li> <li>• develop their skills within communication, playing and exploring</li> <li>• develop and learn from relationships/ friendships</li> <li>• build their curiosity (child initiated learning) and enthusiasm for learning</li> <li>• begin to think critically to engage creatively</li> </ul>	<p>The PD curriculum will be taught and delivered through personalised learning outcomes (therapy/MOVE targets). Using established observational frameworks and assessment outcomes (Engagement profile/EYFS targets/EHCP annual and termly targets) we will plan/ differentiate learning outcomes within any of the five areas of engagement. Through such development we can build upon pupils’ current skills, developing their knowledge and understanding to ensure learning becomes embedded within long term memory.</p>	<p>Once pupils personalised learning pathways have been identified (informed via prior assessment/ observational outcomes) those identified as working within the R2L pathway will work more formally within subject specific learning, which sequences the teaching delivery to develop pupils’ PE skills through the breadth of study offered. Study will include pupils developing their key skills within the two strands:</p> <ul style="list-style-type: none"> <li>• Physical Education</li> <li>• Swimming &amp; Water Safety</li> </ul> <p>Long term planning is identified across the school to ensure there is a range/ balance within the breadth of study offered &amp; that learning is achieved via a continuum developing skills and knowledge accordingly. Personalised learning outcomes are derived from assessment ensuring learning remains part of a well-planned sequence.</p> <p>Pupils will experience a range of physical activities/sports delivered in structured, sequentially planned sessions featured within class timetables, including dance &amp; horse riding (KS2). Pupils will also be provided with opportunities to access on-site and off-site sporting activities lead by specialist coaches. Awareness of the importance of team work will additionally contribute to their developing SMSC, PHSE and socialising skills.</p>	<p>Within Post 16 the teaching delivery is focused around the Health, Wellbeing &amp; Relationships strand of the curriculum through the Keeping Healthy for Life units of study. Assessment is through our bespoke assessment for this Post 16 curriculum. Accreditation opportunities will continue through ASDAN Personal Progress units linked to the Health, Wellbeing and Relationships curriculum strand.</p>
<p>Development of fundamental movement skills within the breadth of the EYFS offer</p>	<p>Development of engagement skills / working with therapy teams to support and promote fundamental movement skills and independent movements.</p>	<p>Development of PE skills within the breadth of offer delivered via a key skills and knowledge-based approach; accreditation opportunities identified where these hold value/ purpose to the pupil</p>	<p>Development of a healthy and active lifestyle in preparing pupils for adult life.</p>

## PE – R2L Sequence of Learning (Key Stage end points)

**Intent:** To enable pupils to develop/ further develop their knowledge, skills and conceptual understanding of physical competence, physical activity, competition and healthy and active lifestyles.

### EYFS/ YR1

**By the end of EYFS/KS1 (Yr 1) pupils will:**

- Develop and increase physical competency, ability and understanding amongst all Foundation and Key Stage 1 Children
- Be included and provided with opportunities that can be adapted to suit the spectrum of needs
- Develop the components of efficient motor function, Symmetrical activity, basic body movement, large muscle development, eye/hand co-ordination, eye/foot co-ordination, body image, balance, rhythm, space and direction
- Further pupil's knowledge and understanding of fitness and health in order to lead healthy, active lifestyles (healthy and active lifestyles)

### KS1/KS2

**Building upon prior learning by the end of KS2 pupils will:**

- Developed an awareness of, and interest in, themselves and their immediate surroundings and environment
- Joined in practical activities that link to ideas, for example, invasion games
- Used their senses to explore and investigate
- Developed an understanding of cause and effect
- Started to work co-operatively together
- Developed 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

### KS3/KS4

**Building upon prior learning by the end of KS3 pupils will have:**

- Used running, jumping, throwing and catching in isolation and in combination
- Played competitive games, modified where appropriate
- Developed flexibility, strength, technique, control and balance
- Performed dances using a range of movement patterns
- Taken part in outdoor and adventurous activity challenges both individually and within a team
- Compared their performances with previous ones and demonstrate improvement to achieve their personal best

**By the end of KS4 Pupils will have:**

- Experienced that personal actions have consequences, leading to the seeking of explanations, and understanding
- Increased the breadth and depth of their experience, knowledge and understanding
- Linked and applied physical education knowledge and understanding to everyday life
- Developed an understanding of the more aesthetic as well as the concrete and practical skills
- Analysed their performances compared to previous ones and demonstrate improvement to achieve their personal best

### Post-16

**Building upon prior learning by the end of Post 16 students will:**

- Developed skills, knowledge and understanding into real life activities for life (Physical competence/ activity)
- Accessed active leisure and sport in the local community (healthy and active lifestyles)
- Used leisure facilities and clubs in the local community
- Developed an understanding of the importance of healthy lifestyles
- Developed active leisure and sporting interests that meet their needs and increase opportunities for social inclusion into their adult life
- Acquired and developed skills relating to the further development of students Personal and Social Development (PSHCE Track back)

### Assessment of learning:

Pupils within Yr2 – Yr 11 will be assessed using the developmentally appropriate assessment system regardless of age/ stage of learning. PE will be formally assessed through the Trust’s assessment cycle which will evidence pupil progress over time which will be kept in individual pupil non-core files; teachers will use the gathered data & formative assessment outcomes to inform future learning which secures challenge, structures and sequences learning ensuring learning is embedded well in long term memory; this process will also help teachers to identifying individual interventions where necessary.

**Assessment of learning** is undertaken each teaching session to ensure learning remains sequenced building upon prior learning (developing long-term memory). Teachers use formative & summative assessment to ensure all learning is informed by previous attainment (learning always remains part of a well-planned sequence regardless of skill set/ needs type of pupils)

- **EYFS – Yr1:** Assessment in our Early Years settings is obtained via B2 Connecting Steps which records the achievements pupils make, covering the range from birth to the Exceeded Early Learning Goals (ELG) within the specific area of Physical Development.
- **L2L:** Pupils not yet engaged in subject-specific learning will access structured PD (Dance, Yoga and water skills) sessions securing equity in the subjects they access. L2L pupils will study PD through bespoke learning targets informed via an observational engagement profile & subsequent assessment outcomes which may include, EHCP outcomes and associated short term targets and therapy targets (in consultation with physiotherapists); these targets are delivered daily/ through the school week.
- **R2L:** Assessment is undertaken via B<sup>2</sup> Progression Steps (Physical activity, physical competence, competition and active and healthy lifestyles) which covers all aspects of the National Curriculum framework for PE ensuring there is a breadth and balance in the curriculum pupils study leading pupils, when ready, to begin to/ study for/ obtain qualifications outlined within the statutory assessment frameworks published by the DfE
- **Post 16:** Curnow bespoke health, wellbeing & relationships assessment. Students within the Post 16 classes will be additionally assessed using the learning outcomes identified within any accreditation/ qualifications systems used & via the modules of work addressed (in accordance to accreditation/ qualification pathways which secure all modules addressed hold meaning/ challenge for each student). The Post 16 offer will identify such accreditation.

<b>EYFS B<sup>2</sup></b> (EYFS – Yr1) Specific area – Physical Development	<b>L2L</b> Personalised Therapy targets/EHCP Outcomes	<b>R2L</b> B <sup>2</sup> Progression Steps All PE/Water Skills areas identified within our long-term planning – Yr2 – Yr11	<b>Post 16</b> Curnow Bespoke assessment – Yr12 – Yr14 Health, Wellbeing and Relationships
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