

PE at The Ryde School

PE Curriculum Rationale

We have high aspirations for the children at The Ryde and strive for them to enjoy all aspects of physical education at appropriate levels. We aim to nurture their ambitions so they can be the footballers, sports coaches, trainers or Olympians of the future. Our core values lay the foundations of these aims. At The Ryde we all believe that 'From little acorns mighty oaks grow'. We nurture and encourage our children to develop and grow into their full potential.

We work hard at The Ryde to offer the children creative, exciting and inclusive P.E. lessons and experiences that offer opportunities for children to develop their enjoyment and understanding of the skills and knowledge needed to play any sport. At The Ryde we believe that physical education, school sport and physical activity experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical development and well-being.

Our PE policy establishes common codes of practice for staff and pupils and common administrative procedures. It also ensures that statutory and local requirements are followed and other national guidelines, such as codes of practice, are considered.

Aspects of this document, for example policy regarding acceptable clothing, footwear and jewellery are set out on our website, prospectus and in newsletters so that parents know exactly what is required for PE.

Our aim of establishing and applying safe-practice standards in PE are to:

- enable pupils to participate in PE activities that provide appropriate challenge with acceptable risk
- promote pupils learning about risk management, and their responsibility in this, in order for them to participate independently in physical activity in later life
- fulfil the provision of a broad, balanced and relevant curriculum for physical education through:
 - *an environment that is safe for activity*
 - *adequately supervised activities*
 - *the use of regular and approved practice*
 - *progressive stages of learning and challenge*
 - *building a system of advice and the practice of warning*
 - *the use of equipment for the purpose for which it was intended*
 - *providing basic care in the event of an accident*
 - *the use of forethought and sound preparation*
 - *involving pupils in the process of risk management*
- ensure clear management responsibilities and organisation provide for safe systems of work
- identify and provide for any professional learning needs the staff are likely to encounter in their work.

We make good use of our grounds and resources to help the children to learn and practice skills. We also make use of trained sports coaches to support the children's learning in games, dance and gymnastics, providing invaluable CPD training for staff.

Curriculum Intent

Our PE curriculum is designed to offer our children a curriculum that is broad and balanced and through which they will have, by the end of each milestone, a long term memory of the ways to extend and improve their physical abilities. Our PE curriculum has been shaped to allow children to revisit categories in order to deepen their understanding and knowledge of key areas.

Each milestone spans two years of study. The two years of a milestone have different teaching approaches. In the first year of the milestone the teaching will be direct instruction to enable the learning of skills. In the second year of the milestone teaching will support more in depth and independent learning as children will have sufficient knowledge and skills to be able to problem solve to make further progress at their own level.

The PE curriculum consists of the key concept of: Developing a range of practical skills in order to participate, compete and lead a healthy lifestyle through different aspects of PE including: games, dance, gymnastics, swimming, athletics, outdoor and adventurous activities

and knowledge categories of:

Movement

Healthy lifestyle

Tactics and strategy

Leadership

Vocabulary

Personal and social

To aid further enjoyment and reasons for learning in PE, all children are offered regular opportunities to visit places relevant to their learning. Such visits include: The Edge at Westmill Farm O&A centre (Year 4), Hatfield Park walking trails (Whole school), Stanborough Lakes (Year 5) and Mill Green Golf Club (Years 2 and 6). Such experiences will help to prepare our children for the possibilities, experiences and responsibilities later in life, to inspire inclusion and support diversity.

We enrich the children's learning in school with memorable and unforgettable experiences which provide opportunities to inspire, motivate and consolidate learning. Such as: **Outdoor and Adventurous Week, Sports Day, Inter-school competitions, archery (Year 3).**

Key Stage 2 children are encouraged to participate in after school sports activities that include: dance, cheer leading, football, tennis, athletics. Our school is an inclusive school and so no charge is made for these activities.

At The Ryde we believe that it is not just about what happens in our classrooms, it is about the added value we offer to inspire our children to want to learn.

Curriculum Implementation

Senior leaders attended training on 'Designing Your Curriculum' with Chris Quigley. This training was based on the research of Herman Ebbinghaus and John Sweller. This training was shared with staff. As a result, our PE curriculum is being carefully built and the learning opportunities and assessment milestones have been matched for each year group to ensure the revisiting of key skills and knowledge categories, so ensuring a gradual and solid build in understanding, and the progression through them.

Teachers, with the support of the curriculum leader, have the autonomy to deliver a curriculum that is relevant to their children. Teachers also make meaningful links with other curriculum areas where relevant for example: **In Year 4 geography, history, PSHE (mapping).**

The children have a voice in their learning through the School Council and termly Pupil Voice and are encouraged to have independent thoughts.

Medium term plans are produced at the beginning of each term. They are written in sufficient detail to allow them to be used as weekly plans. Learning objectives are clear to see for each session as are planned activities for learning and expected outcomes. Resources are detailed for each session. PE is taught twice a week, allowing the time for concepts and categories to be revisited and practised and therefore improving the opportunity for children to retain what they have learned and change their long term memory – increasing the progress that they make.

Curriculum Impact

We use both formative and summative assessment information in our PE lessons at The Ryde. This information is used by staff to inform their short term planning and interventions. This helps teachers to provide the best possible support for all children, including children with EAL, SEND or the more-able.

Assessment milestones for each phase have been broken down for each category, allowing for detailed assessment of progress. Within each milestone children gradually progress through three cognitive fields: basic, advancing and deep. The ambition is that most children will achieve a sustained mastery at the 'advancing' stage of understanding by the end of each milestone, and for the more-able to have a greater depth of understanding at the 'deep' stage.

Therefore, the time-scale for sustained mastery or greater depth is two years.

In the first year of a milestone children are expected to achieve the 'basic' stage of learning. Direct teaching will have enabled the children to learn knowledge and skills in preparation for a higher level of learning and understanding in the second year of the milestone.

Proof of progress tasks are carried out by teachers throughout the year. Each child's progress can then be mapped to ensure they are making the progress they are capable of.

Assessment information is collected termly by the subject leader and analysed. Results are reported to senior leaders and the link governor. This process provides an accurate and comprehensive understanding of the quality of teaching and learning in PE.

Planning is monitored at the beginning of each term and at intervals in between, in line with other monitoring actions such as: pupil voice, staff voice, lesson observations.