

PHYSICAL EDUCATION



Bishop Chadwick
Catholic Education Trust

Spotlight on Assessment

WHY PE?

Beyond physical participation, the traditions and cultural reference points associated with sport and physical activity are part of our shared heritage. Without being taught the language of sport and physical activity, pupils can miss out on an enriching aspect of our communal life.

High-quality PE is a physical and cultural entitlement.

Research review series: PE (March 2022)



We aim for our pupils to learn:

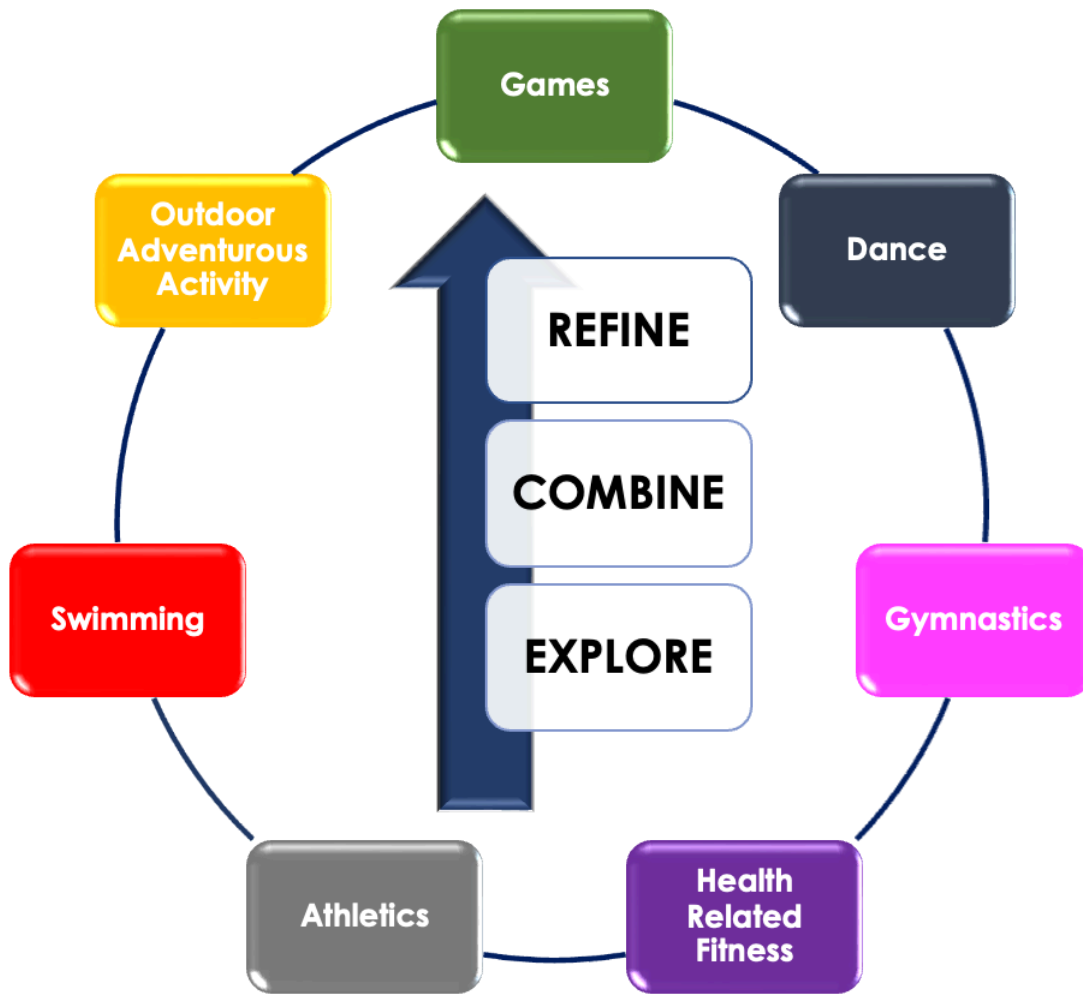
- to develop competence to excel in a broad range of physical activities
- how to be physically active for sustained periods of time
- to engage in competitive sports and activities
- to lead healthy, active lives



"Teaching PE isn't just about physical fitness; it's about keeping mentally healthy, developing teamwork and resilience, and promoting the thrill of movement."

CURRICULUM DESIGN

The PE curriculum is designed to assess what children know and remember over time.



Pupils will move progressively through three learning stages, in the context of different sports and physical activities:

- **Explore:** EYFS and throughout KS1, pupils explore basic movement skills of running, jumping, kicking, throwing and catching, whilst demonstrating physical attributes of balance, agility and co-ordination.
- **Combine:** In Lower KS2, pupils combine basic movement skills of running, jumping, kicking, throwing and catching, whilst demonstrating physical attributes of balance, agility and co-ordination.
- **Refine:** In Upper KS2, pupils refine sport specific skills whilst demonstrating physical attributes of flexibility, strength.

During the course of this learning they will develop skills and attributes relating to PE, in line with those outlined in the PE Pillars of Progression:

Pillar One:

**Motor
competence**

Pillar Two:

**Rules, strategies
and tactics**

Pillar Three:

**Healthy
Participation**

CURRICULUM DESIGN

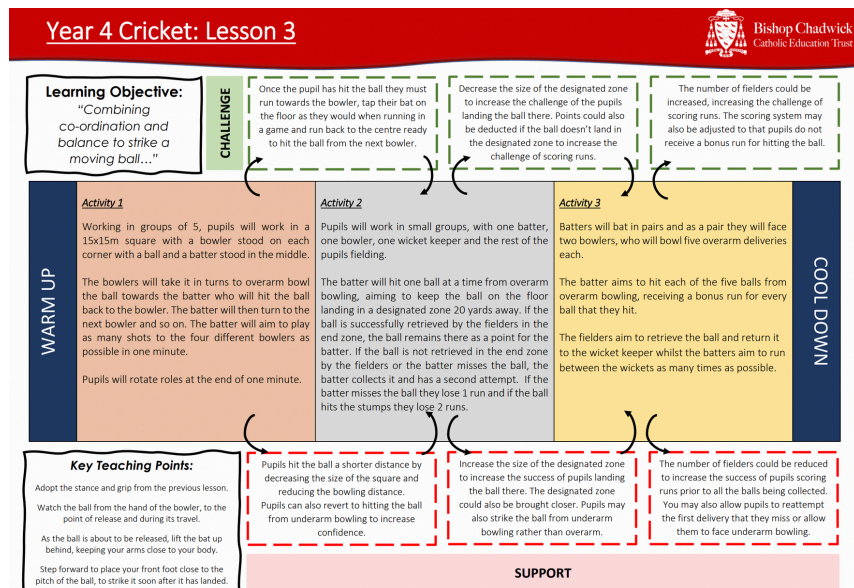
The PE curriculum is designed to assess what children know and remember over time, as well as assessing the development of skills and pupils' understanding of how we become more controlled and successful in PE.

- Each unit of work will begin with an overview of what is to be covered within the sequence of lessons a unit conclusion, which will guide our teachers in providing summative feedback to pupils at the end of a unit of work.
- A list of prescriptive resources and a guide to adapting resources, as well as how equipment can be altered to support and challenge pupils, is included in the design.
- Rules and regulations for specific sports feature in the curriculum design to allow staff to encourage good practice ahead of potential competition and to ensure characteristics such as fair play and respect can be accurately enforced.
- Each lesson has an individual toolkit in the form of a flow chart, providing a visualisation of the sequence of learning taking place, as well as directed tasks based on pupil success. Specific vocabulary is included to outline key techniques of skills, allowing direct links with model questioning and images to support set up of activities and ongoing assessment.

Each lesson clearly identifies the intended stages of knowledge, with a strong foundation of declarative knowledge prioritised and used to develop solid procedural knowledge and ultimate success with a sporting activity.

Assessment 'embedded' within the design

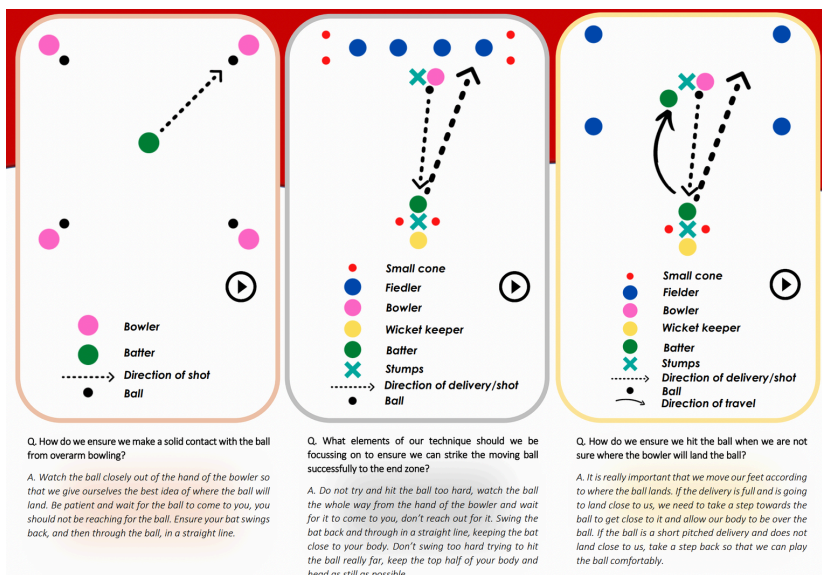
Opportunities to know where pupils are with their learning and to identify and address any gaps.



The main section of each lesson toolkit will include ideas for performance of the focus skill in isolation, in a sport specific activity and then in a competitive opportunity.

Each of those will be colour coded bronze, silver and gold respectively, to allow simple, effective judgements to be made regarding the success of pupil performance within an individual lesson.

Suggestions on how to increase difficulty or add further support at each stage is provided to ensure all pupils needs are met within the lesson content.



Practical diagrams detail accurate pupil practical demonstrations or physical participation.



Explore

To explore basic movement skills of running, jumping, kicking, throwing and catching, whilst demonstrating physical attributes of balance, agility and co-ordination.

Year 2

Exploring basic movement skills to develop confidence to use tactics of attacking and defending to compete against others.

Year 1

Exploring basic movement skills to develop competence to strive for personal best.

EYFS

Exploring basic movement skills to engage in self competition.



Combine

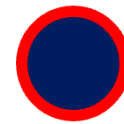
To combine basic movement skills of running, jumping, kicking, throwing and catching, whilst demonstrating physical attributes of balance, agility and co-ordination.

Year 4

Combining basic movement skills for application to a competitive situation.

Year 3

Combining basic movement skills to develop basic principles of attacking and defending.



Refine

To refine sport specific skills whilst demonstrating physical attributes of flexibility, strength and balance.

Year 6

Refining sport specific skills for application to a competitive situation.

Year 5

Refining sport specific skills to develop basic principles of attacking and defending.

"Approaches to assessment must be meaningful and embedded throughout a high-quality physical education curriculum, which enables learners to make progress and improve their attainment."

Association for Physical Education

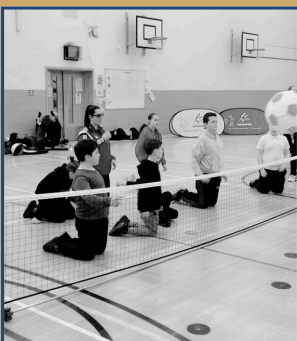
Progression leading to proficiency

Some key opportunities to develop the character of the whole child through PE:



Communication:

Pupils enjoy communicating with each other in a variety of sporting situations. They should learn to be considerate in a team situation, by listening to peers as well as sharing their ideas with confidence, whilst communicating with respect to officials and opponents.



Co-operation:

Pupils should engage in physical activities where they learn to work together co-operatively. They should learn to be inclusive by appreciating the diverse talents of their peers and utilising these talents to strive towards achieving a shared goal



Comparison:

Pupils are determined to achieve excellence in every sport or activity they participate in. They should learn to recognise their areas for development, by comparing their performances with previous ones and those of their peers to strive to be the best they can be.