



Blackpool Gateway Academy

PE Guidance September 2024

Written by PE Leads
Hayley Ferguson
&
Rory McCormack



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CURRICULUM INTENT

At Blackpool Gateway Academy, we recognise that P.E is the development of knowledge, skills and understanding of physical activity through a continuous process of planning, practise, exploring, performing and evaluating.

Physical Education at Blackpool Gateway Academy is valued for its unique contribution to developing children's physical, social, interpersonal and emotional skills. It provides opportunities for children to be creative and competitive while learning to work with and respect others. A positive attitude towards leading a healthy, active lifestyle is promoted and we aim to encourage children to take part in lifelong physical activity. The P.E within school not only promotes an active lifestyle but also looks to build communication and teamwork within groups and whole classes.

Through our curriculum, we aim to enable children to become physically educated by giving them the opportunity to:

- Develop physical and cognitive skills through a range of relevant movement based activities.
- Promote physical activity and a healthy lifestyle.
- Develop positive attitudes towards the subject in school.
- Ensure and promote safe, sensible practice.
- Promote effective co-operation.
- Develop an ability to plan a range of movement sequences, organise and use equipment.
- Develop a sense of fair play and sportsmanship.
- Take part in competitive play.
- Provide two hours of high quality Physical Education.
- Provide a variety of extra-curricular activities.

Our aim is that all children are able to progress within our curriculum. Pupils who are underachieving will be identified and strategies put in place in order to help them improve their attainment. Activities are adapted to challenge individuals abilities and ensure progress. When



children begin their learning journey at Gateway Academy, they are most likely to be underachieving in their fundamental skills due to either the coronavirus pandemic or our school's social demographic. In order to achieve progression, we have adapted our PE curriculum to ensure that for the second hour of their PE slot is focused on fundamentals skills for year 1 and 2 and for KS2, the fundamental skills are recapped in the other areas of PE.

Where necessary, teachers will use interventions to help pupils improve their attainment.

Interventions usually consist of:

- Support from staff/high achievers through modelling skills
- Differentiation of activities using the STEP technique (change the Space, Task, Equipment or People)
- Group work with peers to build confidence and knowledge

Gifted children will be identified and suitable challenges provided at the earliest opportunity. These children will also be signposted to school and community clubs to promote lifelong participation in physical activity.

During break and lunch times, we have a variety of equipment that is taken onto the playground where staff will demonstrate different activities and skills.

Securing Cultural Capital

As part of giving children a broad and rich approach to P.E, we provide the children with a variety of sporting opportunities and experiences, giving them experiences they may not otherwise be exposed to. In some ways, this can address social disadvantage. Some of these opportunities include:

- Visits from Olympic and Paralympic athletes throughout the year
- Visits to the local sporting events/competitions
- A variety of intra-school competitions for all age groups and abilities
- Involvement in days such as Sports Day
- Sport coaches to deliver specific after school activities e.g. Yoga and Football
- Hold fundraising events such as Pro-Strike to promote being active and to provide the children with different opportunities.
- Alan Williams, our freelance PE teacher, who works one day a week at Gateway. Throughout the year, he works alongside our staff, sharing thoughts and ideas, supporting after school activities and during lunch times.



CURRICULUM IMPLEMENTATION

At Blackpool Gateway our aim is that each class will receive 2 hours of physical activity per week, to enhance their skills across the PE curriculum. Children learn how to plan, perform and evaluate actions, often in pairs and small groups, helping them to develop the quality and effectiveness of their work. The children across our school develop confidence and competence in performing different skills and build resilience to overcome challenges as they arise.

Teaching and Learning

We aim to provide a well balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum. We use a variety of teaching and learning styles in P.E. lessons and our principal aim is to develop a mixture of whole class teaching and individual/group activities. Teachers/coaches draw attention to good examples of individual performance as models for other children and we encourage the children to evaluate their own work as well as the work of others.

Planning

P.E. is a foundation subject in the National curriculum and our school plans their lessons around our 'Think, Feel, Do' approach, as the basis for its curriculum planning. Teachers are provided with progressive and challenging lesson objectives, mid and end points for each topic, along with activity ideas; these are used as a guide to deliver the curriculum appropriately. The individual needs of the children in each class will determine the manner in which the class is taught.

Physical activity encompasses a range of activities that occur throughout the school day, including play times, lunchtimes, and after-school activities. Class teachers need to communicate regularly with sports coaches over observations regarding children's fine and gross motor skills so they can work at targeting areas with direct sports coaching time.

EYFS

In the Early Years Foundation Stage children are encouraged to access a wide range of physical activity provision throughout the indoor and outdoor classroom. Structured lessons and opportunities for outdoor physical activity amount to at least one hour each week directly with the sport coach, and 14.5hrs within the classroom setting given for physical learning from outside provision to finger frenzy stations. There are a variety of bikes (balance, trikes, scooters)



as well as a climbing frame. They also use equipment such as hula hoops, footballs, bats & balls and have space to run/jump/crawl/spin etc. available during provision.

Physical Development is one of the areas in the Early Years Foundation Stage where children learn to explore, experiment and refine their social, gross and fine motor skills. There are many opportunities provided for children to be active.

Key Stage 1

In Key Stage 1 children build on their early experiences and move into paired and group activities. They begin to play different games, explore and link actions, improve coordination and balance. They begin to express ideas and feelings about their own performances. As required, in our first hour of P.E, we teach dance, invasion games, striking and fielding, net and wall, athletics and gymnastics and the second hour focuses on the 10 fundamental movements, along with the key skills of teamwork, hand-eye coordination, passing, attacking and defending, twists and landings and leadership.

Key Stage 2

In Key Stage 2 children build on their fundamental skills taught in Key Stage 1 to then use them in sequences or attack or defence games. We teach invasion games, net and wall, striking and fielding, OAA, athletics, dance and gymnastics, along with swimming in Year 5 in our first hour of PE. As part of the second hour of PE we focus on the key skills of teamwork, hand-eye coordination, passing, attacking and defending, twists and landings and leadership. Alongside this in Key Stage 2, children will undertake outdoor education activity days and overnight stays.

Each year group has a copy of the curriculum map with the appropriate areas to be covered in that term highlighted. This ensures that skills are progressive throughout the year groups.

<u>All progressions documents for PE can be found here.</u>			
<u>Striking and Fielding</u>	<u>Net and Wall</u>	<u>Outdoor/Adventurous</u>	<u>Athletics</u>
<u>Invasion Games</u>	<u>Gymnastics</u>	<u>Dance</u>	<u>Swimming</u>



Assessment and Feedback

Assessment in Physical Education is mostly instantaneous, in the form of verbal feedback during lessons, it is an essential and integral part of P.E. Children learn to reflect and evaluate their own performance, with teacher support. Parents are invited to discuss their child's progress in Physical Education during Parents Evening where their class teachers are available to talk about any issues.

EYFS

In the Early Years, regular observations are made and recorded in the area of 'Physical Development' and the children's progress is recorded and tracked using floorbooks.

In Key Stages 1 and 2 the acronym STEP (space, task, equipment, people) is used to aid differentiation. In Key Stage One, the 10 fundamental movement skills are categorised into working towards, expected and greater depth and the teachers use the framework provided to make these judgements for each child.

In both Key Stage 1 and 2, teachers assess the children against the skills/knowledge end points for each topic and categorise into working towards, expected and greater depth.

Intervention Programmes

Children who are assessed as immature or developing in the 10 fundamental movement skills or other key attributes, will be prioritised for an intervention programme with our PE specialist. Teachers will also adapt their lessons using STEP to enhance these skills so they can continue to progress within P.E.

Enhancing Implementation

In order for the implementation of educating children to be physically active and educated, teachers must have expert knowledge. A range of strategies are to be put in place to ensure teachers have the knowledge and skills to teach reading to a high proficiency.

- High quality CPD (both internal and external)
- Regular staff meetings to ensure updates are passed on and communication effective
- Support to teachers on an individual basis when required
- Team teaching and peer support
- Opportunities to observe good practise (internally or in other FCAT schools)
- Coaching and monitoring to ensure high standards and understanding at each stage



In addition to the school curriculum, children are selected to take part in various types of physical activity outside of school, some of which are competitive games.

Inclusion in PE

(including SEND, EAL, Disadvantaged and Gifted)

We aim to provide opportunities for all pupils to reach their potential in PE, no matter what their starting points. All children are provided with equal access to our PE curriculum.

We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background. The PE curriculum is designed to enable all pupils to access it, including disadvantaged pupils, pupils with SEND and those who do not speak English as their primary language.

Pupils who are underachieving will be identified and strategies put in place in order to help them improve their attainment. Work is scaffolded and facilitated so these pupils can take part in lessons alongside their peers building up their skills and knowledge at an appropriate level and speed.

Where necessary, teachers will use the STEP tool to differentiate activities:

S - modify the space

T - modify the task

E - modify the equipment

P - modify the people

Gifted children will be identified and suitable learning challenges provided at the earliest opportunity.

The P.E Co-ordinator will work together with pupils and parents to ensure that talented pupils have access to information regarding outside agencies and are given the opportunity to develop their talents further. Opportunities for children in Upper Key Stage 2 to share their talent by coaching younger children will be given if possible. If a child's commitment to sport is particularly demanding, the school will strive to support their talent by identifying a school mentor who will ensure regular communication occurs between parents and school, and strategies are developed to ensure a positive school/ personal life balance is maintained.

The P.E. Co-ordinator will ensure that information of both S.E.N. and talented pupils in sport and their involvement in activities and clubs both inside and outside of school is passed on to the class teachers.



Nurture in PE

The ongoing work and Ethos of Nurture that supports all children's learning and behaviour at Gateway threads into our PE policy. All teaching staff will skillfully offer nurture and support where needed to remove barriers to learning.

To offer social and emotional support within the school environment for every child is the most effective way to address any unmet social, emotional and behavioural and mental health needs of children and young people. Through a nurturing experience children become more socially adept, emotionally resilient and self-confident. Encouraging children through nurture also allows them to learn how to engage with their peers and to take pride in their achievements. Consequently, pupils' learning outcomes are more successfully met.

All staff will refer to the Nurture Principles and the **features of effective practise** to support teaching and learning in PE.

Links with other subjects:

PE can link to other subjects, e.g. Writing, (recount/report/ instructions), Science (body parts/pulse rates) and Maths (shape/position/directions/counting and graphical representation of data). ICT is also recognised as a potential tool for recording movements and actions to develop children's ideas as well as the appropriate use of audio visual and data logging equipment, further links could be made to algorithms, practising and creating step by step instructions before debugging and checking activities.

P.E. Coach needs to coordinate with class teachers and where possible link teaching to topics or themes that are being taught in the classroom.

Oracy

Oracy refers to the skills involved in spoken language to communicate effectively. At Gateway, we expect to see staff using talk effectively for teaching and learning and children developing their spoken language skills. Each Key Stage, we would expect to see different strategies used in their PE which will be progressive from EYFS to year 6.

Safety

As with all physical activity, it is important that certain procedures are followed to minimise the risk of injury.

- Children should come dressed for P.E on their allotted day.
- Plimsolls or trainers are worn for outdoor games, together with tracksuits if it is cold.



- Jewellery is not to be worn. Watches should be kept safely in a container in the classroom.
- Long hair should be tied back and rigid headbands should be removed.
- Children will be trained to lift and carry any apparatus sensibly into position under adult supervision. The teacher will check it before use.

CURRICULUM IMPACT

Our measures of success for PE will be that:

- that the curriculum for PE is well-constructed and well-taught
- all pupils, including those deemed disadvantaged and those with SEND acquire the knowledge and cultural capital they need to succeed in life
- pupils are making progress in that they know more, remember more and are able to do more - they are learning what is intended in the curriculum - so that learning in PE is building to the end points outlined earlier and that pupils are being prepared for their next stage of education
- as athletes children will develop skills and attributes they can use beyond school and into adulthood.

In order to assess that the implementation of the PE curriculum is having a positive impact on learning, a range of assessment tools are to be used. In addition to the assessment systems described, first-hand evidence of how the pupils are doing will form the basis of the impact of the curriculum. The evidence for this will be collected in a range of ways, including:

- Lesson observations (carried out by SLT and subject lead)
- Pupil voice
- PE monitoring and learning walks, with an emphasis on high expectations

In addition to first-hand evidence, impact will also be tracked through the internal assessment data. This data is collected for the purpose of assessing pupil progress as the pupils move towards their end goals. It will allow teachers to inform their planning and plan effectively to teach any gaps so that children who are falling behind are identified quickly and receive intervention. It will ensure children are on track for the next stage in their education and those that are not can be identified (through regular pupil progress meetings) and steps put in place to ensure sufficient progress is made.

Hayley Ferguson & Rory McCormack (P.E. Leads)

To be reviewed next: July 2025

