



Forefield Junior School is a *P.R.O.U.D.* school built on *Passion* and *Respect*, where *Opportunities* can be seized by *Unique* and *Determined* learners.



**PROUD to be FOREFIELD**

## Subject Leader Report: **Physical Education**

As a school, Forefield Junior School has always been committed to PE and Sport and now with the government funding we are able to provide our children with the best possible PE and Sport provision. Forefield Junior School has developed its vision for PE and school sport around five key targets, as we believe these give our children the best chance of succeeding in physical education:

- *All children will have the **OPPORTUNITY** to partake in a variety of physical and sporting activities of their choosing both during PE lessons and in extra-curricular clubs.*
- *All children will be encouraged to experience healthy competition against their peers and will be taught the value of competing against themselves by setting SMART (specific, motivational, attainable, realistic and timed) targets in areas of their choosing.*
- *All children will improve their **DETERMINATION**, sportsmanship and resilience through organised competitions in which their teacher will model how to respond when winning and losing.*
- *All children will have the ability to make appropriate, life-long choices about living a healthy and active lifestyle.*
- *All children will leave Forefield Junior School physically literate. They will have a deep understanding of how their body works and how to improve the core areas of health, fitness and mobility.*

These five core mission statements will enable Forefield Junior School to take its PE and school sport to higher levels of success and ensure that we provide our children the best physical springboard into their life that we can.

We also believe it is paramount that children understand the link between exercise, physical literacy and educational success. Those children who participate more regularly in sport and physical activity have greater levels of concentration, improved communication skills.

### Aims and objectives

1. In line with the Department for Education (DfE), a high quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physical activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.
2. The national curriculum for physical education aims to ensure that all pupils:
  - Develop competence to excel in a broad range of physical activities
  - Are physically active for sustained periods of time
  - Engage in competitive sports and activities
  - Lead healthy, active lifestyles

## Curriculum Overview

	Autumn Term	Spring Term	Summer Term
<b>Year 3</b>	Netball Rugby Football	Hockey Cricket	Tennis Athletics
	Plus one term per class of each of the following: <ul style="list-style-type: none"> <li>• Swimming</li> <li>• Dance               <ul style="list-style-type: none"> <li>◦ Street Dance</li> <li>◦ Country Dance</li> </ul> </li> <li>• Gymnastics               <ul style="list-style-type: none"> <li>◦ Balances and Jumps</li> <li>◦ Co-operative Balances</li> </ul> </li> </ul>		
<b>Year 4</b>	Netball Hockey	Rugby Cricket	Tennis Rounders Athletics
	Plus one term per class of each of the following: <ul style="list-style-type: none"> <li>• Swimming</li> <li>• Dance               <ul style="list-style-type: none"> <li>◦ Bollywood</li> <li>◦ Charleston</li> </ul> </li> <li>• Gymnastics               <ul style="list-style-type: none"> <li>◦ Balances</li> <li>◦ Rolling</li> </ul> </li> </ul>		

<b>Year 5</b>	Netball Rugby	Hockey Cricket	Tennis Rounders Athletics
	Plus one term per class of each of the following: <ul style="list-style-type: none"> <li>• Swimming</li> <li>• Dance               <ul style="list-style-type: none"> <li>◦ Musical Theatre</li> <li>◦ Salsa</li> </ul> </li> <li>• Gymnastics               <ul style="list-style-type: none"> <li>◦ Flight</li> <li>◦ Matching</li> </ul> </li> </ul>		
<b>Year 6</b>	Netball Hockey	Rugby Cricket	Tennis Rounders Athletics
	Plus one term per class of each of the following: <ul style="list-style-type: none"> <li>• Swimming</li> <li>• Dance               <ul style="list-style-type: none"> <li>◦ Rock 'n' Roll</li> <li>◦ Maypole</li> </ul> </li> <li>• Gymnastics               <ul style="list-style-type: none"> <li>◦ Paired Balances</li> <li>◦ Obstacles</li> </ul> </li> </ul>		



As you know, last year saw the return of indoor PE lessons such as dance and gymnastics after COVID. This year, we worked hard to ensure these lessons were being taught to the highest level. We wanted to make sure that all staff felt confident, once again, when teaching gymnastics and CPD was given to all class teachers by Mrs Moorcroft.

Mrs Moorcroft is the School Sports Co-ordinator (SSCO) at Chesterfield High School.



As you can see from the photos above, **INCLUSION** is a huge part of the curriculum at FJS. We believe that **ALL** children should be able to access all areas of our diverse and exciting curriculum and all extra-curricular activities on offer too.

### Physical Education Progression Map through Key Stage 2 at



#### KS2 National Curriculum Aims

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination;
- play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis) and apply basic principles suitable for attacking and defending;
- develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics);
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Within each area of PE and Games, pupils will be taught the following strands: **Acquiring and developing skills** **Selecting and applying skills, tactics and compositional ideas** **Evaluating and improving performance** **Knowledge and understanding of fitness and health**

	Year 3	Year 4	Year 5	Year 6
<b>Games</b>				
<b>Acquiring and Developing Skills</b>	Understands tactics and composition by starting to vary how they respond. Varies skills, actions and ideas and link these in ways that suit the activity of the game. Beginning to communicate with	Vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking	Vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking	Vary skills, actions and ideas and link these in ways that suit the activity of the game. Shows confidence in using ball skills in various ways, and can link these together effectively. e.g. dribbling, bouncing, kicking

Curriculum Intentions	PROUD to be FOREFIELD	PASSION	RESPECT	OPPORTUNITY	UNIQUE	DETERMINED					
PUPIL GUARANTEE	Regular experiences of the Arts - on stage as an audience and as an artist/musician enjoying a range of styles and influences. Encouraging a variety of sporting activities - competing at individual and team level, and pursuing this interest beyond the school or just for fun. Developing a curiosity about the world around them - through science, nature or history about other cultures, and discovering a sense of wonder. Making healthy lifestyle choices - knowing how to eat well, exercise and promote their own well-being. Extending their learning through visits and visitors - opening their eyes to the world beyond the school walls, culminating in a residential visit. From each experience, pupils can gain the strength to know that it is OK to be different and to encourage and appreciate the success of their friends. We will consistently provide the highest of standards in every aspect of school life, provide a vibrant, stimulating curriculum in a safe and happy learning environment, to foster excellent attitudes and behaviour. The inspirational opportunities we provide will fuel a passion for learning and a sense of pride in all we do. By celebrating their diverse contribution to the life of the school and the wider community, each person will be encouraged to build on their foundations, to build a belief in everyone that they have limitless potential and are always capable of achieving their best - throughout their lives. As a family we share each other's successes and take pride in them.										
Curriculum Vision	The purpose of the learning is made explicit - 'Can I...?' objectives shared. Teachers' subject knowledge is continually developing - supported by CPD/subject leaders. Responding to events in the news. Extra-Curricular Clubs. Charity Days & Themed Events.										
Teaching Intentions	Our Provision is informed by:	Pre-Learning Tasks, KWL Grids and continuous assessment direct our teaching. The 'climate for learning' inspires and motivates all pupils & the classroom acts as an additional resource.	Modelling, Success Criteria & WAGDOLL - explicit expectations. Teachers monitor learning & provide timely feedback.	Effective Questioning to develop thinking.	Challenge for all and support where necessary.						
Implementation	Whole School Curriculum	English: Our library is the heart of the school - with high quality reading areas in every room.	Maths: Including a dedicated maths room & maths garden.	Science: Including access to labs at Chesterfield High School.	Computing: Making full use of 2 computer suites and 10 iPads.	History & Geography: Visits & visitors with rich experiences in every year group.	MFL: Support from specialist enriches our curriculum.	Art & DT: We have a wealth of resources & celebrate our provision.	Music: Every child learns to play an instrument.	PE: Including the support of a specialist teacher from Chesterfield High School.	RE: Involving by visits & visitors - incl. local faith communities. RSE/PSE in line with new regulations.
Impact	Standards PROUD Personal Development	IMPACT 1: STANDARDS: Our children have high attainment - better than national expectations. They are given opportunities to achieve the greater depth standard. Assessment documents show that knowledge and skills are embedded throughout the curriculum and show			IMPACT 2: We are PROUD: Children are confident and successful learners. They demonstrate our PROUD Values and make the right choices for their learning in a conducive environment.		IMPACT 3: Personal Development: We are PROUD of the strong relationships that exist in school & how children learn to make the right choices for their safety and well-being, utilising the CAPE where necessary.				
Evaluation	We regularly review how our curriculum enables achievement - for all groups of pupils.	High Quality Outcomes: Learning leads to purposeful outcomes (products - reflected upon in the 'I' section of the KWL Grid). Public experience quality resources. English & Maths skills are promoted throughout. Pupils evaluate their learning. Assessment identifies success and opportunities for future development.	Curriculum content is Responsive & Relevant: Pupils connect to local, national and global contexts. Children enjoy their learning. Teachers respond to research. Local resources are maximised. Tasks adapt to changing technology.	Challenge & Support: Our curriculum is appropriate for each child & offers challenge and support. There are opportunities to develop a deeper understanding. High expectations lead to rich tasks.	Embedding Knowledge & Skills: Children have opportunities to problem solve and undertake learning at a deeper level. Knowledge and skills build progressively through school. Each subject is valued, given strength and taught systematically.	Being Part of a Family & Community: Children feel part of a family of learners. They enjoy sharing their learning with others - performing for pupils and parents. Our PROUD Values prepare children for the wider world and relate to British Values.					

In previous reports you will recall that we worked hard as a staff to ensure all documentation relating to our subject was completed (see above and previous SL report - November 2022)

This included completing progression maps and subject overviews to ensure there was consistency across each year group and skills were progressing throughout the school. (All relevant documents are available on our school website.)

This year, we continued the development of our subjects in different ways. During this academic year, I ensured all planning was in place and up to date for each year group and new resources and planning were allocated to each year group.

Another resource we have introduced are knowledge organisers (see image below):

# HOCKEY KNOWLEDGE ORGANISER

Upper KS2

Overview		
<p>-Hockey is an <b>invasion game</b> in which two teams play against each other.</p> <p>The aim is to try and <b>manoeuvre the ball or puck into the opposition goal using a hockey stick</b>. The game is played over a set time period, after which the team with the <b>highest number of goals wins</b>.</p> <p>-There are several different types of hockey, for example field hockey and ice hockey.</p> <p>-Hockey is a well-liked sport for both men and women. It is played in many countries across the world, and can be played on multiple surfaces.</p> <p>-Players and teams should consider how tactics and strategies can help them to outwit opponents.</p>		
Physical		
Skill	Definition	How do I do this?
	To move the ball with the stick, keeping it in your possession.	-Right hand half way down, left hand on top of the stick. -Left hand helps rotation. Right hand gives control. -Keep the stick close to the floor, bend your knees and keep your head up. Turn your stick with your stop hand for control. -Avoid defenders to stay in possession of the ball.
	To send the ball to a teammate by pushing (rather than hitting) the ball.	-Look for an opponent who is in space. Stick on the ball, no back swing. Stepping action with opposite foot coming forward to create more power in the push. Push the ball using the flat side of the stick. Follow through leading with left elbow. Keep your stick lower than waist height.
	To receive and hold possession of the ball.	-Move into space away from others. Move your feet to get in line with the ball. Stick low to the ground to create a barrier. Left elbow as high as shoulder in front of body. Thumb pointed down towards the ground, angled stick, forming a trap. -Cushion the ball by moving the stick backwards.
	To direct the ball towards the goal by hitting the ball with your stick.	-Keep your eye on the ball to increase the chances of a clean strike. If possible, slow the movement of the ball so that it is easier to hit. Lift your hockey stick back away from the ball (lower than waist height) and strike the ball towards the goal.
	To stay close to an opposition player.	-Move to stay in line with the attacker. -Open Stick: Widen grip and place the stick towards the ground in a crouched position, creating a barrier. Job: move the stick quickly in and out like a snail's strike.
Social and Emotional		
<p><b>Cooperation</b></p> <p>Cooperating is about working together and helping others. Strong teams need each individual to cooperate with their teammates effectively. Teams need everybody to put effort in - one or two weak links can mean that a team is not as effective as it could be!</p> <p><b>Supporting and Encouraging</b></p> <p>Encouraging and supporting others can help them to feel good and perform well. Try to help everyone stay positive. Make sure that your comments to others are aimed either to build their confidence or skills, and are always fair/ appropriate.</p> <p><b>Honesty and Fair Play</b></p> <p>Fair play is about learning the rules of the game and putting them into practice honestly. Winning only feels as good as it should when you know that you have won fairly. You should be able to officiate your own matches fairly.</p>	<p><b>Communication</b></p> <p>Success in team games hugely depends on communicating well with teammates. We can do this through speaking, listening body language and facial expressions. It is important to listen, build on and challenge the ideas of others. Remember to communicate clearly &amp; appropriately.</p> <p><b>Inclusion</b></p> <p>Inclusion is all about including others within groups and teams. We should adopt pro-active behaviours, options and actions to make people from all backgrounds, ages and abilities feel welcome, respected and that they belong as a part of our sporting activities.</p> <p><b>Perseverance</b></p> <p>Perseverance is about continuing with tasks even through setbacks or when they are difficult. We should aim to learn from mistakes, rather than dwelling on them. Remember that all successful sportspeople started somewhere, and made lots of mistakes on their way to success! When it gets hard, keep going!</p>	<p><b>Key Vocabulary</b></p> <p>Hockey</p> <p>Hockey Stick</p> <p>Ball/ Puck</p> <p>Open Stick</p> <p>Reverse Stick</p> <p>Dribble</p> <p>Push Pass</p> <p>Open Stick Tackle</p> <p>Job Tackle</p> <p>Awareness</p> <p>Strategies</p> <p>Tactics</p> <p>Perseverance</p> <p>Feedback</p>
Thinking/ Strategic		
<p><b>Strategies</b> - A strategy is your team's overarching approach to being successful within the game, for example to try and soak up opposition pressure and play on the counter attack.</p> <p><b>Tactics</b> - Tactics are the specific actions or steps that the team takes to achieve the strategy, for example to pass the ball to the fast wingers, or for the attackers to support the defense in defensive situations.</p> <p>By upper Key Stage 2, you should be able to plan and implement some of your own strategies and tactics. Improve your team's effectiveness by evaluating your successes and areas for development afterwards.</p>	<p><b>Selecting and Applying Skills</b></p> <p>You now know a range of different hockey skills, including different ways to dribble, tackle and support your teammates. You should carefully consider which skills to use at which time, in order to provide the most positive outcome.</p> <p><b>Observing and Providing Feedback</b></p> <p>Watch others as they play and provide constructive feedback on strengths and areas for development. Remember to always be fair and polite to others.</p>	
Health and Safety		
Always try to follow the rules of the game honestly and safely.	Be aware of the people and space around you. Use communication to let others know where you are.	Perform actions in a strong and balanced position.
Keep hockey stick below waist height at all times.	Hard objects, like hockey sticks and balls, should be used sensibly at all times, as they can easily injure people.	Make sure that you warm up properly.
Stretch your muscles before exercising.	Warm down after exercising.	Remove jewellery and wear suitable clothing/ equipment.

These resources are aimed at both staff and children. Teaching staff may want to use a knowledge organiser to help with their own subject knowledge, particularly when it comes to vocabulary and coaching points. Furthermore, children may use them in lessons to help them understand a particular movement, skill or term. I have encouraged staff to use them in the classroom before going out to do a lesson to introduce children to something being taught that lesson, or even at the end of a lesson to summarise what has been taught that day (they are also great for rainy days and theory lessons too!).

In addition to the curriculum, our Pupil Guarantee aims to ensure that **every** child finds their **PASSION** through:

- Regular experiences of the Arts - *on stage, as an audience and as an artist/musician, enjoying a range of styles and influences;*
- Encountering a variety of sporting activities - *competing at individual and team level, and pursuing this interest beyond the school or just for fun;*
- Developing a curiosity about the world around them - *through science, nature or learning about other cultures, and discovering a sense of wonder;*
- Making healthy lifestyle choices - *knowing how to eat well, exercise and promote their own well-being;*
- Extending their learning through visits and visitors - *opening their eyes to the world beyond the school walls, culminating in a residential visit to Ambleside in Year 6.*

From each experience, pupils can gain the strength to know that it is OK to be different and to encourage and appreciate the success of their friends.

Our PE and Games curriculum supports this through developing curiosity and extending learning through visits, competitions, tournaments, visitors and coaches.



## British Values

Forefield Junior School is committed to serving its community and surrounding areas. It recognises the multi-cultural, multi faith and ever-changing nature of the United Kingdom, and therefore those it serves. It also understands the vital role it has in ensuring that groups or individuals within the school are not subjected to intimidation or radicalization by those wishing to improperly, or illegally, influence them. Each pupil is special and **UNIQUE** in their own way.

The Government emphasizes that schools are required to ensure that key 'British Values' are taught in all UK schools. We recognise that upholding and supporting British values should align with our duty to promote Spiritual, Moral, Cultural, Mental and Physical Development of our pupils. Specifically, we strive to ensure that through guaranteeing high-quality Spiritual, Moral, Social and Cultural (SMSC) development, we can actively demonstrate that Forefield Junior School is actively promoting fundamental British values.

The school does, through a wide range of activities, secure the values of democracy, the rule of law, individual liberty, mutual **RESPECT** and tolerance of those of different faiths and beliefs standards and uses strategies within the National Curriculum and beyond to secure such outcomes for children.

In Physical Education we:

- promote of the concept of 'fair play', following and developing rules, inclusion, celebrating and rewarding success and being magnanimous in defeat.
- participate in activities that promote affinity and affiliation with others.
- be exposed to the importance of representing your country for different athletes.



We endeavor to incorporate the above values into all our curriculum lessons where possible.

Emotional development is of as much importance as physical development and sport is an excellent way to promote this to our children.

## Assessment

This year, we continued to use a skills-based assessment system linked to our PE curriculum. During the 2022/23 academic year, all teachers assessed pupils against key objectives in the autumn, spring, and summer term. From work done during lessons, class discussions and observations of pupils, teachers decide if pupils are working below/at/or above age-related expectations. The Subject Leader then collates the data at the end of the academic year to look for successes and areas to develop. This has implications for refining topics and purchasing new resources.

The whole school assessment data for this academic year in PE is:

**92% EXPECTED + with 17% EXCEEDING**

**Analysis shows that there is no gender gap in PE achievement and boys and girls are both achieving well across all year groups. This is also true for SEN and Pupil Premium children, there is no disparity in achievement when compared with 'all pupils.'**

To maintain this progress and upward trend throughout the school, from Year Three to Year Six, teaching must continue to be strong and support and CPD **OPPORTUNITIES** are provided when needed.

One thing that has really helped to accelerate progress in PE across all year groups is the huge increase in participation levels during ALL lessons across the curriculum. Children now wear their PE kit and trainers on days when they have PE/Games timetabled; this allows full use of lesson time (no changing time) and ensures all children are physically active in lessons (no kit forgotten).

### Active bodies, active minds:

At Forefield, we are committed and **PASSIONATE** to engaging all pupils in physical activity as this can have a positive impact on not only children's academic achievements but their mental well-being too.

One way we have strived to do this during this academic year, is to provide children with play equipment to use during break and lunch times. This encouraged the children to be active and often staff would join in whilst on duty and organise more structured games.

Mrs Falconer continued to work as our Play Leader to support children at lunchtimes and, using equipment, encourage children to be physically active.

This is VERY popular with all year groups and all children. We have used some of our Sports Premium grant to add to and update our playground resources this year.



## Enrichment Opportunities

Alongside **two hours of high-quality PE lessons each week**, at Forefield, we have **ALWAYS** provided our pupils with a wealth of additional experiences throughout the year. Our extra-curricular clubs and enrichment opportunities are something we pride ourselves on at Forefield.

We were able to provide our pupils with a number of different clubs to attend. Some of these included: football, netball, multi-sports, judo, fencing, dodgeball, baseball.

Re-introducing more opportunities at Forefield each year is something we are thoroughly looking forward to and always strive to do. We also try to provide our pupils with inspirational talks from athletes that will motivate them and encourage them to seize every **OPPORTUNITY** presented to them.

Children have the **OPPORTUNITY** to take part in a number of competitive matches and games lessons throughout the year, through which pupils will improve their **DETERMINATION**, sportsmanship and resilience.



This photograph was taken at the Crosby Schools Girls football tournament. It is important to us at Forefield that all our extra-curricular clubs are fully inclusive, and we actively encourage participation across ALL groups of children in our school.



We also competed in Y3, 4 and 5 football tournaments, a netball tournament and a swimming gala.

## Resources and Equipment

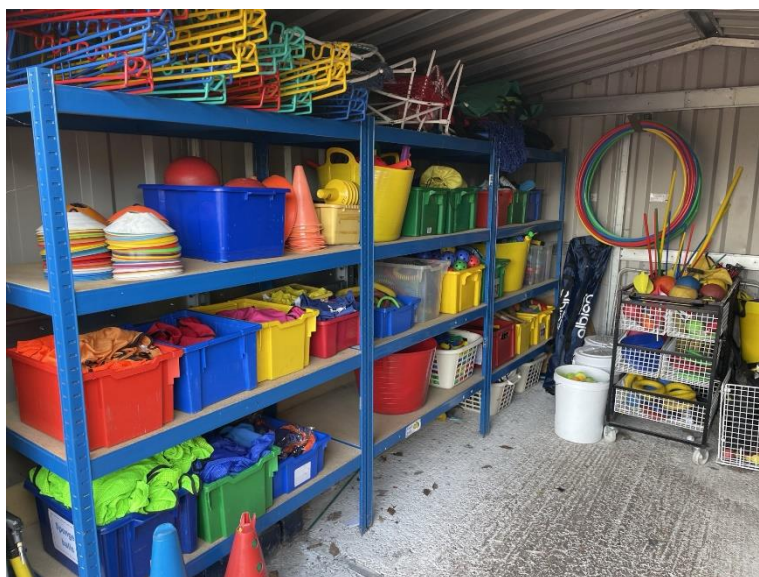


At Forefield Junior School, we have some of the best facilities and resources enabling our children to have the best opportunities and physical education they possibly can. Our multi-use games area (MUGA) and dance studio are extremely well used for many different activities, with the latter showing our mission statement 'PROUD' alongside a collage of sporting photographs.





To support the teaching of PE and Games throughout the school, we also have a wealth of resources and equipment that we monitor and add to each year when necessary. Staff are able to make requests if they feel they need more equipment.



This year, we used some of our Sports Premium grant to purchase new resources that would add to the delivery and teaching of PE and Games. Going forward, having new and up to date equipment will enhance this area of the curriculum at Forefield. (Full Sports Premium report can be found on our website)

The skills learnt throughout each year and the equipment used in the range of sports taught at Forefield are showcased every year in our Sports Afternoons.

Unfortunately, due to adverse weather conditions our annual Sports Day had to be cancelled this year. Saying this, although our usual Sports Day was not able to happen, many year groups did host their own intra-school sports afternoons.



**Sports Day  
2022-2023**



We are keeping everything crossed that the weather is favorable for our Sports Day next year!

## Working with partner schools



This year we were able to support Sports Day at Forefield Infant School by using some of our Year 5 children as Sports Leaders.



Alongside this, certain year groups visited Chesterfield High School for an afternoon of sport using the facilities there and being taught by staff from the PE department.



We are hoping to build upon and strengthen the links with our local schools next year too. This will hopefully be made easier as early consultations show we will be working more closely with the other schools once part of a Multi-Academy Trust (MAT).



All classes took part in the Santa Dash this year - this was made very authentic by the ice on the ground and very low temperatures!

## Mental Health and Well-being

Whilst we all know that physical activity keeps our bodies healthy, exercise can also have a huge impact on our well-being and mental health too. During this year, as we do every year, we have worked extremely hard to raise the awareness of mental health at Forefield Junior School with both children and and staff.

Once again, this year, Forefield took part in Children's Mental Health week. The week began with a whole school assembly to introduce the week and staff then completed a series of activities and projects in their classes continuing with this theme.

### What do you do in school to look after yourself?

I go to football every Tuesday, it really relaxes me and makes me feel calm.

I talk to my teacher or another adult if I feel sad or worried.

We've been learning about how to lead a healthy lifestyle in our science lessons.

I've been using the daily mile track and playground equipment to make sure I get some exercise.

I am taught about how to be a good person and how to look after my friends too.

healthy body + healthy mind = happy life

To be healthy we need to look after our body and our mind...

**FIVE FOOD GROUPS**

Mindfulness



A whole school assembly on Healthy Living and Healthy Eating was also done this year and to accompany this, information was sent out to parents and carers about healthy lunches and breaktime snacks too.

Furthermore, after the success of the sessions from **KIDZ FIT** last year, Year 3 have booked to use these sessions as part of their curriculum each year. These workshops got ALL children involved and combined practical sessions and discussions about the link between our physical and mental health.



We have also worked hard to support the well-being and mental health of the staff at FJS too. As you will know from the 2021/22 report, after feedback from the staff questionnaires the SLT were extremely pro-active in creating and developing a 'Well-being Action Plan'. It contained actions for key points in helping the mental health of all staff in our school. We conducted another staff questionnaire this academic year and it was obvious that the work that has been done has had a HUGE impact on staff in school. The outcomes from the questionnaires was shared with the Well-being Governor and an update was given on where we are with staff well-being.

We are committed to continuing to support the well-being of all children and staff at Forefield Junior School and there are already plans to progress with this next year. One project that we are embarking on is a revamp and update of the staffroom - look out for an update of this in the autumn term of the 2023/24 academic year.

## **OUTDOOR and ADVENTUROUS ACTIVITIES (OAA)**

If you cast your mind back to the 2022/23 Subject Leader report, you may recall that OAA was something that I had been collaborating with staff to introduce more specifically into our curriculum. Now, all classes across Year 3, 4, 5 and 6 were able to teach a selection of OAA lessons this year with OAA being timetabled for each class during one half term, and staff gave some incredibly positive feedback about these lessons and we will continue to look for ways we can improve this at FJS.



Most year groups are using the Twinkl OAA planning that comes with all lesson plans and resources (sheets/presentations etc). We will continue to look at possible ways to develop this area of the curriculum, if needed, in the future.

This year, we were also **thrilled** to be able to give our Year 6 pupils the **OPPORTUNITY** to experience some life-changing outdoor and adventurous activities as we saw the return of our annual Year 6 residential to **AMBLESIDE**.

For the first time since 2019, Year 6 pupils were able to enjoy Forefield's traditional 5-day residential visit to Ambleside. Based at YHA Ambleside right on the shores of Lake Windermere, the children were given the opportunity to experience a range of outdoor activities, including rock climbing, ghyll scrambling, raft building, canoeing and fell walking.





**These are a small selection of photographs from the trip; however, more photographs are available on our website.**

### **Pupil Voice**

'I like PE and Games because we stay healthy and active.'

'In PE and Games we do lots of different sports like netball, rugby and dance. It's nice to do lots of different sports and learn how to play them.'

'I love games. My favourite sport is football. We have loads of clubs in our school.'

'Ambleside was one of the best things I've ever done. We did so many new and amazing activities and it was such a good experience that I will never forget.'

## Recognition for what we do at FJS in PE and Games...



### SCHOOL GAMES MARK

2022/2023

Your school ranked gold



This academic year, I was once again able to apply for the School Games Award.

The School Games Mark is a government-led awards scheme launched in 2012 to reward schools for their commitment to the development of competition across their school and into the community. Participating in this process allows schools to evaluate their PE provision and assists them in developing an action plan for future progress.

After completing the rigorous criteria and evidencing what we do, our application was verified, and Forefield Junior School was awarded the highest mark of GOLD!

#### THE VALUE OF THE SCHOOL GAMES MARK AWARD

The following were highlighted as the reasons SGOs and schools valued the School Games Mark Award: recognition, it provides a focus, it helps to promote PE / Active lifestyles, provides enjoyment, increases participation, highlight successes (to parents, community), good for inspection / PE report, helps to align with national standards, improves provision, develops staff, opportunity to attend competitions, offers new experiences (participation, competition, leading, managing, officiating), allows self analysis, can be embedded cross-curriculum, develops good relationships in, across and outside school

"The Award is a vital component in the delivery of PE and Sport across school. It is a way to identify schools who have participated in the year and is a great tool to show schools how they can measure their own success against other schools in their area. It is a great way to remember why we do this and who for."

SGO

"The Award has influenced many positive changes in many of my schools. The different areas of the criteria have opened the eyes of many people that it is so much more than what it was! With the new outcomes of the School Games programme, this impact is going to go a lot further."

SGO

#### THE IMPACT OF THE SCHOOL GAMES MARK AWARD

There is a strong sense of importance (more so in primary schools) around the award, which is used on letterheads, in reception and in assemblies. The School Games Mark can drive staff priorities, focus CPD across school and it is used to effectively target the PE and Sport Premium funding. For some schools, the last 8-10 years has seen a revolution in their approach to school sport. For young people, there are strong examples of individuals' development over time, positive lifestyle changes in some of the least active, pathways into community clubs and an abundance of enjoyment, positive experiences and achievements as a result of their school participating in School Games and the Mark Award.

Certainly, an achievement to celebrate and something to strive for in future years too.

## Next Steps

First and foremost, as always, our aim is to maintain the profile Physical Education has within the school and the local community, returning to, and exceeding, the **OPPORTUNITIES** that we offered our pupils pre-covid. Forefield is known for having many successes in sport, providing a broad and exciting PE curriculum and having excellent facilities and equipment and it is paramount that this continues.

However, saying this, every establishment worth its salt does not rest on its laurels and should strive to improve - we certainly will ensure we do this over the coming year.

These are some of the ways this will be achieved:

- Provide staff with CPD in areas of the curriculum where they feel less confident. Particularly in gymnastics and then maybe moving to outdoor Games lessons and activities.
- Ensure there is consistency in the way PE and Games are taught at Forefield. This may even be down to the kit children are wearing. This will be monitored next academic year to ensure all staff are doing the same, so all children have the same entitlement.
- Ensure even more children enjoy physical exercise and understand its importance in maintaining a healthy lifestyle (linking this to mental well-being).
- Continue to teach high-quality lessons across the school. Look closely at the progression maps to ensure topics are being taught and find time to observe lessons across the school. Update or introduce new topics if appropriate (e.g. Year 5 to teach table tennis)
- Continue to develop the lunchtime provision for our pupils, working with our Play Leader.
- Continue to provide a wide range of extra-curricular clubs for our pupils to attend. This includes working with outside coaches and agencies. Build partnerships with specialist coaches from our local community and outside coaches to provide clubs at Forefield.
- Ensure all resources are fit for purpose, in good condition and being used to full effect. Constantly monitor and check resources and equipment.
- Continue to strengthen links with Forefield Infant School, Chesterfield High School and other local schools and find opportunities to work together. Begin to work with schools that will be part of our MAT.
- Apply for the School Games Award 2023/24.

This report aims to provide a detailed overview of PE within our school, however, if any further information is required the PE Lead, Miss Cain, would be happy to discuss things further or answer any questions.

Thank you for taking the time to read this subject report. 😊