

Stuart Kay, Youth Sports Trust Schools Director, highlights the vital role that PE and sport can play in a child's educational journey, stating it plays an essential part in "enhancing children's health, building character, improving wellbeing and supporting them to fulfil their potential". Youth Sports Trust (2019)

INTENT

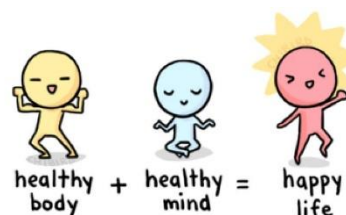
Our intention is that EVERY child will...

1. Experience, on average, at least **60 minutes** of activity every day.
 2. Enjoy a range of activities which focus on developing motor competence and fundamental movement skills, enabling them to practise, refine and master procedural knowledge.
 3. Recognise the value of and enjoy being active, whilst also developing a love of different sports and activities.
 4. Be encouraged and supported in their own personal development, recognising achievements and identifying next steps.
 5. Understand the importance of physical activity on their health and mental well-being.
- ✚ Our provision is aimed at **ALL** children regardless of background, culture, special needs, gender.
- ✚ Our curriculum is ambitious for **ALL** pupils and is delivered in a way which refuses to impose an artificial ceiling on what children can achieve.
- ✚ Success at all levels is recognised and applauded.

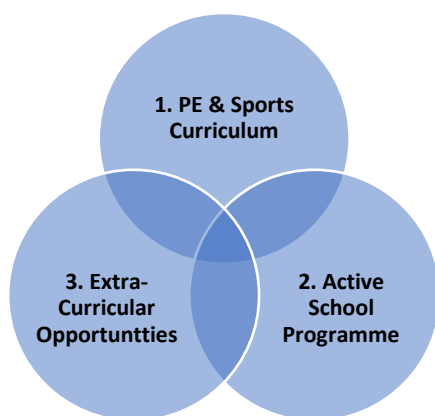
Our ambition is simple!

For ALL children to understand that...

A healthy body + a healthy mind = a happy life!



IMPLEMENTATION



PE and Sports are developed across three key areas. These areas are not stand alone or unconnected. They support and enhance each other to ensure children have a broad range of experiences and opportunities, whilst developing key skills, knowledge and competence.

The aim is, that over time children ***remember more, know more and are able to do more.***

Combining the three key elements of our provision, we aim to provide children with the time to develop, consolidate and deepen their knowledge understanding and skills. Thus, complimenting and enriching the PE Curriculum.

1. PE & SPORTS CURRICULUM

- A sequential, carefully planned curriculum (based on Get Set 4 PE) which provides **ALL** children with the time to develop, refine and practising **Fundamental Movement Skills**, moving to increasingly complex situations: key to future successful participation.
- The curriculum focuses on the three pillars of progression: **Motor competence, Rules, strategies and tactics and Healthy participation**
- Development is based on continued progress through Declarative, Procedural and Conditional knowledge, with children progressing through each stage at their own pace and level of ability.
- Assessment is sensitive to the needs of individuals and their stage of development.
- In response to on-going assessments, adaptations are made in lessons to support children who need further practice, whilst challenging those who are more secure and ready for the next stage of learning.

2. ACTIVE SCHOOLS PROGRAMME

- Through our **Rationale for Creating Active Schools**, we aim to provide **EVERY** child with a minimum of **60 minutes of physical activity** every day.
- Activities are offered on a themed approach which targets **Fundamental Movement Skills**, to provide children with time to practice, refine and master movement skills.
- Activities are offered which support the PE curriculum, ensuring time to practice, refine and develop **procedural knowledge**.
 - A themed approach ensures all aspects of fundamental and personal development is supported across the week. (**Monday – Circus Skills**, **Tuesday – Healthy Heart**, **Wednesday – Ball Skills**, **Thursday – Team Building**, **Friday - Team Games**)

3. EXTRA-CURRICULAR OPPORTUNITIES

- Through careful and thoughtful planning of after-school clubs, we aim to provide additional opportunities for children to engage with activities introduced during PE/Sports lessons. This allows them additional time to refine skills and deepen knowledge.
- Through a successful sports partnership with Arches, we aim to provide **ALL** children with the opportunity to take part in sporting events and competitions, with other local schools.
- This is an opportunity to experience and celebrate different activities not included within the PE curriculum and outside of the children's usual experiences: ice skating, fishing, horse riding, fencing.
- Skills continue to be developed through the opportunity for every child to attend three residential activities across their school life. These experiences focus on outdoor and adventurous as well as developing interpersonal and intrapersonal skills.
 - **Y2 – First Night Away Thornbridge Outdoor Centre. (One night, two days)**
 - **Y4 – Wild Camping (One-night camping)**
 - **Y6 – PGL (Outdoor & Adventurous activities – 3 nights/four days)**



PLANNING FOR DECLARATIVE, PROCEDURAL & CONDITIONAL KNOWLEDGE

Across our PE curriculum, children will be taught declarative knowledge and through practice, over time, will develop procedural and conditional knowledge. This is important to allow a deeper understanding of the content and context of new and prior learning. Whilst the types of knowledge are intrinsically linked: all are needed to improve skills and outcomes, they are all important in their own right.

1. Declarative – ‘Knowing what.’

- Declarative knowledge in PE is the factual knowledge concerning movement, rules, tactics, strategies, health and participation: *the 3 pillars of progression*. This knowledge is not a list of disconnected facts but explicitly linked to the content being taught.
- Declarative knowledge is demonstrated in a number of different ways: question/answer, verbal or written responses, observations/comments from demonstrations.

2. Procedural – ‘Knowing how.’

- Procedural knowledge is how to apply the declarative facts. This knowledge is evidenced through physical participation and practice.
- Procedural knowledge takes much longer to perfect and refine. It may be much easier to learn the declarative knowledge of how to outwit an opponent in netball but will take time to secure that knowledge in order to be successful.

Declarative and Procedural knowledge is considered in two different ways.

1. Whole School Planning.

Clear focus is given to what knowledge and facts are learnt at different points in each key stage and then consideration is given to ensuring opportunities to allow declarative knowledge to be extended into procedural knowledge with time to practice and refine.

2. Sequence of learning within a lesson.

In terms of the sequence of a lesson, children will be provided with the declarative knowledge prior to them being given the opportunity to put this knowledge into practice, through an activity or modified game. During lessons this may be evidenced through a deconstruction of a demonstration, using clear and specific success criteria.

3. Conditional – ‘knowing when.’

Conditional Knowledge is an understanding of when and how to use something we already know, for example, using different strategies in different situations (Larkin, 2009). Yore and Treagust (2006) state that conditional knowledge is the awareness of how, when, and where to use certain strategies.

- Once children have mastered **declarative and procedural knowledge**, with further practice and experience, they will begin to learn which strategies to use, when and why. Through this development of **conditional knowledge**, children become masters of their own performance, moving towards a much deeper and more automated level of skills.
- It is important to ensure that through careful, well thought-out curriculum planning, pupils do not move too quickly into new contexts. This can reduce their fluency and procedural knowledge as they have been unable to secure the steps required to demonstrate success in one context. This is a potential barrier to moving learning into long term memory, preventing children from remembering more, knowing more and being able to do more.



PLANNING FOR SEQUENTIAL SKILLS AND KNOWLEDGE – PROGRESSION MAPS

Following a carefully sequenced programme, selected to consider children's interest and progress from prior knowledge and skills.

This allows children to refine and practice their skills, deepen their knowledge and allow them to know more and do more. It is understood that learning takes time. For learning to be embedded into long term memory, children need time to practice and refine their skills and knowledge. A whole school curriculum which focuses on fewer sports, taught in more depth will enable more children to develop the competency required for extending learning further.

Other opportunities are taken through the extra-curricular and active schools programme, to enhance and enrich the experiences whilst maintaining a curriculum which focuses, at its heart, quality and depth of learning.



THREE PILLARS OF PROGRESSION

The three components of progression form the basis of whole school curriculum planning.

1. **Motor competence**
2. **Rules, strategies and tactics**
3. **Healthy participation**

1. **MOTOR COMPETENCE**

Competence is a key feature which underpins success and engagement.

Lessons will provide knowledge through instruction, practise and feedback for pupils to flourish within their phase and prepare them for the next stages of learning.

A confident and competent mover is more likely to be an active mover. A child with lower levels of motor competence may be less inclined to participate in physical activity or sport. (Research Review: 2022)

To ensure children do not struggle with moving towards more specialist skills, they will be presented with the time to practice and refine movement patterns, both in isolation and through transitional activities that challenge them to extend their knowledge and deepen their learning. For example, a lesson in KS1 which focuses on attacking and defending will also incorporate an element of practicing running, stopping and turning.

2. **RULES, STRATEGIES & TACTICS**

As children progress, they will be expected to execute movement in a more intellectual way, based on the context of the activity.

Pupils will be taught the knowledge of rules, strategies and tactics. This will enable children to carry out informed movements based on their own skills and level of ability; combining the fundamental knowledge of knowing how to move with knowing when and where to move.

Children will be explicitly taught and through practice, will begin to understand the difference between rules, strategies and tactics.

- **RULES:** In sports, rules define what is allowed or not allowed to occur during situations on and off the court.
- **TACTICS:** In sports, tactics are commonly associated with game-based activities. Tactics can be determined as decisions about how to move, when to move and where to move.
- **STRATEGIES:** In sports, a strategy can be defined as the search for a favourable position to gain advantage.

With opportunities to practice and refine their skills and knowledge, these will develop over time and across a broad range of games and activities.

Specific vocabulary and concept mapping allow children to build on prior knowledge and deepen learning. With activities providing context, children will develop a shared common language and have a deeper understanding with which to apply to new learning.

3. HEALTHY PARTICIPATION

Through a multi-faceted approach, children will develop an understanding of the importance of physical exercise and the benefits of sports on the health and mental well-being. This will support and encourage children to enjoy healthy and active lives beyond PE lessons.

Our PE/Sports curriculum plays a vital role in...

1. Connecting key pieces of information about health, activity and well-being from other sources and subject areas.
2. Develop and deepen personal knowledge and understanding to allow children to make their own choices.
3. Providing children with the knowledge, experience and skills to ensure a successful transition to the next stage of their learning (**HGPS - Rationale for Cultural Capital**)

To support a deeper understanding of health and well-being, children will be explicitly taught about the concepts of 'aerobic' and 'anaerobic'. In conjunction with Science and RSHE, children will increase their own knowledge of different facts about the human body and physical activity and how to perform appropriate activities for health benefits. Through careful planning of **active breaks**, a range of aerobic and anaerobic activities are on offer. Through assemblies and learning in science, children are taught about the key differences and benefits of both types of activities.



PLANNING FOR PERSONAL DEVELOPMENT, MENTAL HEALTH & WELL-BEING

Alongside the development of skills, knowledge and competence, on-going and continual focus will be placed on two key areas:

1. **What a good sports person looks like and how they behave.**
2. **The importance of physical activity on mental health and well-being.**

Understanding will be developed, including opportunities for self-reflection, during lessons in RSHE, Science, during assemblies and class discussions.

During each lesson, aspects of personal development will be monitored and rewarded with **Tree House Tokens: Resilience & Perseverance, Drive & Ambition, Good Sportsmanship and Team Work & Collaboration.**

During each term, children take part in active challenges to gain additional **Tree House Tokens: Winter Games, Flight Challenge, Sports Day.**

Forest School is incorporated into the school timetable, with daily break time taken in the woodland, field (Trim Trail) and secret garden. This allows every child the opportunity to benefit from being active in a different context. The benefits of Forest School and being outdoors are wide reaching and including this ensures that children remain active, see the benefits of being outdoors and become more engaged in being active.

Planned outdoor learning also provides additional opportunities for children to practice and refine fundamental movement skills: locomotor, stability manipulation skills.

Planned activities in **Orienteering** and **Outdoor & Adventurous** support well-being with a focus on being outside and developing skills of team work and relationships.

Children are, explicitly and implicitly taught about the seven Olympic and Paralympic values: **Respect, Excellence, friendship, Courage, Inspiration, Determination Equality**. Our whole school ethos expects children to display and express these characteristics, not only when playing sports and games but also throughout their everyday life. They are taught to understand the importance and benefits of these values and how they can contribute to long term mental health and well-being.

Stereotypes in sports will be challenged and openly and honestly discussed at an age-appropriate level. Frequent references and visual reminders support sports values and ambitions in sports being accessible for anyone.



ASSESSMENT & FEEDBACK

For children to be able to make their own well-informed choices, they need to be supported in analysing their own and others' performance, making informed decisions about how to improve. This will enable them to make connections between declarative and procedural knowledge and improve their overall skills and depth of learning.

Formative assessments are made during the lesson in variety of different ways; demonstrations, observations, verbal responses. Assessments are made of how well children have transferred declarative knowledge into procedural knowledge: theory into practice. Assessments are recorded and shared with staff to support next steps planning and subsequent teaching.

Gaps are identified during the lesson and either addressed at the point of learning, giving instant feedback or at the next lesson, whichever is appropriate

Through use of IT, children are able to record performances and analyse specific aspects to aid improvements. This in turn, supports effective feedback and provides each learner with visual confirmation of what they have done well and what they need to do to improve. Get Set 4 PE and on-line evidence of good practice is used to support learning as a visual reinforcement.



OPERATIONAL MANAGEMENT OF PE/SPORTS

- Sports Coaches effectively support our curriculum with expert knowledge and experience.
- Each class is timetabled for a half-day session each week.
- Each half day session is broken into two carefully planned elements to ensure children remain active and engaged.

- Where appropriate, lessons are planned around the inter-school events and competitions to ensure children have time to learn, practice and refine skills and develop their procedural knowledge.
- Where appropriate, lessons are planned to incorporate learning from other subjects. For example, in Dance, Viking attack and seamanship provided the stimulus during the LKS2 topic on Invaders & Settlers. This contributes to cross-curricular links, making learning more relevant and increases the opportunity to embed skills and knowledge into long term memory.
- Additional adult support is readily available in every lesson, to ensure **ALL** children have full and equal access to learning. Adaptations may be made to support children with SEND needs which ensures high aspirations for all are maintained.
- After school clubs are delivered by the same Sports Coaches and are planned around lessons to allow additional time to practice and refine skills, again giving them time to refine their procedural knowledge.
- Additional adult support is available for after school clubs so numbers are not restricted and **ALL** children have full and equal access to every opportunity.
- Financial consideration is also given to ensure families are well supported to achieve equality of access for their child.



Additional documents to support the implementation plan.

1. *Progression Maps*
2. *Rationale for Active Schools & Active Charter*
3. *Yearly Overview*
4. *PE & Sports Action Plan*
5. *HGPS Key Indicators – PE & Sport*

IMPACT

The impact of PE and Sports is wide reaching. The outcomes can only be truly measure by looking at the impact on and outcomes for each child.

It is about each individual...

- Gaining the knowledge, skills and understanding to maintain life-long health and well-being.
- Gaining the competence to be able to take part in sports and activities at different levels. ○ Enjoying a wide range of experiences, giving them the opportunity to make choices and decisions that are right for them.
- Gaining a love of being active, of being engaged and taking part in sports: recognising and enjoying the sense of success and achievements that sports can bring.
- Gaining a deeper understanding of themselves and others. ○ Gaining a sense of responsibility towards themselves and others, to better support future success and happiness.
- Recognising the benefits of community and ethical teamwork that sports can offer.



WHO?

- The **PE & Sports Team** consists of a subject leader, a deputy subject leader, Teaching Assistants (with specialism and interests in Sports)
- **Sports Coaches** offer expertise in sports & PE, ensuring consistent high-quality teaching and learning across school.
- **Business Manger** overview of budget and funding.
- **Active Champions** – responding to engagement and adapting activities to suit the needs and interest of the children in their group.

HOW?

- Sports Lead observations – informal & formal
- Annual Deep Dive, including expertise from Arches Partnership. (Summer term)
- Pupil Voice – questionnaires about extra-curricular activities within Well-Being Journals
- Monitoring of extra-curricular take up
- End of unit feedback from children
- Well-Being Booklets for children to self-assess and recognise next steps. Including monitoring of mental health.

What does monitoring currently suggest?

- 93% of all children have accessed **extra-curricular activities**. Uptake is being constantly monitored with individual support being offered appropriately to increase engagement.
- **Pupil Voice** evidences that children understand the benefits of activity and recognise that being active can have a positive effect on mental health.
- **Observations** evidence the interplay between declarative and procedural knowledge.
 - During a KS2 hockey lesson, the coach demonstrated a push pass. The coach demonstrated specific declarative knowledge relating to the position of the ball, back foot, hands on stick. The importance of weight transfer was also demonstrated with time then given for the children to practice the execution of the pass. This was reinforced in the next lesson and consolidated further by using modified activities and games.
 - During a recent KS1 lesson, the links between fundamental skills and dance was clearly evident. The children were being encourage to consider how different animals move with a range of music as stimulus. Different ways of moving were discussed and demonstrated. Whilst the focus was on the type of movement, the children were clearly being time to practice and reinforce the skills of co-ordination, space orientation, running, twisting, hopping, jumping, balance.

In all lessons observed, (formally and informally) praise and support have been in abundance. ALL children are actively encouraged and supported to refine their performance. Children enjoy their lessons and are all actively involved.

Pupil Voice evidences enjoyment and engagement of Active Breaks – children have articulated that they have noticed an impact on their well-being after a period of increased activity.

*The **Statement of Learning** will be reviewed against the outcomes and feedback each year.*

