

## **Intent**

At Oswaldtwistle School, the intent of teaching Physical Education is to give children the tools and understanding required to make a positive impact in their own physical health and well-being. The aims of the PE curriculum is consistent with that set out in the National Curriculum Programme of Study for KS3 and KS4 as it states: 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 lives.

We want all children to experience a wide variety of sports (including badminton, table tennis, hockey, football and basketball) and physical skills which will enhance life-long fitness and life choices. PE can challenge and promote self-esteem through the development of physical confidence and problem solving. It can teach children to cope with both success and failure in competitive, individual and team based physical activities.

Attainment is determined by 'End Points' that have been created to show pupil progress in each area of the PE curriculum. These end points help inform planning and also allow the students to know the outcomes of the lessons.

All subject areas have a bank of key words that are introduced to the students at the beginning of every new topic to promote a good vocabulary range and improve literacy skills. This is done in an attempt to widen the vocabulary bank of each student which we believe, in line with Hart and Risley, improves their life chances. We also work hard to develop resilient learners (Ella Woods) with a growth mindset (Carole Dweck). Numeracy is incorporated into lessons in five different ways. These are; scorekeeping, angles of rotation, angles, formations and shapes and also time keeping.

SMSC, British Values are embedded in to lessons and this is achieved by the promotion of team work, respect and abiding by rules. There is also opportunity to explore careers by organised school trips. These have involved visiting professional sports teams and seeing the wide range of careers on offer such as Physiotherapist, Coach, Nutritionist, Analyst etc.

## **Implementation**

PE at Oswaldtwistle is taught by a combination of PE specialists and class teachers. Children have equal opportunities to take part in a range of sports and physical activities within a supportive environment where effort as well as success is recognised. Children are encouraged to participate in exercise through-out the day during PE lessons, lunch provision and special events.

At Oswaldtwistle, the PE curriculum is structured to provide a range of sports experiences during which every child participates to develop their skills and learning through competitive, team and individual sports. Through our provision, children can aim to flourish at sports in which they have a particular interest or flair for. Children with additional needs are provided with appropriate support to enable them to take part and gain confidence in skills, understanding and motivation.

We teach the National Curriculum, supported by a clear skills and knowledge progression. Lessons are sequenced in a way that allows students to learn new skills and build on previous skills already taught. This enables all students', irrelevant of their ability, to learn to their full potential.

Lessons start with a baseline assessment so ability levels are identified and lessons can be sequenced to start at the appropriate skill range. All lessons are designed around Rosenshine's 10 Principles of Instruction so that effective teaching is implemented. These principles focus on the sequencing and modelling of concepts, the reviewing of taught material, questioning, and the stages of practice, from guided to independent. These principles are linked to the field of cognitive science and in particular the Cognitive Load theory by Sweller (1988).

Children gain experience of a variety of fundamental skills. This has a focus on agility, balance, coordination and fitness. Children take part in individual skills, group skills and team games, using PE equipment appropriate for their age. Retrieval exercises are used at the beginning of each lesson to cement learning and skills gained. This helps students make better progress over time.

Students are assessed formatively against the success criteria on their academic tracker and in a summative manner with the use of baseline and impact assessments. Academic trackers are used to assess the degree of mastery gained by each individual student in relation to the end points on their academic tracker. Progress is recorded by entering a red (novice), amber (developing) or green (secure) against each end point on their tracker. The trackers are constantly monitored over time and end points are revisited through retrieval and interleaving exercises until a student secures their targeted end points.

## **Impact**

Impact is measured in a range of ways at Oswaldtwistle School, these include;

- By observing skills that have been acquired and comparing that against the 'end points' during data captures.
- The ability to acquire new knowledge and skills, exceptionally well and develop an in-depth understanding of PE.
- The willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- High levels of physical fitness.
- A healthy lifestyle, achieved by eating sensibly, avoiding smoking, drugs and alcohol and exercising regularly.
- The ability to remain physically active for sustained periods of time and an understanding of the importance of this in promoting long-term health and well-being.

- The ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Exceptional levels of originality, imagination and creativity in their techniques, tactics and knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- A keen interest in PE. A willingness to participate eagerly in every lesson with a positive 'can do' attitude.