

Turton & Edgworth



C.E.M.P.S.

PE Intent, Implementation & Impact Policy

Compiled by:	Phil Darby
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To be reviewed:	Every 2 years or sooner if required
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Turton Edgworth CE/Methodist Primary School

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Always, 'Doing all we can' and celebrating 'Life in all its fullness'.

"You will have life and life in all its fullness" (John 10:10)

'Do all you can' (John Wesley)

Turton and Edgworth intends to deliver a PE curriculum that allows children 'to have life and life in all its fullness' (John 10:10). We will provide an outstanding, rich and broad curriculum in our caring, Christian environment. We aspire for *all* to reach out to the wider community and world, as they achieve their full potential academically, socially, culturally and spiritually.

INTENT

The school's intentions for Physical Education mirror those of the Lancashire Professional Development Service, which are:

Early Years – The INTENT in the Foundation stage is to focus on developing gross and fine motor skills. Lancashire has developed a 5 Fundamental Movement Skills resource to support Foundation teachers in understanding 5 key FMS. These 5 skills along with opportunities to develop a wider range of physical skills will ensure they are ready for KS1 PE.

Key Stage 1 – (Year 1 Baseline) The INTENT in year 1 is to carry out a baseline of 10 Fundamental Movement Skills as the children enter year 1. From this baseline the teacher can design or adapt their PE curriculum and have a focus on the FMS the children are less proficient in.

During Key Stage 1 – The INTENT during KS1 is to continue to develop the children's FMS especially their weaker ones and also to teach children HOW to apply these skills in a context. The children should develop their knowledge in using simple tactics in game type activities and creating sequences of movement in gymnastic and dance type activities. This is delivered through the relevant Core Tasks.

End of Key Stage 1 – The INTENT at the end of KS1 is to test the children's 10 Fundamental Movement Skills again. This will show the impact on their performance of their FMS and which skills they have Mastered. This information can then be shared with the year 3 teacher.

Lower Key Stage 2 – The INTENT at year 3 and 4 in games is to develop children's attacking skills through a range of different sports and activities. However, this will be delivered through uneven sides, i.e. 3V1, 4V2. They will also develop their knowledge of simple attacking tactics, which are transferable across similar categories of games. i.e. (Target, Invasion games, Net/Wall, Target and Striking and Fielding) The INTENT at year 3 and 4 in dance and gymnastics is to develop children's performance and sequencing skills. All the skills are applied through the relevant Core Tasks which are linked to age expectations.

Upper Key Stage 2 – The INTENT at year 5 and 6 in games is to continue to develop children's attacking skills when they are working as a team and to develop their knowledge of defending strategies. These will be delivered through modified mini-versions from uneven sides to even sides, i.e. 5V3, 5V4, 4V4, 5V5 etc. The learning the children receive through the different categories of games leads to playing an intra school games competition and for some children moving to inter school competitions. The INTENT at year 5 and 6 in dance and gymnastics is to develop children's performance and composing longer sequences of movements with a partner and group. All the skills are applied through the relevant Core Tasks, which are linked to age expectations.

In addition, school intends to:

- Provide a broad, balanced and relevant curriculum that at least satisfies the needs of the current National Curriculum and provide pupils with appropriate challenge with acceptable risk
- Develop a whole school approach to physical development which takes pupils through progressive stages of learning and challenge, enabling them to fulfil their potential, develop competence and control in the gross and fine motor skills that pupils need to take part in PE and sport.
- Ensure pupils have the opportunity to demonstrate that they know and understand how to apply their competence and make appropriate decisions for themselves by challenging pupils to select and use skills, tactics and compositional ideas
- Provide pupils with opportunities to use imaginative ways to express and communicate ideas, solve problems and overcome challenges, both as individuals and as part of a team or group
- Ensure pupils understand that PE and sport are an important part of a **healthy, active lifestyle and understand the contribution physical activity has on having a healthy body and mind.**
- Develop pupils' stamina, suppleness, strength and the mental capacity (determination and resilience) to keep going.

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- Develop an environment in which pupils have the confidence to get involved in PE and sport and are **committed** to make it a central part of their lives both in and out of school
- Provide an out of school hours programme of activities which *extends* and *enriches* curriculum provision and provides opportunity for activities to *enable* pupils to make sufficient progress to access curriculum sessions with greater success
- Provide opportunities for competition appropriate to the stage of the individual pupil's development
- Ensure that pupils **enjoy** PE and school sport and establish community links and pathways for pupils to engage in life-long participation
- Provide links to other areas of the curriculum and wider school, county and national agendas

IMPLEMENTATION

TEACHING AND LEARNING

All pupils are entitled to a progressive and comprehensive physical education programme which embraces current Statutory Orders of the National Curriculum and takes into account individual interests and needs.

The school provides all pupils with the entitlement of 2 hours high quality Physical Education a week. This is delivered through 2 lessons of 60 minutes duration.

School is committed to all children being active and pupils have access to a balanced curriculum programme of study. A copy of the long-term curriculum map from EYFS-Y6 is included on our website.

Foundation Stage

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

In our school there are 2 sessions per week aimed at physical development. These are approximately 50 minutes in duration they focus on the fundamental movement skills delivered by staff and a multi skills coach. They are aimed at achieving a good level of development towards the Early Learning Goals. In the outdoors continuous provision, there is opportunity to and children are encouraged to practise skills further using suitable PE equipment.

Key Stages 1 & 2

The organisation of PE in the school promotes learning through physical activities and sport. Lessons are blocked in units of work that are age appropriate and aim to promote physical skills and competency, a greater depth of understanding and application of these skills and the ability to perform reflectively. Children will be presented with opportunities to be creative, competitive, co-operative and to face challenges as individuals and in small groups or teams.

The school follows a progressive scheme of work provided by Lancashire County Council. Lancashire units will be made available to all staff who teach them and they will be expected to evaluate these

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units, feeding back to the subject leader. This allows for curriculum review in relation to content, progression, continuity, teaching and learning.

The structure of the Lancashire developmental scheme of work will promote teaching and learning as it provides both continuity and progression. This scheme of work specifies progression of fundamental movement skills and sport specific skills, knowledge and understanding.

The planning and delivery of each unit of work in the scheme will be adapted by the individual teachers to meet the learning needs of the children of their class. The time-table and scheme of work is centrally planned by teachers, with the assistance of the PE coordinator if necessary. Lessons will be planned to provide appropriate challenge for all pupils, to extend those more able and provide appropriate levels of support, in order for all pupils to make progress.

Individual lessons should be evaluated to inform planning and ensure differentiation. Teachers must ensure that when evaluating and improving performance, connections are made between developing skills, understanding and applying these skills, tactics and compositional ideas.

Where appropriate PE is organised in themes to promote greater cross-curricular planning, teaching and learning. For Example, the adapted LPDS Curriculum support material units (Electricity, The Great Fire of London, What the Romans did for us, Healthy Humans, Faster, Higher, Survival.)

IMPACT

ASSESSMENT & RECORDING

Pupils work will be assessed throughout each unit of work using formative and summative assessment methods. Pupil progress will be monitored by the individual class teacher who will use these methods to set realistic targets for the individual pupil, based on their strengths and areas for development. At the end of each unit an indication of the progress that they have made will be recorded. This will allow an overview of all progress made over that academic year. The attainment target for physical education sets out the knowledge, skills and understanding that pupils of different abilities and maturities are expected to have by the end of each key stage.

ASSESSING PROGRESS

To assist in formative assessment, teachers could use the following:

- EYFS 5 fundamental movement skills for under 5 assessment and Early Learning Goals.
- Y1 Baseline Fundamental Movement Skills and Y2 end of KS Fundamental Movement Skills test
- Lancashire core tasks, PE Passport Application
- Watch children work, talk to them about what they are doing and listen to them describe their work.

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- Receive feedback from pupils to inform teachers and pupils of what has been successful and allow them to set their own future targets.
- Use ICT to develop portfolios of children's work in physical education to show progression and quality of performance.

RECORDING & REPORTING

Records are selective and brief and teachers should have a clear reason for recording information. Significant achievements or weaknesses may be noted on an evaluation of the lesson and used to:

- Inform future planning for themselves or a new class teacher
- Form part of the statutory annual reporting process
- Help children as a basis for future target setting

Inform during transfer between classes and key stages to ensure continuity of progression

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