

Physical Education at Eppleton

Our Vision for PE at Eppleton

At Eppleton, we strive to create positive experiences in physical education for our children. We recognise the importance of physical education and its impact on children physically, as well as socially, emotionally and psychologically. As active sportspeople, our children are therefore part of a child-centred, holistic and inclusive approach to the teaching of PE. This not only caters for and challenges each and every individual, but provides them with the skills and confidence that they need in order to remain physically active for sustained periods of time, where they are engaged in their learning and subsequently, flourish.

This multi-ability approach that we follow in line with the outstanding RealPE scheme, engages children in cooperative learning and provides them with the key skills that they need, not only in PE, but within the wider curriculum and in everyday life. With a deep focus on fundamental movement skills (balance, agility and coordination), our PE lessons challenge and allow our children to become skilful, active learners who are competent to excel in a broad range of physical activities, strive for personal best and welcome healthy competition.

In relation to this, our children have various opportunities to compete in sport and other activities, which build character and help to embed essential values, such as: fairness, respect and the ability to celebrate their own success as well as that of others. Along with this, we encourage our children to lead healthy, active lives - both inside and outside of school - with the aim of equipping children with the knowledge and skills that they need in order to maintain their health and fitness, during and after their Eppleton journey.

What would a typical PE lesson look like?

Each class is allocated two hours of timetabled PE per week. Within all PE lessons, teachers should ensure there is emphasis placed on how children can lead healthy, active lives, and all children should be active for sustained periods of time. Teachers should adopt a child-led approach, allowing children to personalise their learning as much as possible, with a greater focus on personal best alongside healthy competition. Teachers should create a dialogue between themselves and the children, which creates opportunities for pace and direction to be dictated by individual learners. Teachers should ensure clear, personalised outcomes are shared and agreed upon; success is achievable for all with

appropriate challenge and support available (ensuring inclusivity); verbal and non-verbal praise is given for positive behaviours (in relation to physical activity and health and fitness, as well as in relation to their wider abilities - e.g. personal, social, creative and cognitive); opportunities to celebrate and review progress, which should be a mixture of teacher/peer/self; and opportunities for children to coach, observe and learn from one another. Overall, lessons should be skill-based (children should know the ABC's of physical education - i.e. agility, balance and coordination) and children should be given opportunities to apply these skills through appropriate activities.

RealPE should be taught for one hour per week, with sessions following these structures:

- EYFS:
- KS1: warm-up; practice of skill; skill application; review method

RealPE in EYFS and year 1 is taught through themes with the use of story and song.

- LKS2: warm-up; practice of skill; skill application; review method

In the first and final lesson of each RealPE unit in LKS2, children complete a personal best challenge in the place of skill practice & application.

- UKS2: warm-up; skill application; practice of skill; skill application; review method

In the third and final lesson of each RealPE unit in UKS2, children take part in a competitive activity linked to the skill focus.

The second hour of PE each week should be focused upon other (sport-based) provision; this may be in connection with an upcoming festival or competitive event.

All children will attend swimming lessons at some point within KS2 with the aim of being able to swim competently, confidently and proficiently over a distance of at least 25 metres by the end of year 6.

Where are resources and lessons planned from?

Teachers should use the RealPE planning resources to teach one hour of the PE curriculum (per class) each week. They have access to long-term and short-term planning with a range of skills, application activities, ideas on supporting and challenging children, and ideas for review accessible to them. Teachers also have access to the RealPE online platform, where these resources (and more) can be used to deliver interactive, high-quality lessons. Planning for other (sport-based) provision is also provided through the Power of PE scheme, where

teachers also have access to similar style resources, as well as a list of outcomes that children should meet by the end of their year group. All resources are in line with the National Curriculum expectations for the teaching of PE.

Where do we record evidence for PE?

Evidence for PE is recorded in a class floor book. Teachers are expected to have evidence for every PE unit, which should include photographs, reflections and the teacher's own comments. These pieces of evidence must be labelled with the unit and skill focused upon. Additionally, the sport focused on, as part of the Power of PE, should also be evidenced in the same way. Achievements and events children have attended should also be visible in the back of class floor books.

How do we assess in PE?

Teachers should use the RealPE assessment frameworks in order to track, evidence and celebrate progress. Teacher assessment should go hand in hand with children's own assessment, providing clear, visual and personalised learning journeys. Assessments are to be carried out twice per unit (i.e. initial assessment and a final re-assessment at the end of the unit). Teachers should record where many or most of the children are working in the appropriate box, before adding the initials of those working below or above in the relevant boxes. This assessment must be completed for fundamental movement skills AND the multi-ability approach. Although directly supporting the RealPE scheme of work, this assessment is transferable to other areas of sport provision and will be used (in conjunction with our agreed learning outcomes for each year group) to make end of year judgements, which will be reported to parents appropriately.

What do PE displays look like in school?

There is no expectation for teachers to display work produced during PE lessons in the classroom, other than in their allocated floor book. However, the multi-ability posters and skill cards should be on display and accessible to children during ALL PE lessons. In the main hall, photographs, achievements and reflections from all classes are on display, showcasing children's abilities, progress and success in PE. This should be updated regularly by the staff involved in the delivery of PE.