

Our Intent

At Medlock, we provide children with a broad and balanced P.E curriculum, which follows the skill based focus of the National Curriculum.

Being physically active is given high priority at Medlock; we see it as vital to preparing children for the next stage in their lives in many ways; to live healthy and active lifestyles with a lifelong love of sport and activity. Socially, they will be able to work with their peers and to communicate and listen to each other effectively and share ideas.

We see it as an expectation that all children are provided with opportunities to practice skills taught and develop experience of team games through a wide variety of before and after school activities which run throughout the year, including, for children in KS2, less traditional sports such as skateboarding.

Our Implementation

P.E is taught by specialist PE coaches, who deliver the curriculum, alongside class teachers and teaching assistants to all children, from Nursery 1(Our 2 year old provision) to Year 6. The lessons are based on the framework from the National Curriculum as well as Early Years Foundation Stage (EYFS) statutory framework. Long term and medium term plans have been created and are continuously being developed to meet the needs of the children. Assessment criteria has been developed which aids planning.

P.E units of work are planned according to the skill based structure of the National Curriculum and new units of work consolidate existing learning. This is done by practising and developing existing skills and improving them further, linking and embedding these skills across all areas of P.E. Currently, lessons give particular emphasis to fitness and ensuring heart rates are raised as we recognise the impact that the lockdown has had on the fitness of some of our children.

Children in EYFS have one 30 minute taught session a week which supports and enhances the physical offer within the setting. The children in years 1-6 access two 40 minute sessions weekly. One of the sessions is 'team taught' by the coach and teacher, ensuring that there are regular opportunities for

teachers to improve their understanding and delivery of the PE curriculum alongside specialists.

All children are able to access P.E lessons and SEND pupils have differentiated tasks and activities, suitable to their needs to develop independent learning. They are also provided with adult or peer support, if required, for different aspects of their P.E lesson. P.E provides children with life skills and The National Curriculum underpins all P.E planning, although it is adapted for individual pupils, to meet their learning styles and needs.

We also hold intervention P.E sessions and gross motor skills sessions that work on basic skills such as agility, balance and coordination, for those children identified as needing more support, giving children extra time to master new skills.

In each P.E lesson, the Learning Objective and success criteria is shared and discussed between the coach and children. Skills are modelled and are visual for children to see and questions are encouraged from children. Discussions are prompted to allow children to explain concepts and to address any misconceptions that they or others may have.

New vocabulary is always introduced and modelled alongside a skill by the coach, and is regularly reinforced throughout the session/ series of sessions. Children are encouraged to appraise and evaluate their personal learning and that of their peers at regular intervals during a session and this too is modelled by all adults.

Children are encouraged to revisit previous skills, throughout all units of work, using them in new scenarios, to build on their knowledge of when they should be used.

All sessions begin with a recap of previous learning and skills being developed. As the skills are constantly reinforced and over learnt, it should reduce cognitive load, releasing the brain to focus on a different aspect of P.E, such as tactics, as the skills will have already been mastered.

Our Impact

The P.E curriculum is constantly being reviewed and adapted to meet the ever changing needs of the pupils (for example our recent adaptations as a result of Covid 19). It includes a range of skill based, game based and problem solving activities to cater for all children. P.E lessons provide opportunities for independent, paired and group work to challenge and extend all children's ways of thinking and learning. This is supported with after school clubs and competitions, as well as time at playtimes, where years 3-6 run our Medlock Mile and at lunchtimes where teaching assistants and pupil leaders have been trained to lead a range of games.

The coaches work alongside class teachers to make assessment judgements about pupil progress and performance at the end of each topic. These judgements are then quality assured by the subject lead using first-hand evidence of how pupils are doing, drawing together evidence from pupil interviews, observations of sessions and , These judgements will inform the curriculum and whether children are ready for the next stage of their education.