

PE at Chesterfield



At Chesterfield, we have a host of aspiring athletes. We want our children to love physical education and sport. We want them to have no limits to their ambitions and to aspire to be personal trainers, nutritionists, sports journalists or gold medal athletes. We strive to embed a culture in which every child reaches their potential and leaves our school with a positive relationship to physical health, activity and personal wellbeing.

We teach our children to be physically confident to set the foundations for future health and fitness. We firmly believe that physical education plays a vital role in developing children's learning and success both academically, physically, socially and emotionally, therefore, we have a carefully sequenced curriculum that inspires all our children to succeed in competitive sport and other physically demanding activities. We have achieved the School Games Mark Silver award for 2021-2022 and will be working towards the Gold award in 2022-2023.

Our goal for Physical Education is that children are inspired to lead active, healthy lives by developing:

- a love of sports and physical activity;
- physical skills across a broad range of sports and activities;
- an understanding of the body, its capabilities and the importance of a healthy, active lifestyle; and
- sportsmanship, engagement and enjoyment in competitive sports.

Our curriculum drivers of communication, oracy, reading, aspirations and inclusion for all shape every aspect of PE, are embedded in teaching and learning and develop the child as a whole.

What do we want our children to learn?

By the end of their primary education our children will:

- Demonstrate an understanding of a healthy lifestyle, achieved by choosing to eat sensibly and exercise 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.
- 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.
- 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.
- Observe and produce the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators.
- The ability to swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.
- Have a positive mind-set and believe that anything can be achieved with determination and resilience.

Active school:

- Chesterfield is developing its commitment to increasing physical activity and embedding it within the whole school ethos. Pupils engage in stimulating and strenuous games during break and lunch times, as a way of meeting the 60 minutes of physical activity.
- We have also increased activity through active travel to and from school, active playgrounds and active curriculum enhancement where possible. We also participate in the bikeability programme where children gain the practical skills and understanding of how to cycle on the roads.

How do we implement our PE curriculum:

- We use the Complete PE scheme to support teachers with their planning and delivery of the PE curriculum.
- Lessons have a clear focus where children learn the language of each movement, alongside the action, to support the implementation of each skill in a competitive environment.
- We provide the knowledge that physical activity contributes to a healthy lifestyle.
- Children will understand and develop their responsibility for safe practice in their PE sessions.
- Sports Premium Funding is carefully allocated to ensure our provision is of the highest quality.
- Our focus is on the six main strands of physical education: invasion games, striking and fielding games, net and wall games, athletics, gymnastics and dance, which are revisited year on year to enable pupils to progressively build their skills and knowledge to apply in different tactical scenarios. We also include aspects of Outdoor Adventurous Activities.
- Swimming is taught in addition to this in Years 4 and 5, with each year group spending a term each at the pool in order to meet and, where possible, exceed the requirements for swimming, as set out in the national curriculum.

PE experiences:

- Throughout the school year, children from Chesterfield take part in many additional sporting opportunities across the borough such as dance festivals and sporting competitions.
- The school is based within close proximity to some of the London 2012 venues, as well as Tottenham Hotspur's training ground. As such, we take part in tournaments held at their world-class facilities and have received coaching from their outreach programme.
- We aim to give children unforgettable memories of live sport; to give every child access to the world-class arenas that London has to offer; from trips to the Anniversary Games to games at the Tottenham Hotspur Stadium, to the ATP Finals, at the O2.
- We also facilitate intra- and inter-school competitions within the ELT, as well as directly trying to support the local clubs within the school's geographical area. These experiences reinforce learning about teamwork, good sportsmanship, resilience and fair play.
- We offer a range of after-school sports and physical activity clubs. We think it is important that children are as active as possible and we encourage all children to participate in extra-curricular sports.
- We incorporate Games Makers in Year 5 and 6 to take a lead on play and lunch time activities, as well as to organise and facilitate sports days.

<p>EYFS:</p> <ul style="list-style-type: none"> PE provision begins in the Early Years Foundation Stage. Here, PE is experienced through a balanced provision of structured and free play environments. Children in Nursery and Reception have a weekly PE lesson. There are carefully planned PE lessons focusing on skills ranging from throwing and catching, to creative dance, to using large apparatus and climbing equipment. We also support the development of fine motor skills progressively throughout the EYFS, starting with activities that strengthen muscles to support handwriting activities. In EYFS and Year 1 environments we have created a welcoming and exciting area for children to access a series of fun activities that support development of their upper body strength (gross motor skills) and finger/hand strength and control (fine motor skills). Children are encouraged to take risks, be active and make healthy choices. The children have continuous opportunities to ride bikes, climb, balance, move to music and develop basic ball skills daily. This lays the physical foundations for our youngest children, which they will continue to develop through more formal sessions in Key Stage 1. 	<p>Planning:</p> <ul style="list-style-type: none"> The school's curriculum maps show the units to be covered over the year. All planning includes a range of challenges and support for all participating pupils. Teachers expected to use the 'Top Sportsability' resources to supplement planning and differentiation. Teachers to annotate plans to support assessment. Higher attaining pupils will be challenged through the differentiation embedded in each lesson. In addition to this, teachers may assign pupils a variety of roles to stretch their abilities. If a teacher notices a particular flair or a child shows an interest in a particular area of the curriculum they may be pointed towards an external club. Teachers plan for opportunities to increase children's knowledge of inspirational sporting heroes.
<p>Teaching:</p> <ul style="list-style-type: none"> Children have a weekly 1-hour P.E. lesson. PE is also delivered throughout the school day i.e. Daily Mile, lunchtime clubs, active play sessions and after school sports clubs. Learning objectives, key vocabulary and techniques are shared with the children. Learning is through first-hand experience with a range of equipment available for each child to use. Pupils are expected to be active for sustained periods of time and are taught to understand the positive effects of the exercise on the body and are aware of the physical and psychological benefits of exercise promoting a positive attitude to P.E. During lessons, children have the opportunity to improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance Children develop the ability to work independently, in pairs as well as in teams and respond positively towards others. Children develop an understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being. <p>Resources and equipment:</p> <ul style="list-style-type: none"> Adults are responsible for preparing any resources that will be needed before the lesson. Monitors from each class should return equipment tidily, but it is the responsibility of all staff to ensure that this is done properly. Teachers are responsible for checking the resources needed for the next half term – contacting the PE lead, if new resources need to be ordered - as well as keeping the PE cupboard in a respectable state. 	<p>Health and safety:</p> <ul style="list-style-type: none"> Health and safety is regularly discussed in lessons and the teacher carries out safety checks of the halls before lessons begin. All staff should wear suitable footwear during P.E. lessons. <p>Assessment and feedback:</p> <ul style="list-style-type: none"> Verbal feedback/questioning/modelling/demonstrations at the time of the activity or during small focus groups are the main form of feedback used. Planning gives clear objectives for children to meet and be assessed against. Teachers provide children with 3 clear coaching points at the start and end of each lesson, to allow for children to evaluate success during learning and reflect on their learning. Teachers responsible for annotating plans and noting those working above and towards the expected standards. At the end of the academic year, the class teacher will identify those children who are working towards, at and above expectations. This will be passed onto the next teacher. Children will participate in a baseline assessment at the beginning of each unit, which is used to support the final assessment at the end of a unit. <p>E-book:</p> <ul style="list-style-type: none"> Teacher will assign the e-book at the start of a unit. Every new unit will have the unit title recorded, alongside the L.Os for assessment lessons. The e-book will assigned to every child at the start of the year on Google Classroom. During assessment lessons, it is expected that photo or video evidence of specific skills taught (demonstrating coaching points) are recorded; a minimum of 3 lessons should be evidenced in this way. Every child should be given the opportunity to reflect on their learning once, at an appropriate time within a unit of work. This should include technical vocabulary to show children's understanding of the skills they have learnt so far. This can be typed or voice recorded (KS1/SEN).
<p>How do we evaluate learning in PE?</p> <ul style="list-style-type: none"> The impact of our PE curriculum can be seen in children's increasing mastery of movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. It can also be seen in our children's engagement in competitive and co-operative physical activity where they develop resilience and a positive growth mind-set. Our curriculum aims to improve the wellbeing and fitness of all children at Chesterfield, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes. <p>The Deputy Head and the PE subject leader monitor the impact of the PE curriculum using a variety of strategies.</p> <ul style="list-style-type: none"> - Scrutiny of PE E-books and videos - Pupil voice - Learning walks - Regular Meetings with the PE team and Games Makers - The priorities set out in the PE Action Plan (including the PE and sport premium plan) are monitored and the targets set are reported upon to ensure the desired impact upon our pupils is achieved. <p>All of this information is gathered and reviewed to inform further curriculum developments and provisions.</p>	