

Subject:
PE
Early Years:
What does teaching and learning look like:
Teaching is in the school hall and modelled by the teacher. Children partake in a range of fun, engaging and challenging games and activities in order to improve body movement, fine motor skills and balance.
How do we share what we are learning and what success looks like with children:
Children have the opportunity to demonstrate some of their learning and skills in the lesson. This enables student the opportunities to showcase their learning and to refine movements and techniques. Teachers will feed back to the class about what is working well and explain what can be improved. Feedback is instant so children can improve within lessons.
How do we record our learning:
Photographs taken by staff when relevant and to show progress against Early Years goals.
How do we assess our learning:
Staff will assess children against Early Learning Goals and developmental targets.
How do we enhance our learning:
Learning is enhance through provision. Children's interests are added and linked to the provision. Children can choose how to enhance their own learning in the provision. This includes use of the outside area.
Key Stage 1:
What does teaching and learning look like:
All children will engage in a warm up activity to improve workout performance and to help prevent muscle strain or injuries. Children will then be introduced to a new skill in 'Skill development' where the teacher models the correct techniques. Children have time to practise and improve. Children then move onto a games activity where the new skill or focus skill for that day can be embedded and again refined.
How do we share what we are learning and what success looks like with children:
Planning identifies skills that are being taught. Teachers clearly communicate the learning objective at the start of each lesson so that pupils understand the focus of their learning. Teachers model techniques and examples where appropriate, allowing pupils to see high-quality moves and performances. Children will get the chance to showcase and demonstrate good examples to the class so fellow peers can watch and improve their own techniques.
How do we record our learning:
As the main focus of PE is about children engaging physically with a wide range of sporting activities whilst improving balance and fitness, recording is limited. Children will be able to see and understand improvements to their techniques and should feel their bodies becoming healthier, fitter and stronger. Teachers can take photos or record short sequences as evidence or to show back to the class in the classroom.
How do we assess our learning:
Ongoing feedback and discussion throughout the lesson further supports pupils in recognising their progress and understanding how to improve their skills and technique. Children get demonstrate to peers what good examples and performances look like. Children will see their progress in action. For example, children may be able to see themselves developing better passing accuracy in ball games or improving balance and self-coordination in dance/gymnastics routines.

How do we enhance our learning:
Learning is enhanced as several skills are transferable across a range of sporting activities covered within Key Stage 1. Skills are often revisited and applied in different formats and contexts allowing children to further refine, improve and self-assess. Children will have access to some after school clubs and school competitions to allow opportunities for skills to be embedded.
Key Stage 2:
What does teaching and learning look like:
Similar to Key Stage 1, children will always start with a warm up activity and children can explain the importance of a warm up and how it positively effects our bodies. Children further up the school may even be able to plan and suggest ideas for their own warm ups. Skill development will allow teachers to accurately model and demonstrate new skills and allow children time to practise these in either individual or partner activities. A game or sequence will follow to allow skills to be embedded and children to reflect on what has worked well and what could be improved in future sessions. A cool down will ensure muscles recover well. Teachers will use specific sporting vocabulary and revisit vocabulary to ensure correct use in context and embedding vocabulary into long term memory.
How do we share what we are learning and what success looks like with children:
Planning identifies skills that are being taught. Teachers clearly communicate the learning objective at the start of each lesson so that pupils understand the focus of their learning. Teachers model techniques and examples where appropriate, allowing pupils to see high-quality techniques and actions. Time in lessons will be provided for children to demonstrate their learning and understanding to peers which allows opportunities for instant oral feedback.
How do we record our learning:
As the main focus of PE is about children engaging physically with a wide range of sporting activities whilst improving balance and fitness, recording is limited. Children will be able to see and understand improvements to their techniques and should feel their bodies becoming healthier, fitter and stronger. Teachers can take photos or record short sequences as evidence or to show back to the class in the classroom.
How do we assess our learning:
Children will focus on a sporting activity for 6 to 7 sessions which allows children to practise and improve skills. Children will be able to see if their performances are improving as results will show. For example – children will hopefully see their accuracy improving or throwing distances improving over a course of a few weeks. Teachers can take images of good stances or techniques to show in class and remind children of what has been covered.
How do we enhance our learning:
In key Stage 2, we aim for as many children as possible to have access to after school clubs which are sports based. In addition, we partake in a high number of local schools competitions and these both allow children to embed and put into practise skills in which they have acquired in class.
How do we support teacher subject knowledge, skills and professional development:
Teacher knowledge is supported through the use of the planning documents from the PE Planning website. These are detailed plans which explain specific vocabulary which should be used in classes and also shows diagrams so teachers can see and understand what a good stance or technique for that activity looks like. An external coach this year also allows teachers to learn from more experienced sports coaches.