

Practice Guidance for Physical Education

Why is P.E important to the children in our school?

PEESPA stands for the Physical Education, School Sport and Physical Activity in schools. This covers everything from P.E lessons, subject leadership, extra-curricular activities and enrichment (see appendix 1- definition of physical education, school sport and physical activity poster AfPE.)

We at Cavendish Close Infant and Nursery School value all elements of the PEESPA. We want all of our children to be physically active as much as possible. Our school ethos is to emphasise the importance of leading a healthy lifestyle, through making healthy food choices and enjoying physical activity. As a team, we value the importance of physical activity for all children and for staff too.

Unfortunately, there is a growing problem with obesity and inactivity nationally. There is strong and consistent evidence that regular physical activity can improve quality of life, improve health, promote social inclusion, raise individual self-esteem and confidence and counter anti-social behaviour. The staff at Cavendish Close Infant School play a key role in promoting active lifestyles to young people through developing their attitudes, knowledge, confidence and competence to help encourage a commitment to being more physically active. Our aspiration is to influence the whole school community to establish and maintain lifelong physical activity habits, we aim to achieve this by underpinning these values in everything that we teach.

Physical Education in school is an important opportunity for developing children's physical ability, gross and fine motor skills and develops children's mental well-being. The P.E curriculum encourages children to reflect on their performance and identify how to improve – supporting resilience and developing self-esteem. P.E also provides the opportunity for children to think critically, apply tactics within their games and work as part of a team, these skills are transferrable across all areas of the curriculum. Please see appendix 2 the Education Inspection Framework AfPE summary guidance on PESSPA in schools according to the Ofsted framework handbook 2019.

What is PE?

PE is a subject which involves children engaging in physical activities both independently and as part of a team. The children are required to learn a skill and have opportunities to develop their performance through critical feedback. A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Children can compete in a sport to help to embed values such as fairness and respect.

Cavendish Close Infants School use the P.E and School Sports funding allocation to make additional and sustainable improvements to the quality of P.E and Sports opportunities we provide. The five key indicators

which should determine how we spend the funding are; The engagement of all pupils in regular physical activity, the profile of PE and Sport is raised across the school as a tool for whole-school improvement, increased confidence, knowledge and skills of all staff in teaching PE and Sport, broader experience of a range of Sports and activities offered to all pupils and finally, an increased participation in competitive Sport. Please see appendix 4 to review how we as a school evidence the impact of P.E and School sports funding allocation.

Our approach to planning PE:

At Cavendish Close Infants School we have a strong focus on children's physical development, especially the importance of free movement and how this links to children's emotional well-being.

Our passion for this is reflected in our P.E scheme of work, REAL P.E. REAL P.E is a scheme which is delivered through the learning platform, Jasmine and involves all lesson plans, assessment grids, teaching videos and supporting documents for school leaders. REAL P.E is in line with the expectations from the National Curriculum (see appendix 5- A simple guide to National Curriculum Progression in Physical Education.)

Cavendish Close Infants School are a REAL P.E Legacy school, which enables us to access all areas of REAL P.E. For example; REAL Gym, REAL foundations and REAL play. The school purchases a 2 yearly membership to REAL P.E in order to continue to develop well structured, effective lessons whilst gaining the support of REAL P.E consultants.

REAL P.E focuses on six 'cogs' which link together to enable children to become happy, resilient and confident movers. These cogs are made up differentiated learning objectives which are linked to the following; physical, social, creative, health and fitness, personal and cognitive aspects of a child's life. REAL P.E focuses on developing these skills for each child, rather than the practical skill, therefore enabling every child to succeed regardless of their ability.

Essential resources for PE:

The REAL P.E learning platform, Jasmine is an essential tool for delivering and assessing P.E lessons. All teaching staff have their own log in, to which all lessons, videos, assessment information, differentiation and supporting documents are found. Staff use the Jasmine on the school Hall computer to support their lessons. To add to this, all Year groups have their own REAL P.E pack which has all paper copies of the lessons and objectives in each of the cogs.

A risk completed risk assessment is available to support staff's understanding within safety in P.E lessons. Please see appendix 3.

All classes now have their own coaching REAL P.E kit to support P.E lessons. To add to this, each class each have their own lunch time resource kit which is regularly checked and maintained.

Our approach to teaching and learning in PE:

REAL P.E lesson progression is in line with the National Curriculum. There are six units to be taught across the academic year for each year group, one unit per half a term. The seven cogs are made up of personal, social, cognitive, health and fitness, physical and creative outcomes. Each lesson consists of one learning objective which links to one of the six cogs, the learning objective is progressive from Early Years to Upper Key Stage 2. Alongside this, there will also be a physical skill taught which is referred to as a 'FUNS.'

Our Curriculum map for P.E is adapted from REAL P.E, please see appendix 6.

Organisation and lesson structure:

Warm up – Skill – Skill application – Review method.

Teachers can choose to spread one planned lessons for over more than one week should they feel that the children are being appropriately challenged. The warm up and skill application usually consists of games where the children can practise a skill. Children are rewarded if they achieve the learning objective from the unit cog. For example, in a social cog lesson, the learning objective is for children to work together and take turns with their friends. This is the social skill, the Teacher should reward.

“I can see that you playing with others and can take turns, take a piece of treasure for your team.”

This holistic approach to teaching P.E allows all children to achieve. Teachers are also able to assess the children’s physical ability to achieve the ‘FUNS’ (fundamental movements.)

Our school purchases additional consultancy support days from Jess Hall through Create Development. Consultancy days provide support for the P.E leader and observations for and of school staff to develop staff confidence. This meets key indicator 3: Increased confidence, knowledge and skills of all staff in teaching P.E and sport.

PE in the learning environment:

In a busy curriculum, P.E can be an effective tool for cross curricular learning. Research supports the effectiveness of active learning for retaining information. Staff should see P.E as an opportunity to apply topic learning through active learning. All units within P.E have a linked story to support the learning journey. Where possible, Teachers should use these stories to link to the classroom topic learning.

The use of active breaks is encouraged across all areas of teaching and learning.

Our approach to assessment in PE:

P.E assessments should be used as a formative tool to support effective teaching and differentiation. The school P.E co-ordinator is responsible for updating, providing and analysing the P.E assessments. Both Reception and KS1 P.E assessments will be recorded on REAL PE’s online tool, Jasmine learning platform. Teachers are expected to provide a baseline assessment for all children at the beginning of each unit and then again at the end of the unit which should fall towards the end of the half term. The learning objective which links to the learning ‘cog’ is assessed on the assessment wheels. Teachers are expected to assess whether all children have achieved the learning objective, or if some children are ‘working towards.’ There are opportunities for Teachers to make notes and attach evidence to the assessment wheels. A report is generated at the end of the year which can be shared with the PE lead, senior leaders and for transition purposes.

Nursery and Reception also track their Physical assessments using the new framework. Teachers use ECAM assessment trackers to highlight children who require additional intervention throughout the year. These assessments are an effective tool to share with KS1 staff during transition as it will help support children with their writing skills in readiness for Year 1.

Intervention in PE:

Children in EYFS who have delayed motor development may need to have physical intervention using the 'Every Child a Mover' programme. For children in KS1, there is the Physical Literacy intervention called 'Strengthening Muscles, Strengthening Minds'. *The ECAM Physical Development Monitoring Tool (Appendix 7)* is used to identify physical delay. Please speak to the ECAM leads in school (Caroline Howett and Katie Marley) for support in using this to assess any children you identify as having any gross or fine motor difficulty. If a delay is identified, guidance on the appropriate interventions will be shared. For interventions to be effective children need to be supported at least three times a week for ten minutes using the ECAM Intervention Cards.

In Key Stage 1, Teachers assess children against the Physical Literacy age related checklist (see appendix 8) if they have concerns regarding physical delay. It is an expectation that staff discuss physical intervention during transition meetings.

Children access the physical literacy programme, which led by TAs, for 15 minutes three times per week. The children are then reassessed after 6 weeks, the data is given to Miss Doxey (KS1 Physical Literacy Lead) who then evaluates and will share the data with Teachers. The intervention should begin again, children continue to access intervention if they still need to. If there has not been any improvements made, a discussion with our Inclusion Leader (Mrs R Vincett) regarding a referral to physio. Parents are kept up to date throughout the process and are given support with how they can help at home. Record keeping of interventions are vital in supporting a referral to physio.

Enrichment opportunities in PE:

We at Cavendish Close Infant and Nursery School work closely with Elite Football Development (EFD.) EFD offer three after school sports opportunities to our children. In the Autumn term we offer this to Key Stage 1 children only, and work towards offering places to the Reception children towards the Summer term once they have settled into school. All clubs are supported by school TA's also, to provide consistency and a familiar face for our children accessing these clubs.

We are proud to be able to allocate up to 18 funded places for those children who are eligible each term (PP register.) This meets key indicator 4 in spending the P.E and Sports Premium; a broader experience of a range of sports and activities offered to all pupils. Other funded curriculum area club opportunities are offered to ensure all vulnerable children are offered a club fairly.

Alongside this, EFD also deliver mentoring days every Thursday to selected Year 2 children. Children in this group access support around resilience, teamwork and communication through sport. These mentoring sessions are extremely beneficial to children's confidence and their learning. The progress has been outstanding.

Our current club offer is:

Tuesdays- Football

Wednesday- Dodgeball

Thursday- Basketball

These are all delivered by EFD.

Fridays- Gymnastics and Dance clubs (delivered by in school staff.)

We are extremely proud of our whole school club offer.

PE Appendices:

Appendix 1- Definition of Physical Education, School Sport and Physical Activity poster.

- Appendix 2- Education, Inspection Framework AfPE Summary Guidance.
- Appendix 3- Cavendish Close Infants and Nursery School P.E risk assessment.
- Appendix 4- Evidencing the Impact of P.E and School Sports Funding.
- Appendix 5- A Simple Guide to National Curriculum Progression in Physical Education.
- Appendix 6- REAL P.E curriculum maps
- Appendix 7- The ECAM Physical Development Monitoring Tool.
- Appendix 8- The Physical Literacy Assessment.

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