

At Windmill Hill Academy, we inspire pupils to be passionate lifelong learners by providing them with an ambitious broad and balanced curriculum, with the inclusion of a variety of enrichments, which will inspire them to have high aspirations. We inspire all learners to have strong desire to know or learn something and questioning their learning experiences to find out more. Throughout each year group and across the curriculum, pupils will make sustained progress, develop excellent knowledge, understanding and skills, regardless of their different starting points and backgrounds.

Subject	Physical Education (PE)
Overall curriculum	<p>An Daras Multi Academy Trust has used the latest pedagogy, research and understanding of local contextual needs to structure the curriculum design to ensure the growth of capability mature children who exhibit a sustained curiosity for learning. The ‘lived values and experiences’ of pupils are determined by the individual school and should run through all operational elements of curriculum provision.</p> <p>At Windmill Hill Academy, we believe Physical Education, School Sport and Physical Activity should give all children the opportunity to improve and achieve physical competence in line with their age and potential. We believe that providing inclusive and competitive opportunities for children is vital so they become enthusiastic about physical activity and encourages an active lifestyle. This will also develop physical literacy which is highly important.</p> <p>The aim of physical education is to promote physical activity and healthy lifestyles. The wider benefits of PE include the promotion of positive attitudes to health and well-being, the development of emotional resilience and a wide range of personal skills including leadership. Children are taught to observe the conventions of fair play, honest competition and good sportsmanship as individual participants, team members and spectators.</p>
Pedagogy	<p>Our PE curriculum focuses on developing our pupils through the acquisition of WISDOM, KNOWLEDGE, and SKILLS.</p> <p>These have been selected because they ensure the whole development of the child will be prioritised, they enable pupils to meet the expectations of the National Curriculum 14 and have ambitions beyond the NC14. Each theme has a set of curriculum tools which ensure it is fully embedded through the lived experiences of staff, children, and stakeholders. Impact scales will measure the effectiveness of curriculum provision on the growth of children within these three equally important themes.</p> <p>At Windmill Hill Academy, we follow the objectives of the National Curriculum in a progressive format in line with our knowledge and skills organiser for PE. We use the Arena scheme to support the planning and teaching of PE.</p> <p>Wisdom</p>

Children's wisdom is developed in the following ways:

- Taking part in topical and relevant debates relevant to PE and being physically active.
- Using class discussions to explore issues and make decisions.
- Through learning how to make positive contributions to topics under discussion.
- Making real and informed choices about learning -positive attitude to a problem or challenge.

Knowledge

Children's knowledge is developed in the following ways:

- Listening to and discussing tactics and/or sports events /leading healthy lifestyles.
- Meeting with and talking to other individuals to help understand different sports/rules/opportunities beyond the curriculum.
- With a mixture of individual, group, whole class and whole school recording and some practical work.

Capabilities

Children's capabilities are developed in the following ways:

- Being given responsibilities for roles within the school community (e.g. Monitors/Playground Leaders/ Playground Buddies/ members of Rights Respecting Pupil Parliament groups).
- Meeting with and talking to other individuals in the local community.
- Developing the skills and confidence to ask for help and advice.
- Listening to support and learn new concepts, skills, and knowledge.
- Developing the skills to understand and be in control of their emotions and behaviour.
- Challenging themselves to advance in their understanding of the subject being taught.
- With a mixture of individual, group, whole class and whole school recording and some practical work.

Teachers will help pupils with SEND to overcome any barriers to participating and learning and make any 'reasonable adjustments' needed to include pupils. To make lessons inclusive, teachers will anticipate what barriers to taking part and learning may pose for pupils with SEND. Some modifications or adjustments will be made or smaller steps to achieve the learning goal. Occasionally, pupils with SEND will have to work on different activities, or towards different objectives, from their peers. This could include using differentiation of equipment e.g. a larger ball for children who are still developing their gross-motor skills. Teachers shall adjust activities based on an individual assessment, considering factors such as children's level of physical development and any physical barriers that may impact on their ability to fully participate.

In EYFS, all areas of learning and development are important and inter-connected. These are stipulated in the 'Statutory framework for the early years foundation stage'. The most relevant statements for PE are taken from the following areas of learning:

- Personal, Social and Emotional Development

	<ul style="list-style-type: none"> ▪ Physical Development ▪ Expressive Arts and Design
<p>Assessment</p>	<p>Formative</p> <p>Assessment is regarded as an integral part of teaching and learning and is a continuous process. All sessions should begin with a recap/recall of previous learning 'Flashbacks'. Teachers should use skillful questioning to gauge starting points, to assess current understanding and knowledge, to ensure concepts have been acquired, to identify misconceptions. This formative assessment should support the teacher in adapting lessons to ensure pupils are learning new learning, building on prior learning, and making links between new and previous learning. At the end of each session, teachers should use assessment tools to ensure that the intent of the lesson has been achieved, to help plan for the following session and to support building a picture of the pupils' progress for final summative assessments. It is the responsibility of the class teacher to assess all pupils in their class, this will be triangulated with marking, feedback and pupil self-assessment. <i>Any misconceptions are addressed with immediacy and the impact of targeted teaching reviewed.</i></p> <p>Summative</p> <p>It is the responsibility of the class teacher to assess all pupils in their class. Each child is assessed termly, against the NC criteria and recorded annually on iTrack. Data is also recorded through the use of a 'diamond' assessment sheet at the end of each taught unit using Arena's 'Gold, silver and bronze' criteria. Pupils produce an outcome to demonstrate their unit learning. Reports to parents are given via parent meetings and pupils' attainment is reported via an annual report.</p> <p>We also use absolute education to record the percentages of children who are involved in PE and competitive sport in and out of school.</p> <p>In EYFS, the level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs). These are not used as a curriculum or in any way to limit the wide variety of rich experiences that are crucial to child development. Instead, the ELGs support teachers to make a holistic, best-fit judgement about a child's development, and their readiness for year 1.</p> <p>When assessing pupils with SEND, there will be carefully planned opportunities to demonstrate what they know and can do, using alternative means where necessary.</p> <p>Monitoring takes place throughout the year to make sure that all teachers are supported, and PE is being as productive as possible to allow all children to be physically literate. The monitoring of the standards of children's learning and the quality of learning and teaching</p>

	<p>of PE is the shared responsibility of the Senior Leadership Team and the subject leader. The work of the subject leader also involves supporting colleagues in the teaching of PE, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. A named member of the school governing body is briefed to overview the teaching of the PE in the school.</p>
<p>Culture</p>	<p>The culture in our school is that the Physical Education curriculum is there to strengthen personal health, develop one's physical capabilities, and apply the population's physical skills to the service of society.</p> <p>Physical fitness is vitally important not just for the children in our school but moving forward into adulthood. The importance of physical activity for society is incredibly important and at our school we try to allow our pupils to understand this.</p> <p>Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.</p> <p>Enrichment is planned for via different areas of the curriculum e.g., through Wild-Tribe, Sports Visitors, playground leaders, positive playtimes, Inter-school sporting events, club opportunities, Sustrans, Time 2 Move programmes and signposting pupils to extend individual talents.</p> <p>We value high quality CPD for staff and staff have had opportunities to attend CPD and observe specialist coaches. Four of our teachers are now accredited in Wild Tribe with the view that all teachers will be by the end of the next academic year.</p> <p>Teachers will help pupils with SEND to overcome any barriers to participating and learning and make any 'reasonable adjustments' needed to include pupils. To make lessons inclusive, teachers will anticipate what barriers to taking part and learning may pose for pupils with SEND. Some modifications or adjustments will be made or smaller steps to achieve the learning goal. Occasionally, pupils with SEND will have to work on different activities, or towards different learning intentions, from their peers.</p> <p>For some activities, there may need to be a 'parallel' activity for pupils with SEND, so that they can work towards the same learning intentions as their peers, but in a different way.</p>
<p>Systems</p>	<p>In EYFS, we aim for pupils to be an 'Amazing Athlete': Show strength, balance and co-ordination when playing; move confidently and safely in a variety of different ways; use a range of equipment.</p>

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- Physical Development
- Expressive Arts and Design

ELG

Personal, Social and Emotional Development

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing.

Building Relationships

- Work and play cooperatively and take turns with others.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping, and climbing.

Expressive Arts and Design

Being Imaginative and Expressive

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

KS1 pupils should be taught to:

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

	<ul style="list-style-type: none"> ▪ Participate in team games, developing simple tactics for attacking and defending. ▪ Perform dances using simple movement patterns. <p>KS2 pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use running, jumping, throwing and catching in isolation and in combination. ▪ Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. ▪ Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] ▪ Perform dances using a range of movement patterns. ▪ Take part in outdoor and adventurous activity challenges both individually and within a team. ▪ Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Swimming and water safety All schools must provide swimming instruction either in key stage 1 or key stage 2. Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ swim competently, confidently and proficiently over a distance of at least 25 metres ▪ use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ▪ perform safe self-rescue in different water-based situation. <p>By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.</p> <p>At Windmill Hill Academy, we use the Arena Programme which our planning and teaching of PE is based on.</p> <p><i>See the knowledge and skills organiser for PE which demonstrates the progression through the year groups.</i></p>
<p>Policies/key documents</p>	<ul style="list-style-type: none"> ▪ Whole School Long term horizontal curriculum map ▪ PE Knowledge and Skills organiser ▪ EYFS Long Term overview ▪ Arena Units and Planning ▪ Diamond assessment sheets ▪ Absolute Education ▪ Sports Premium spending map ▪ SEND Policy <p><i>All of these can be found on our website under the curriculum/policies tab.</i></p>
<p>Perceptions from viewpoints (e.g. pupils/parents/Governors)</p>	<p>Pupil: The vast majority of pupils (94%) agree that they are learning a lot at this school. <i>Pupil Survey Summer 2023.</i> “What I like about my school... Mathematics, English, science, Wild</p>

Tribe, Physical Education, breaktimes and not to forget the after-school clubs." *Pupils Survey Summer 2023*.

"I like how they try to make lessons more fun or exciting!" *Pupils Survey Summer 2023*.

Parent:

The vast majority of parents agree (99%) that the teaching is good. *Parent Survey Summer 2023*.

"My child is very happy to go to school and enjoys the activities that she is given." *Survey Summer 2023*

Staff:

All staff agree (100%) that leaders are doing all that they can to improve teaching. *Staff survey Summer 2023*.

"It is a wonderful school to work in and I am very proud of all of our achievements!" *Survey Summer 2023*

Governors:

- "The school has a lovely warm, happy, inclusive feeling about it. The children appear very engaged and enthusiastic, which is evident by the work displayed on the walls and how all classes appear to have a learning thread running through, incorporating a number of visible subjects such as Maths, English Writing, Art, History etc." *Governor feedback Spring 2022*