

Subject Leader Impact



Presentation to staff and Governors 2021

Sports and PE

Dan Hockaday

Sports and PE

“Enabling life in all its fullness”

“I came that you may have life, life in all its fullness” (John10:10)

Our **Core Christian values** for our school are: *Perseverance, Creativity, Trust and Friendship.*

- Intent poem - Why?



The most important thing about **PE** is enjoyment

We are healthy and active

We learn to work as a team

We learn to compete with respect

And we develop the fundamental skills, becoming increasing confident and competent in a range of disciplines

But the most important thing about **PE** is enjoyment

Sports and PE



- Legal entitlement of 2 hours a week minimum as part of the National Curriculum
- iCan Sports Coaching run PE sessions (except for Reception)
- KS1/KS2 plus after-school clubs (multi-skills and sports) when COVID safe

Sports and PE

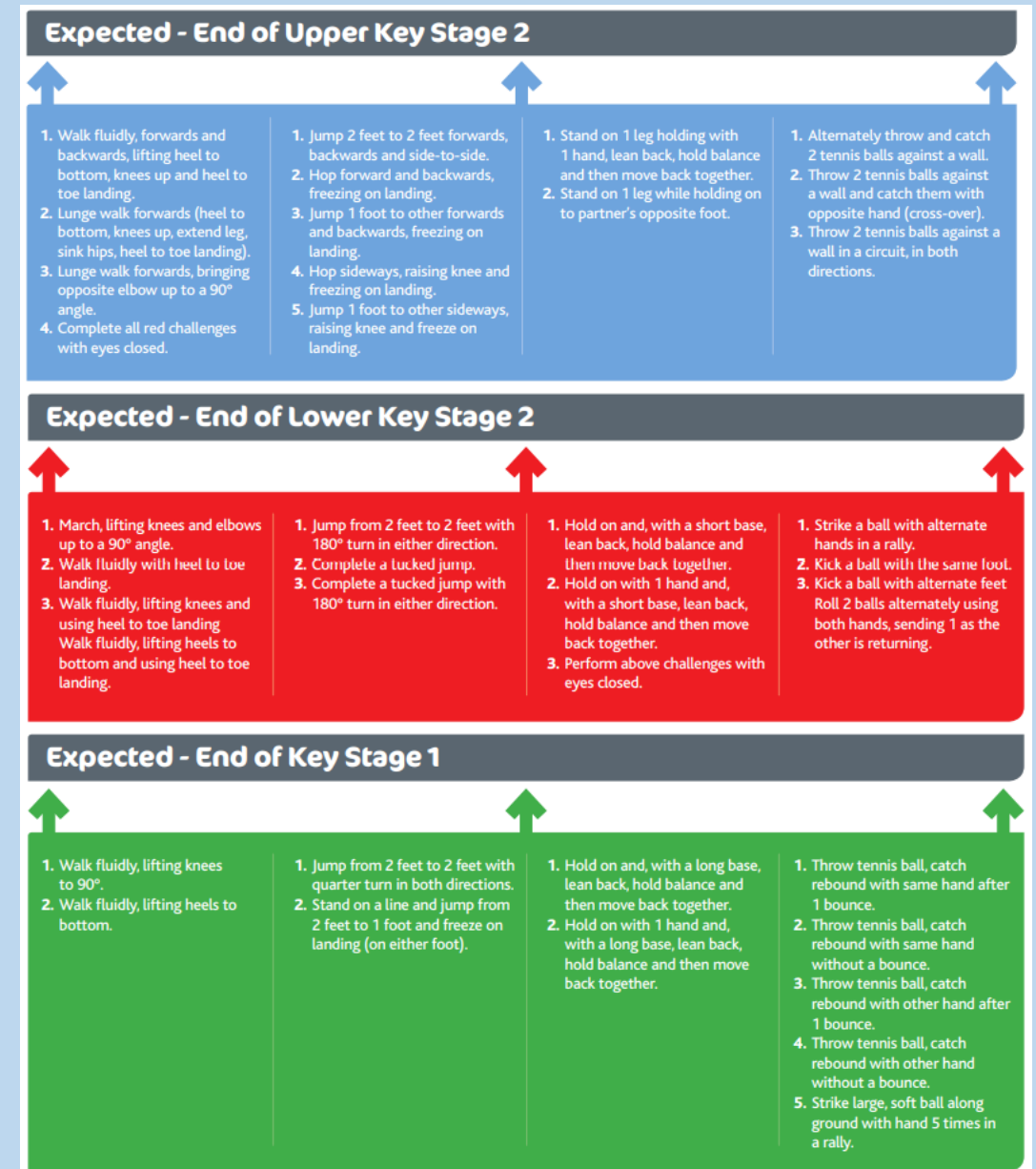


- Policy updated and on website: Yes
- Website updated: in process (with Sarah)

(intent poem, updated policy, photos, pupil voice/feedback, links to progression documents/vocab/knowledge organisers/parental links etc)

Implementation - How?

• Planning:



Implementation - How?

- Curriculum map:



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|--|---|---|---|--|---|
| Reception | Routine Body control/spatial awareness | Real PE Unit 1 (Fundamental Movement Skills) Coordination (foot work) Static Balance | Dance | Real PE Unit 2 (Fundamental Movement Skills) Dynamic Balance to Agility Static Balance | Ball Skills (catching, throwing, receiving kicking) | Ball Skills (catching, throwing, receiving kicking) |
| Year 1 | Real PE U1 (FUNs) Coordination (foot work) Static Balance Invasion Games | Real PE U2 (FUNs) Dynamic Balance to Agility Static Balance Invasion Games | Real PE U3 (FUNs) Dynamic Balance Static Balance Gymnastics | Real PE U4 (FUNs) Coordination (ball skills) Counter Balance Net/wall games | Real PE U5 (FUNs) Coordination (sending and receiving) Agility (Reaction and response) Athletics | Real PE U6 (FUNs) Agility (ball chasing) Static Balance (floor work) Striking and field games |
| Year 2 | Real PE U1 (FUNs) Coordination (foot work) Static Balance Invasion Games | Real PE U2 (FUNs) Dynamic Balance to Agility Static Balance Invasion Games | Real PE U3 (FUNs) Dynamic Balance Static Balance Gymnastics | Real PE U4 (FUNs) Coordination (ball skills) Counter Balance Net/wall games | Real PE U5 (FUNs) Coordination (sending and receiving) Agility (Reaction and response) Athletics | Real PE U6 (FUNs) Agility (ball chasing) Static Balance (floor work) Striking and field games |
| Year 3 | Tag Rugby/ Netball (Explore) | Football (Explore) | Health-related fitness Gymnastics/Dance (Explore) | Hockey/ Tennis (Explore) | Athletics (Explore) | Striking and field games (Explore) |
| Year 4 | Tag Rugby/ Netball (Develop) Swimming | Football (Develop) Swimming | Health-related fitness Gymnastics/Dance (Develop) | Hockey/ Tennis (Develop) | Athletics (Develop) | Striking and field games (Develop) |
| Year 5 | Tag Rugby/ Netball (Refine) | Football (Refine) | Health-related fitness/Gymnastics/Dance (Refine) Swimming | Hockey/ Tennis (Refine) Swimming | Athletics (Refine) | Striking and field games (Refine) |
| Year 6 | Tag Rugby/ Netball (Consolidate) | Football (Consolidate) | Health-related fitness (Consolidate) Gymnastics/Dance | Hockey/ Tennis (Consolidate) | Athletics (Consolidate) | Striking and field games (Consolidate) |

Implementation - How?

- Assessment and data:

| Y6 | PE | | Y5 | PE | | Y4 | PE | | Y3 | PE | | Y2 | PE | | Y1 | PE |
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What?



- Sports Funding plan - £17,421- impact of this spend (ongoing RAG rate)
Impact of COVID - future adjustments including static sports equipment
- Action plan - linked to SIP including monitoring teaching of PE, assessment regulations and reporting, auditing equipment, planning sports week to be inclusive, community involved and diverse
- Working on whole school sporting projects with governors e.g. running track
- Skills and progression - monitoring to check curriculum map is being covered to ensure progression
- Data - what is it saying? Validation from lead and comparison with other subjects e.g. power of 10 to raise aspiration
- CPD - time for Clive and Rob to lead some running track training for all staff

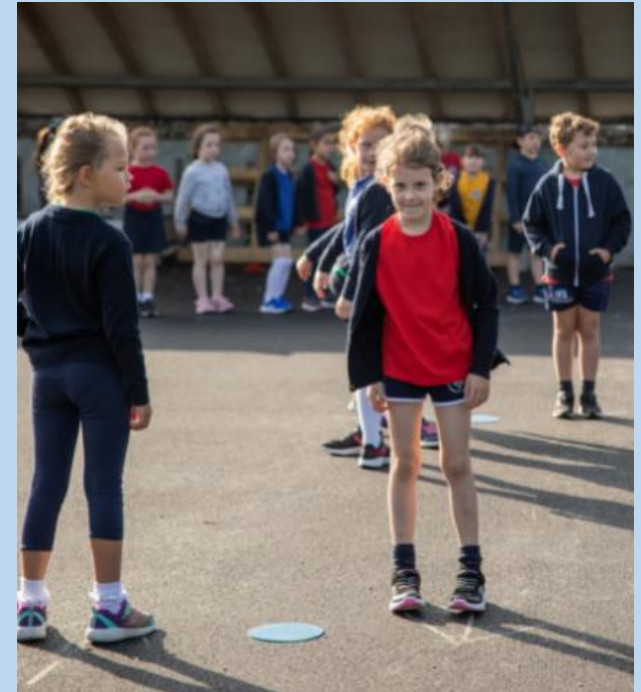
Impact - So what?



How have I made a difference? Evidence from golden file

1. Assessment points and data – has been annual assessment only (at the time of reports). From September, will be end of individual unit assessment - comparison between areas taught (new format developed).
2. Running track – research carried out to ensure good value for money, all weather facility and minimum/reasonable maintenance costs. Must be suitable for the needs of our setting e.g. sporting competition, daily use – walking, running, safety. Latest - visited St Marys Purton with Nick, we are now awaiting the final quotation before governors make a decision.
3. Intra-school competitions to allow us to achieve the Platinum School Games award. COVID has halted this – to begin after September 2021 after restrictions end.
4. Virtual Chance to Shine assembly to engage children in cricket.
5. KS2 teacher CPD free opportunity – Chance to Shine sessions Summer 2.
6. Jamie Knight inspirational freestyle footballer visit – wellbeing/COVID WOW event.

Photos/scanned examples



What do AK children say about PE?



- “I like PE because you get to run around outside in the fresh air and I love cricket too. I didn’t used to like PE when I first started. I found running really hard in year 4 and I used to get really tired running around the field but now I love it because I have practised in our lessons.
- “Sports day is really fun because we get a whole week to learn what we are doing and try different sports during Sports Week. In the summer we play cricket and get to play fun games on the field. I am much fitter and better now. We did used to do swimming and I was getting better but we don’t have it at the moment which I miss.”
- “I didn’t used to like PE when I started in Year 2 because it was boring but I love it because it is so much fun and I am so much better at it.”

What do AK children say about PE?



- “I like PE because Mr Tanner gets us to warm up which is fun and then we play games. We play tag with the dice. We need to run, go in a circle, and then they can’t get us. I like it when we run around. My favourite lesson is football.”
- “I love PE lessons. I like playing fun games at the end of PE. If you work hard you get to do fun games which are really good.”
- “I’d like PE every day. It’s my favourite lesson. At another school they get to run around the school field every morning and I wish we could do that here. Our school make PE fun.”

Final reflection - next steps



- Finalise the final Sports Week timetable with Clive (lots of local club involvement)
- Arranged visit from 'Dan the Skipping Man' who will provide training for MDSAs
- From September, ensure the end of unit assessment grids are completed by Clive/Rob and stored centrally and monitor this
- Continue with the installation of the running track ensuring effective communication and use
- Provide training for staff after running track installation
- Continue to ensure sports funding is accounted for on the action plan
- Work on developing active playtime zones (COVID 19 halted project)
- Smarten up PE kit – navy blue shorts/bottoms and only house colours from September 2021. Letter has been sent out to parents (check possibility of new hoodies with AK logo on through uniform website)
- Investigate possible transport options for school competition from September
- Arrange fixtures
- Continue to observe Clive and Rob to ensure standards of PE teaching
- Team teach opportunities for Reception staff alongside Rob/Clive