

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?



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

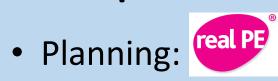
Sports and PE



- 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?



EMBRACE CHALLENGE

I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets.

IMPROVE OTHERS

I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately.

I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations.

Expected - End of Upper Key Stage 2

CONSISTENTLY TRY TO IMPROVE

I cope well and react positively when

through regular practice.

ORGANISE AND GUIDE OTHERS

I cooperate well with others and give things become difficult. I can persevere helpful feedback. I help organise roles and with a task and improve my performance responsibilities and I can guide a small group through a task.

LINK WITH OUALITY

COMBINE

WITH FLUENCY

I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities.

Expected - End of Lower Key Stage 2

TAKE CONTROL

I know where I am with my learning and I have begun to challenge myself.

WORK WELL WITH OTHERS

I show patience and support others, listening carefully to them about our work. I am happy to show and tell them about my ideas.

PERFORM WITH CONTROL

I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency.

Expected - End of Key Stage 1



I try several times if at first I don't succeed I can help, praise and encourage others in and I ask for help when appropriate.

AND ENCOURAGE their learning.

HELP

I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.

PERFORM SIMPLE

SEQUENCES

expected - End o	f Upper Key Stage 2	-	
 Walk fluidly, forwards and backwards, lifting heel to bottom, knees up and heel to toe landing. Lunge walk forwards (heel to bottom, knees up, extend leg, sink hips, heel to toe landing). Lunge walk forwards, bringing opposite elbow up to a 90° angle. Complete all red challenges with eyes closed. 	 Jump 2 feet to 2 feet forwards, backwards and side-to-side. Hop forward and backwards, freezing on landing. Jump 1 foot to other forwards and backwards, freezing on landing. Hop sideways, raising knee and freezing on landing. Jump 1 foot to other sideways, raising knee and freeze on landing. 	 Stand on 1 leg holding with 1 hand, lean back, hold balance and then move back together. Stand on 1 leg while holding on to partner's opposite foot. 	 Alternately throw and catch 2 tennis balls against a wall. Throw 2 tennis balls against a wall and catch them with opposite hand (cross-over). Throw 2 tennis balls against wall in a circuit, in both directions.
Expected - End o	f Lower Key Stage 2 1. Jump from 2 feet to 2 feet with 180° turn in either direction.	2 1. Hold on and, with a short base, lean back, hold balance and	1. Strike a ball with alternate hands in a rally.

Expected - End of Key Stage 1

landing.

landing.

3. Walk fluidly, lifting knees and

Walk fluidly, lifting heels to

bottom and using heel to toe

using heel to toe landing

1. Walk fluidly, lifting knees to 90°. 2. Walk fluidly, lifting heels to bottom.

1. Jump from 2 feet to 2 feet with guarter turn in both directions. 2. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot). hold balance and then move

3. Complete a tucked jump with

180° turn in either direction.

1. Hold on and, with a long base, lean back, hold balance and then move back together. 2. Hold on with 1 hand and, with a long base, lean back,

2. Hold on with 1 hand and.

back together.

eyes closed.

back together.

with a short base, lean back,

hold balance and then move

3. Perform above challenges with

rebound with same hand after 1 bounce. 2. Throw tennis ball, catch rebound with same hand

1. Throw tennis ball, catch

3. Kick a ball with alternate feet

Roll 2 balls alternately using

both hands, sending 1 as the

other is returning.

- without a bounce. 3. Throw tennis ball, catch rebound with other hand after
- 1 bounce. 4. Throw tennis ball, catch rebound with other hand
- without a bounce. 5. Strike large, soft ball along ground with hand 5 times in

a rally.

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	l Ball Skills (catching, throwing, receiving kicking)	Ball Skills (catching, throwing, receiving kicking)	
Year 1	Real PE U1 (FUNs) Coordination (foat work) Static Balance Invasion Games	Real PE U2 (FUNs) Dynamic Balance to Agility Static Balance Invasion Sames	Real PE U3 (FUNs) Dynamic Balance Static Balance Gymnastics	Real PE U4 (FUNs) Coordination (ball skills) Counter Balance Net/well games	Real PE US (FUNs) Coordination (sending and receiving) Agility (Reaction and response) Athletics	Real PE U6 (FUNs) Agility (ball chasing) Static Balance (floer 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	(FUNs) (FUNs) (FUNs) Islance to Agility Dynamic Balance Coordination (be tic Balance Counter Balance Counter Balance		Real PE US (FUNs) Coordination (sending and receiving) Agility (Reaction and response) Athlatics	Real PE U6 (FUNs) Agility (ball chasing) Static Balance (floor work) Striking and field games	
Year 3	Tag Rugby/ Netball (Explore)	Faotball (Explore)	Health-related fitness Gymnastics/Datos (Explore)	Hockey/ Tennis (Explore)	Athletics (Explore)	Striking and field games (Explane)	
Year 4	Tag Rugby/ Nartball (Dexelop) Swimming	Feetball (Develop) Swimming	Health-related fitness Gymnastics/Dance (Develop)	Hockey/ Tennis (Develop)	Athlatics (Develop)	Striking and field games (Develop)	
Year 5	Tag Rugby/ Netball (Refine)	Faotball (Refine)	Health-related fitness/Symnastics/Dance (Refine) Swimming	Hockey/ Tennis (Refine) Switzning	Athletics (Refine)	Striking and field games (Refine)	
Year ó	Tag Rugby/ Netball (Consolidate)	Faotball (Consolidate)	Health-related fitness (Consolidate) Symnastics/Dance	Hockey/ Tennis (Consolidate)	Athletics (Consolidate)	Striking and field games (Consolidate)	

Implementation - How?



BARE

ARE-

ARE

ARE+

GD

• Assessment and data:

У6	PE	У5	PE	У4	PE	У3	PE	У2	PE	У1	PE
	ARE		ARE		ARE		ARE+		ARE		ARE
	GD		ARE		GD		ARE		ARE		BARE
	GD		GD	-	ARE-		ARE		ARE		ARE
	GD		ARE	-	ARE+		ARE		ARE		BARE
	GD		GD	-	ARE		ARE		ARE		ARE
	ARE+		ARE	-	GD		ARE		ARE		ARE
	GD		ARE		GD		BARE		ARE		ARE
	ARE+		ARE+		GD		ARE+		ARE		ARE
	ARE		ARE		GD		ARE		ARE		ARE
	ARE		ARE		ARE		ARE		ARE		ARE
	ARE		ARE+	_	ARE		BARE		ARE		ARE
	ARE		ARE	_	ARE-		ARE		ARE		ARE
	GD		BARE	_	GD		ARE		ARE		ARE
	ARE		GD	_	BARE		ARE		ARE		ARE
	GD		GD	_	BARE		ARE		ARE		ARE
	ARE+		ARE+	_	6D		GD		ARE		ARE
	GD		ARE+	_	ARE		ARE		ARE		ARE
	GD		ARE	_	ARE		ARE+		ARE		ARE
	ARE		GD	_	ARE		ARE+		ARE		ARE
	GD		GD	-	ARE		ARE		ARE		GD
	ARE+		ARE	_	BARE		ARE		ARE		ARE
	BARE		ARE	_	ARE		ARE		ARE		ARE
	GD		ARE	-	ARE		GD		ARE		ARE
	ARE-		ARE	 -	ARE		ARE		ARE		ARE
	ARE-		ARE		ARE		ARE		ARE		ARE

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