******PE in our classrooms at Brampton Cortonwood Infant School**

**Our Teachers**

>Teachers will follow the progression model for PE which ensures appropriate coverage of knowledge, skills and vocabulary for each year group.

>Teachers will personally pursue support for any particular subject knowledge and skills gaps prior to teaching.

>Teachers will ensure that resources are appropriate, of high enough quality and are plentiful so that all pupils have the correct tools and materials.

**>**Teachers will assess pupils through formative and summative assessments, which will inform whether the pupil is ‘on track’ or ‘not on track’.

>Teachers will help pupils understand the key vocabulary associated with their topic of interest and understand the meaning of them in a practical/real life context. All pupils will access language from their age appreciate progression model.

>Teachers will encourage outside participation for sporting clubs and activities and showcase their efforts within class and ensure they are added to the ‘Sporting achievements’ book.

>SEND children will be supported through active sensory breaks, gross motor and fine motor resources and additional adult support.

**Our Lesson Structure**

>In our PE lessons, you will see whole class teaching, group work and independent work.

>Children start their lessons with practical ‘warms ups’ to get their bodies moving and heart rate going. These warms ups are usually linked to the previous lessons focus.

>The main teaching includes physical activities that are targeted at one of the key areas. Key vocabulary is taught throughout and built upon each week.

>Children will use equipment ranging from balls, bats, beanbags, to gymnastic equipment.

>Children will ‘cool down’ at the end of lessons and recap on the learning taken place.

**Our Environment**

>In school there will be a PE display aimed at each of the key areas, with familiar athletes that focus in these areas.

>In school there will be a ‘Sporting achievements display’ this display will highlight the children’s sporting accomplishments both in school and outside of school. Children will receive a school certificate for these accomplishments and their photo will be added to the Sporting accomplishment book for everyone to access.

>In EYFS there will be provision areas to target children’s fine motor skills. As well as their outdoor provision having resources to target their gross motor skills.

>In KS1 children will access a formal PE lesson once a week, planned using our progression model. Children will also access physical brain breaks daily and active playtime and lunchtimes.

**Our pupils’ Voice and Lessons**

>Pupil’s voice will show a developed understanding of the methods and skills of Physical learners at an age-appropriate level.

> Pupils will have a secure understanding of the key skills for each key area of the curriculum: games, athletics, dance and gymnastics.

> Pupil’s voice will have progression of understanding, with appropriate vocabulary which supports and extends understanding when confidently discussing PE and identifying their own strengths and areas for development.

>Pupil’s quality of PE skills will be shown in lessons through ability to meet the desired outcomes. Pupils will be able to apply the skills they learn each year and are beginning to think and work like sports men and sports women.

**Our Approach**

The National Curriculum is taught through a theme-based approach. Where possible, opportunities for cross curricular links are highlighted giving a meaningful context for the learning. Teachers make it explicit to children that they are learning PE Skills and Knowledge and that they are being ‘Sportsmen and women’. Wherever possible, we aim to build upon the child’s ‘Personal PE’ by developing their Dance, Gymnastics, Athletics and Games skills and knowledge. Our curriculum is based on the acquisition of knowledge, skills and vocabulary with a focus on children knowing more and remembering more. With clear progression across year groups, as demonstrated in our school’s progression model, this allows children to revisit and recap prior learning in order to embed skills and knowledge. Our PE curriculum encourages children to look closely at the sporting world around them through engaging lessons and broadening children’s real-life experiences both inside and outside of school through educational visits, visitors and exploration. They develop the key skills with the four aspects we teach as well as learning how and why we should keep our bodies active and healthy. Our children will have access to sporting clubs, competitions and festivals throughout the academic year to broaden their experiences.

**Our Subject Lead’s Role**

>Understand and articulate the expectations of the curriculum to support teaching and support staff in the delivery.

>Ensure an appropriate progression of knowledge is in place which supports pupils in knowing more and remembering more as Sportsmen and women.

>Ensure an appropriate progression of PE skills and knowledge is in place over time so that pupils are supported to be the best Sportsmen and women they can be, and challenge teachers to support struggling Sportsmen and women and extend more competent ones.

>Ensure an appropriate progression for vocabulary is in place for each phase of learning, which builds on prior learning.

>Identify Sportsmen and women who underpin specific areas of the curriculum and raise aspirations for pupils.

>Keep up to date with current Physical Education research and subject development through an appropriate subject body or professional group.

>Monitor the quality of education provided during PE lessons to ensure that the quality provided for all pupils is good or better.

>Celebrate the successes of pupils through planned displays and collate appropriate evidence over time which evidences that pupils know more and remember more.

>Provide ongoing CPD support based on the outcomes of subject monitoring to ensure that the impact of the curriculum is wide reaching and positive.

>Organise and attend extracurricular sporting activities, clubs and festivals.

>Organise successful PE days within school, such as Sports day and get parents included in their children’s successes.

>Promote active and healthy lifestyles to our children, parents and staff and the importance of these in our mental health.

>Plan, budget and spend the Sports Premium funding with the schools’ priorities and children’s needs in mind.

>Promote, organise and support on active playtimes and lunchtimes.