

## Your aims and ambitions for the curriculum

We believe a high quality Physical Education curriculum should inspire and encourage children to take regular physical activity, promote their independence and develop their resilience. Our aims and ambitions for the curriculum is for children to develop competence to excel in a broad range of exercises and physical activities.

The children will be exposed and have opportunities for them to engage in competitive sports and activities and be physically active for prolonged periods at a time. By completing all of this, the children will have developed the confidence and the knowledge to prepare them for secondary Physical Education lessons school.

## Scope and breadth of the curriculum

The disciplinary knowledge of our Physical Education curriculum begins in FS2 and the learning is focused heavily on expanding their own knowledge and experiences. This knowledge builds from FS2 right up to UKS2. The children are taught by Worksop Town Football Club on a Tuesday covering one sport and then they will be taught another sport by their teacher for their second PE session of the week. This enables the children to experience a range of sports and develop a deeper understanding of them in more depth as they will focus on two sports per half term.

Our curriculum is aspirational as it leads pupils to achieve and fulfil the requirements of the National Curriculum.

We have a detailed and structured plan of objectives (taken from GetSet4PE) of what concepts are being taught, in which year group and when to ensure appropriate coverage. This plan is important as it allows all staff to know when and where pupils are beginning taught about different concepts and what children should already know and what they're going to need to know to move forwards with their learning. These include to know how to develop tracking and collecting skills, in relation to ball skills. This supports children to develop their knowledge of ball skills and apply to other areas of the curriculum in game situations, such as netball and basketball.

## What to teach and when

The substantive knowledge in Physical Education is organised around key units each half-term. These are progressive and the mixed-year sequencing from GetSet4PE's long-term planning is followed – this is highlighted with the school's curriculum policy document.

As professionals who work with children within a range of children, we have an awareness of not only where children have come from, but where they're moving to in terms of different skills and sports. Using this knowledge, it enables the teachers to move children swiftly onto applying their skills and knowledge to game situations and refine what they have learnt. The children receive high quality lessons that challenge and scaffold learning from the use of a different range of equipment to ensure that they all reach the same learning objective.

One of our strengths are our teachers and their knowledge of the children. They are strong and confident in their roles and have high expectations of pupils. They utilise TA's and resources to ensure the children receive the best education we can offer them. They are well organised and plan from the GetSet4PE long term overview, enhance and adapt this to suit the children within their classes. In turn, this means we have a large number of

## Know more, do more and remember more

Our curriculum and teaching has substantive knowledge planned across class groups into each unit, providing opportunities for retrieval practice of prior knowledge and vocabulary at the start of each lesson. The subject is separated into substantive and disciplinary knowledge, so that the teachers are aware of what the skills are and how they are going to achieve their skills. It supports teachers with the knowledge of how each skills and sport links from one activity to another. For example, they will all need to have ball skills in order to play basketball. Also, children revisit and use different tactics and skills throughout different year groups to ensure that they retain prior knowledge and then have opportunities to build upon this in an age-appropriate way, extending and enhancing their vocabulary. St. Luke's ethos is based around being able to 'flourish', and within that it discusses integrity, friendship, hard work and resilience which is referred to during all aspects of our learning, and this encourages the children to use their knowledge of this in all aspects of their learning, particularly PE so that they can communicate effectively.

## Sequencing of learning, particularly through concepts, vocabulary and skills

Our St. Luke's curriculum ensure success through its sequencing beginning with simple functional skills concepts in FS and building on this knowledge as the physical education concepts progress throughout school using the GetSet4PE long term planning. Pupils are taught about concepts such as; ball skills and control, balancing and agility.

Our long term plan (following GetSet4PE) identifies the most important skills and knowledge for pupils to learn in order to promote automaticity. The whole school undertakes a 'recall and retrieve' questions relating to their previous learning so that this supports children's metacognition. In addition to this, the children are always expected to revisit their previous learning by doing examples of activities from the previous lessons, as their warm ups, and then they are to discuss how the previous lesson links to the next one.

We have a carefully sequenced curriculum where children regularly revisit concepts throughout their journey – interleaving curriculum. This ensures their acquisition is ordered so that there are opportunities to both learn and use all knowledge (both prior and new), until both pace and accuracy are achieved. Our B20% children work with teachers and teaching assistants every lesson to ensure they get the support they need. The reputable scheme ensures that there is opportunity for pupils to develop a pre-requisite knowledge to apply their knowledge of the skills and tactics to game situations and even football matches so that they can compete against other schools.

Physical Education's vocabulary, for each specific lesson, is referred to at the start of the lesson and is highlighted repeatedly throughout the lesson, so that it supports children with their metacognition. Children will then be expected to recall it during the start of their next PE session, so that they can see how the vocabulary relates to their learning. The rationale for St. Luke's teaching approaches include; assessment for learning, adaptation, photographic evidence, visual displays, teaching (auditory) and kinaesthetic (hands on, using apparatus) approaches are used during every lesson. We use a systematic and progressive approach during lessons that builds up over time. Pupil are actively encouraged to provide 'noisy thinking' or 'think out loud' to discuss and explain their reasoning when undertaking work, work may also contain deliberate misconceptions to promote discussion.

We ensure that further challenge for pupils involves facts, methods and strategies they already know to add breadth and depth to their learning to ensure that it is not superficial, but known and remembered. This is done to ensure that we do not risk 'dysfluency: and/or the accumulation of misconceptions over time, particularly for DP/B20% pupils. Staff ensure, by using their professional judgement, that automaticity is practised (particularly for aspects of fluency) to empower subsequent learning. Further enhanced through guided practice and children working with adults, bridges the gap between receiving new knowledge and using the new information independently.

## Curriculum adaptation; Access for all.

For the B20% of pupils, DP pupils and pupils with SEND, equipment is adapted prior to the lessons to meet the needs if a child requires a simplified alternative. Pupils who require additional support with their learning are supported through bespoke/adapted 1:1 and/or in small groups. At the beginning of the lesson, there is explicit teaching of the skills, knowledge and vocabulary. An area of strength within the delivery of our curriculum is the adaptation to ensure that the learning is practical so that all learners can access the full curriculum. Learning is shared with the support staff prior to the lesson taking place to ensure they are aware of the lesson intent. We also support children by putting children into mixed ability groups, using different sized equipment and changing to size of where they are practising their skills, so that all children can access the curriculum.

## CPD

- 18.09.24 – Subject Leader Action Planning Twilight
- 25.09.24 – Evidence Pupil's learning
- 12.11.24 – Demand Avoidance Training
- 14.11.24 – Meeting with Kate Voice about how to enhance our participation with Bassetlaw School Sports Games
- 06.01.25: Phil Abbott – What subject need to know – INSET training. (ALL)
- 08.01.25 – Curriculum Focus
- 29.01.25: PE Staff Meeting – Monitoring
- 04.02.25 – Kate Voice – Sports Leader Training for Netball Festival
- 13.02.25 – Children hosted their own Netball Festival
- 18.03.25 – Meeting with Laurie from WTFEC to discuss PE
- 19.03.25 – Curriculum twilight – monitoring
- 27.03.25 – Monitoring – Pupil Voice
- 21.05.25 – Clubbercise for KS2
- 14.07.25 – Wheelchair Inclusive Basketball
- 13.10.2025 – Provide Tas training on delivering GetSet4PE

## Deliberate enhancements to the curriculum

We enhance the curriculum by being able to compete in a range of sporting events so that the children can utilise their skills, tactics and knowledge and apply it to real life game situations. Also, the children get to experience tailored PE sessions delivered by WTFEC (Worksop Town Football Club) who are qualified to deliver and coach high quality sessions in a range of sports.

In addition to this, the KS2 children have utilised the knowledge of their leadership skills to host their own netball festival with the support of Kate Voice from Bassetlaw School Sports Games. The children were able to accurately set up the event, lead the activities and could discuss with the children the areas for improvement.

The children have experienced sports in a variety of ways to show them that exercise can be fun and exciting! They have received some training from Holly Plumley who taught the children how to do a range off circus skills from FS2 to Y6 and it was evident of the progression of knowledge from FS2 to Y6. We also have Anna Stancill coming to visit school, so that the children can participate with a fitness programme which is fun and engaging! Evidence of this is available via the school website, Class Dojo, class floor books and the school Facebook page.

## What checks have you completed? What have they told you? What did you do about it? What is the impact of this?

### Checks:

- **20.09.24** – organising the PE store, cleaning it out, sorting out all of the cupboards, labelling and writing a list for the equipment that we need to order.
- **13.12.24** – Signed up for GetSet4PE and set up the assessments for teachers so that they could input their data from each half term to determine where the gaps are in their learning and ordered equipment to fit in line with the GetSet4PE
- **29.01.25** – lead staff meeting to determine how we are going to monitor and assess children from GetSet4PE and determine how we are going to move forward with PE for the next academic year.
- **19.03.25** – Curriculum lead twilight, going through and monitoring work to ensure that teachers are following the LTP and are completing the lessons in line with the scheme
- **27.03.25** – Conducted Pupil Voice with boys and girls separately to develop an understanding of what we need to focus on moving forwards. Completed the outdoor equipment for break times and labelled them, going to organise staff and put sports leaders in charge of keeping it organised

### Findings:

- We already have a lot of equipment but it needs to be labelled properly, staff members need to put back equipment once they have used it because equipment keeps being misplaced. **(20.09.24)**
- Completed an informal staff voice and discussed how staff members have found getting used to the new scheme but staff members are finding it difficult to upload video evidence to Class Dojo. **(19.03.25)**
- Staff members are starting to update Class Dojo with PE evidence, using LO to demonstrate that they are following the LTP. **(19.03.25)**
- Children love the new scheme and have said that they find the lessons are adapted well with those children who require challenges are being challenged. The children explained that they want to be able to compete against other schools in a variety of sports, not just for football. The children have requested more equipment on the playground at break time and not all children are attending their session with Superstar Sports. The boys understood the vocabulary well and could use it in context, the girls in KS1 didn't understand it as well but they could make the links between the sports and how they could use the skills in a range of different sports.

### Next steps:

- Plan in opportunities for further subject leader training for CB
- Allow pupils the opportunity to revisit misconceptions in their learning, in order to ensure pupils can learn from their mistakes.
- More focus on vocabulary in context by using the retrieve and recall at the start of lessons
- Creating sports leaders and play leaders at school so that the children have more equipment to play with.

### Actions taken:

- Delivered staff training for how to use GetSet4PE on 29.01.25 so that they can utilise what it offers to its full potential.
- Delivered staff training for how to use GetSet4PE on 29.01.25 to update/remind around 'On Demand' training and how pupils need to progress across their learning within a lesson
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### Impact of actions taken:

- Subject leader (CB) feels more confident of whole school knowledge of the children's Physical Education journey/learning across school
- Informal monitoring shows that pupils are progressing correctly by looking at Class Dojo and being able to see the children completing the action.
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