

PE

OCEAN ACADEMY

Purpose:

The purpose of this document is to outline the planning intent and implementation of the PE curriculum at Ocean Academy. In response to the Ofsted PE Research Review, our planning and approach has been reviewed to ensure that the PE curriculum offers the best education for our pupils. To ensure that all staff understand the high expectations agreed, whilst establishing and maintaining a consistent approach to the teaching and learning of PE across our school; ensuring that all learners have exposure to high quality PE teaching and learning opportunities. The effective teaching of PE requires not just a well-structured and progressive programme but its consistent implementation across the school. Consequently, this will ensure that excellent attainment and progress is achieved by all children, regardless of ability, gender or socio-economic backgrounds.

Underpinning evidence:

1. Ofsted Research review: PE
2. The forgetting curve, Ebbinghaus
3. Cognitive Load Theory, Sweller
4. Principles of Instruction, Rosenshine
5. Metacognition and Self-regulated Learning, EEF
6. Feedback, EEF Teaching and Learning Toolkit
7. Mastery Learning, EEF Teaching and Learning Toolkit

Introduction and aims:

'In PE, pupils learn increasingly intelligent movement and important knowledge that can reduce barriers to participation and inform their own healthy, active lifestyle choices. PE provides a gateway into the world of sport and physical activity.' Ofsted 2022

At Ocean Academy, we aim to provide a high-quality physical education curriculum which inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It is designed to provide opportunities for all pupils to become physically confident in a way which supports their health and fitness. It is carefully sequenced to ensure that there are opportunities to compete in sport and other activities which build character and help to embed values such as resilience, independence, sportsmanship and respect.

Intent - Sequencing and planning

The first pillar of progression: motor competence

The importance of competence:

'There is evidence showing that when pupils move through a well-sequenced curriculum their self-efficacy increases because of increased knowledge and competence. To have the best chances of establishing and maintaining physically active lives both across a broad range of activities and in the long term, it is important that pupils develop secure foundations for movement.' Ofsted, 2022

At Ocean Academy, our curriculum is sequenced and designed to ensure that, over time, pupils will master fundamental movement skills and essential knowledge within the PE curriculum. Content is sequenced based on how knowledge builds over time, from simple to complex and through different sports and physical activities. For example, throwing and catching are important aspects of motor competence and attack and defence are important features of rules, strategies and tactics that are developed progressively across the curriculum, building over time on existing competency and knowledge.

Learning in PE is planned in blocks so that pupils have the opportunity to master the skill by applying it in a variety of ways. Lessons are planned to ensure that enough time is spent becoming 'fluent' in the skill as a standalone entity before applying each skill.

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- **Application (rules, strategies and tactics) session** to apply the selected skill during that block of learning into a small-sided, competitive game (sometimes linked to a specific sport)
- **Gymnastics, Dance and Athletics (motor competence and healthy participation) session** to develop flexibility, strength, technique, control and balance
- **Swimming** is taught discretely and in addition to the above sessions to ensure that all children can swim 25 metres or more by the end of KS2
- **Outdoor and Adventurous Activities** are covered in each year through residential visits and activity weeks. Orienteering is also a regular part of the curriculum.

The development of fundamental movement skills (motor competence):

‘The typical progression from inefficient to more proficient and mature patterns of movement requires high-quality instruction, practise and feedback.’ Ofsted, 2022.

Fundamental movement skills have been mapped across the school to ensure that new skills are given the time needed to master them. The planning ensures that all fundamental movement skills (locomotor skills, stability skills and manipulation skills) are covered across the curriculum.



YEARLY COVERAGE


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Furthermore, across year groups and between terms, these fundamental movement skills are revisited and revised to build on prior knowledge and skill and enable new learning to attach to existing schemas. Within each block of learning, these skills are applied in small-sided and competitive games.

'This means selecting sports and physical activities that develop a range of motor competencies, a range of rules, strategies and tactics that are important for pupils to understand and a range of knowledge to enable healthy participation.' Ofsted, 2022.

The planning progression emphasises that the development of motor competency and the Fundamental Movement Skills are the core of the curriculum and are repeated every year. Specific sports are not taught within our curriculum. Instead, aspects of sports and games are taken to create competitive and small sided games within which pupils can apply their knowledge and skill. Furthermore, Ofsted found that the domination of team sports within a curriculum can reduce the opportunities for positive learning experiences.


Teacher time cards have been created to ensure that the progression of each fundamental movement skill is detailed so that all teachers can design PE sessions that develop, refine and practise the skills in increasingly complex situations, building on pupils' current level of competency.

Teacher Time...  Fundamental Movement Skills

Catching (Medium Sized Balls)


Step by Step Guide:

- On your toes! Feet move to place body in line with travelling ball
- Eyes focused on the ball
- Hands reach out to meet the ball
- Hands adjust to size and path of the ball
- Fingers soft and slightly cupped
- Caught in hands - not trapping with chest
- Hand and fingers close to trap ball. Elbows bend to absorb impact



Teacher Cue:
"Eyes on the ball...
Finger traps"

Recommended Skill	
Development Games: (See Activity Cards Book)	
Sitting Volleyball	59
Chest Pass Tennis	60
Mini Handball (2v2)	64
Piggy in the Middle	66
Through the Gate	77

Teacher Time...  Fundamental Movement Skills

Catching (Medium Sized Balls)

Practice Task #1	Practice Task #2	Practice Task #3
With a medium sized ball and stood around 3-4m apart, bounce the ball to their chest and remind them of the key technique (Teacher Cue). If they are struggling to catch when stood up, try sitting down and bouncing the ball to them like this to begin with. How many can they catch in a row without any drops?	With a medium sized ball and stood around 3-4m apart, accurately throw the ball to their chest and remind them of the correct technique. Once confident with this, challenge them by throwing less accurate passes so that they are required to re-position themselves before the catch.	Mark out 2 spots around 10m apart with the child stood on one of them. Ask the child to run from one marker spot to the other and as they are moving, throw the ball to their moving position. As they catch the ball, they must stop and return the pass before moving to the marker spot to restart.
Learning Outcomes Progression...		
I can catch medium size balls when bounced with a prompt	I can catch medium size balls when thrown with a prompt	I can catch medium size balls when thrown accurately
I can catch medium size balls when thrown at different heights and directions	I can catch consistently when I am moving	I can catch consistently when I am moving in a competitive situation

Regular CPD and the employment of a PE specialist to work alongside teachers to plan and deliver high quality PE sessions, ensure that all teaching and learning in PE is highly effective. Every lesson is quality assured by the PE lead to ensure that it includes practice opportunities to develop motor competence and application of these. Resources and shared planning ensures that teachers are knowledgeable about each skill and can therefore provide excellent models and specific feedback. 'Fundamental Movement Skill - Teaching and Learning videos' have been created to provide teachers with the subject knowledge and guidance they need to effectively teach each skill, offer specific feedback and spot incorrect technique.

The second pillar of progression: rules, strategies and tactics

'Movement execution is a vital part of successful participation in sport and physical activity. However, it is not enough to be competent alone. As novices, pupils need to be explicitly taught the knowledge that informs and successfully directs their movement: that is, knowledge of rules, strategies and tactics.' Ofsted, 2022.

Within every lesson, across all blocks of learning in PE, the curriculum is planned to ensure that pupils have the opportunity to apply their motor competence to developmentally complex games and situations. For example, in Year 3 dance, teachers may ask pupils to design a dance with 3-5 movements and consider space. However, in Year 6, the complexity of their movements may remain the same but they will be asked to consider the levels, speed and dynamics of their movements as well as the space they are working within.

Rules, strategy and tactics are explicitly taught and planned within all sessions in PE at Ocean Academy. Teachers are provided with regular CPD and support from the PE lead to quality assure planning across the school. 'Teacher Activity Cards' have been created to ensure that teachers have the subject knowledge and tools to select highly effective games and situations to plan their PE sessions.

Battleships Tennis		Skill Development Game	95
<ul style="list-style-type: none"> In pairs, both children have a tennis racquet and 5 cones. They have 1 ball between them. Stood around 5m apart, both partners set up their cones in front of their feet as a target. Starting with the ball in their hands, they strike the ball towards their partners target. If a cone is hit, they take that cone to add to their own. The opposite partner must let the ball bounce once before they can collect/catch the ball to have their turn. 		Skill Focus:	
		1/2 Hand Strike	
Resources		Tennis Bells, Tennis Racquets, Cones	Competitive?
Support		Larger targets. Underarm Throwing before racquet control.	Creative?
Challenge		Further apart. Smaller Targets.	Social?

Dance Idea... A Little Less Conversation Creating the Success Criteria...

Stimulus		Music			
Watch Youtube Clip: Junkie XL, Elvis Presley - A Little Less Conversation (Elvis vs JXL) ft. Elvis Presley		Junkie XL ft. Elvis Presley - A little less conversation			
Warm Up	Listening to the Music- Children to travel around the space to match the music. When the teacher stops the music, children create a balance to match the music.				
Class Discussion	Watch the Stimulus and listen to the music. Discuss suitable ACTIONS which match the theme. Create a Word Bank and explore these. (Below are some example ACTIONS .) Create a Class Dance Success Criteria by discussing the questions on the reverse of this card.				
Travelling	Jumping	Turning	Gesture	Stillness	
Tiptoe Gallop Shuffle Waddle Run Heel Flick	Stride Side Step Leap Hop Skip Pirouette	Board Skip Vault Buck Gallop Spin Jump	Spring Leap Pirouette Hop Straight Jump	Twirl Pivot Reveal Pirouette Cartwheel Spiral	Wheel Rotate Spin Whip Flip Twist
					Heel Flick Stretch High Knees Arm Swings Punch Blowing Waving Toe Tap
					Pause Freeze Hesitate Balance
Composition	Give children time to work with these actions to 'TELL THE STORY' of the Music and Stimulus. Encourage children to consider DYNAMICS, SPACE & RELATIONSHIPS (See Reverse)				
Performing to...	The Whole Class?	Another Pair/Group?	All at the same time?		
Evaluation	Children to offer positive and critical feedback to their peers based on the class success criteria - Create this by discussing the questions on the reverse with the children.				

Dynamics (How?)	Space (Where?)
With what FORCE will you present your actions to suit this dance? Gentle or Strong?	How will you change the LEVELS throughout to suit this dance? Low... Middle... High?
With what SPEED will you present your actions to suit this dance? Slow or Fast?	How will you be POSITIONED to other objects/people to suit this dance? Near... Far... Over... Under... Behind... In front... Above... Beneath?
With what FLOW will you present your actions to suit this dance? Continuous (Smooth) or Abrupt (Jolting)?	
Relationships (With who?)	How will you change the SIZE of your actions to suit this dance? Big... Medium... Small?
Time: Will you use Unison or Canon?	
Size of Group: Will you work in Pairs? 3? 4? Whole Class?	
Position: How will you and your group position yourselves to suit this dance?	How will you change the DIRECTION of your movements to suit this dance? Forwards... Backwards... Sideways... Up... Down?
Contact: Will you come in to contact with each other to suit this dance? How?	
Devices: Will you... Copy? Mirror? Lead & Follow? Act & React to suit this dance?	

The third pillar of progression: healthy participation

Similar to the pillars of motor competence and rules, strategies and tactics, there are important concepts (for example, 'aerobic' and 'anaerobic') that are useful for pupils to develop an understanding of how to enhance their current and later healthy participation. Ofsted, 2022

Themes and vocabulary

At Ocean Academy, developing healthy, active lifestyles is part of our whole school ethos and is integral to our PE curriculum. Within and across all PE sessions, the importance of health and fitness is reinforced by developing our pupils' understanding and knowledge in this area.

Mapped across the PE curriculum, key themes and vocabulary are intertwined throughout the blocks of learning. For example, when learning and mastering floor shapes in gymnastics, the bones and muscles are named and discussed with the pupils. Teachers will also discuss the benefits and necessity of stretching and strengthening these muscles and bones through staying active.

This planning is linked and sequenced alongside the science and PSHE planning of the school to ensure that it builds on existing knowledge and understanding, deepening the learning and context of the

knowledge. Pupils engage in weekly PSHE sessions led by their class teacher which is planned to link with the PE curriculum.

Extra curricular activities and active playtimes

Outside of PE sessions, pupils regularly engage in active playtimes (led by the PE lead) where they have the regular opportunity to develop their fundamental movement skills further through play. A wide range of play equipment and organised games are on offer and available to all children during every playtime including skipping ropes, bats and balls, netballs and posts, bikes and scooters, bean bags and targets, throwing and catching implements and footballs. This enables pupils to further practise, extend and refine their PE knowledge and skills through play.

Furthermore, there is an extensive offer of active clubs and sport-specific training activities available daily providing all pupils with access to further active opportunities to promote healthy participation.

Sport-specific squad training led by the PE lead is also available for pupils who would like to develop their motor competency and knowledge of rules, strategy and tactics through a specific sport. From this, squads are selected to attend local competitive events and fixtures. Participation in local competition and sporting events is a major part of our school community and raises the profile of PE, school sport and health within the community.

Implementation - Pedagogy

'The instruction, practise and feedback that pupils receive within lesson time should enable all pupils to develop their competency, reinforcing the important message that everyone can improve.' Ofsted, 2022.

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- **Outdoor and Adventurous Activities** are covered in each year through residential visits and activity weeks. Orienteering is also a regular part of the curriculum.

To ensure that the intended planning is delivered effectively, lessons are planned with the underpinning understanding that high quality teaching and learning in PE includes the following:

- **Effective modelling and powerful demonstrations:** Because of regular CPD, support, rigorous planning and quality resources, teacher subject knowledge of the fundamental movement skills, rules, tactics and strategies is strong. Because of this, teachers can provide specific models and break a skill down into manageable learning chunks for pupils to learn and develop over time. Use of videos, demonstrations and teacher time cards enables teachers to provide excellent models.
- **Sequential practice:** Learning is blocked, revisited and revised within and across year groups so that it builds upon existing knowledge and is planned sequentially and progressively. This is to

ensure that learning is mastered and does not overload the working memory when learning new skills and knowledge.

- **Repeated practice:** Every lesson has opportunities for pupils to repeatedly practise each skill to become fluent and competent in each skill. As pupils gain fluency, the complexity and difficulty of the practice or task will increase.
- **Purposeful feedback:** Because of regular CPD, support, rigorous planning and quality resources, teacher subject knowledge of the fundamental movement skills, rules, tactics and strategies is strong. Because of this, within every lesson, teachers can offer specific and purposeful feedback to pupils to improve their knowledge, motor competency and understanding. The feedback focuses on what they can do and their next steps in learning.
- **Maximum time being active:** Lessons are designed to ensure children access the maximum amount of practise time. This is achieved by ensuring that resources are well stocked and available for individual practice. Lessons are designed so that application opportunities are small sided to ensure maximum participation. The physical activity and engagement within the lesson is purposeful and linked to the intended learning.
- **Competitive elements at the right level of challenge:** Competition is effective when strategically planned to provide varying degrees of challenge. Lessons are designed to incorporate opportunities for pupils to apply their learning. This may include competitive games which have been carefully planned to ensure there is an appropriate level of challenge. Planning includes reference to simple changes that can be made to a game to increase or decrease the complexity (e.g. changing space, size of ball, number of players etc). The focus of the competitive activity is the quality of knowledge/skill application, not the score or end result. Through these competitive scenarios, values of sportsmanship are taught and discussed within the learning (resilience, honesty, respect, teamwork, determination, passion).

Assessment:

'Well-designed assessment enables teachers to gather evidence to plan subsequent teaching that helps pupils to know and do more.' Ofsted, 2022

Assessment within PE is regular and often. Teachers' subject knowledge of each aspect of PE is secure and planning and resources support this to enable teachers to make effective assessments and provide specific feedback to move learning on, within and across lessons, blocks of learning and year groups.

SEND and inclusion

PE planning ensures that pupils with SEND or physical impairment can achieve just as well as their peers. The PE lead works closely with the SENDCO and external agencies through regular consultations to understand the specific needs, individual goals and incorporate these into the planning. For example, occupational therapy consultations will lead the planning for physical development for a child with a physical disability. All lessons are adapted to ensure that all children can access the learning and work with their peers.

Monitoring and Evaluation of Teaching and Learning:

We regularly monitor teaching and learning across the school to make sure that all of our pupils make the best possible progress from their starting points.

Aims of monitoring and evaluation:

- To make secure judgements of teaching and learning across the school
- To monitor and evaluate the progress of students

- To evaluate the performance of individual teachers against the Teacher Standards and check that high standards of professional performance are established and maintained
- To identify training needs across the teaching and support staff and drive the CPD programme

SLT and subject leaders will monitor and evaluate the impact of teaching on student's learning through:

- Learning walks
- Book looks
- Review of termly assessment data
- Gathering input from pupil voice and staff voice

Review:

This policy is subject to yearly reviews by the subject leader and SLT.

Upon review, amendments will be made in line with the Academy Improvement Plan and shared with all staff.