



# Treverbyn Academy

## Teaching and Learning Principles

### Subject: PE

### Aspiration, Perseverance, Collaboration, Compassion

#### School Vision:

Our vision is to provide a safe, challenging environment.

Value each individual

Build positive foundations for learning for life.

Promote team-work, co-operation and responsibility.

Foster healthy relationships between our pupils and with adults.

#### School Mission Statement:

To provide inspirational opportunities to nurture:-

- Aspiration
- Perseverance
- Collaboration
- Compassion

through an environment which both challenges and supports children to develop a sense of care and compassion to be effective citizens of the future.

#### Subject Intent

At Treverbyn Academy our aim is to develop physical competence and excellence through our PE Curriculum, engage children in high quality physical activity through extra-curricular clubs/ break & lunch times & participate in a wide range of activities where children can aspire to be their best.

Promoting physical, social & emotional well – being & understanding the benefits of a healthy active lifestyle whilst learning skills for life is vital for developing lifetime habits.

Children are encouraged to be positive role models with opportunity to develop leadership skills through our Playmakers scheme; building character & confidence & helps to embed values such as perseverance, respect & teamwork.

We provide opportunities for pupils to aspire to be the best they can be through individual and team sports and leadership opportunities.

Every child should have the chance to...





We define curriculum as the totality of a child's experience at Treverbyn Academy. This includes not only what activities and learning they are immersed in but also the processes involved in how the child learns.

At Treverbyn Academy, we have developed a curriculum which fosters: - Aspiration, Perseverance, Collaboration and Compassion.

To ensure curriculum quality we have addressed the following:

- Developing sequential learning where pupils know more and can do more
- Considering depth and breadth and curriculum content
- Local context and filling the gaps from pupils' backgrounds
- Ensuring exposure and immersion to high quality teaching/coaching and sports opportunities
- Having clear and focused opportunities for assessment
- Listening to the pupil voice
- Reviewing and evaluating curriculum design
- Clear curriculum leadership and ownership

## Subject Implementation:

All pupils receive a minimum of **one hour** of PE per week, using our field/playground or the school hall. Forest schools for half a term and an extra whole term of swimming per KS2 class. Children are given excellent opportunity to develop fundamental skills through a variety of activities and games.

We use the Get Set 4 PE SOW which focuses on Physical, Social, Emotional and Thinking whole child outcomes. Our curriculum map has a clear progression of knowledge and skills which will be built on throughout their time with us. Each new activity will recap any prior knowledge and children are given the opportunity to demonstrate this to their peers.

Vocabulary and technical terms are frequently recapped and reinforced during all lessons and visual aids are provided where possible.

Swimming is taught using the local swimming pool for a 1-hour session for 10 weeks, providing an experienced swim teacher and school staff using the Swim England toolkit to aid teaching. We aim for all children to swim a minimum of 25m by the end of Year 6.

## Subject Impact:

We aim for every child to be able to:

- Present my knowledge and understanding in a variety of ways
- Develop confidence to work alone and as part of a group, recognising strengths and areas for improvement
- Celebrate and respect the success of others as well as their own
- To make healthy choices and create healthy mindsets for life



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- Swim a minimum of 25m by the end of Year 6
- Pupils are able to lead their peers in sport and play
- Children will have lifetime habits for a healthy active lifestyle

## Skills Progression:

At Treverbyn Academy, we use the objectives from the National Curriculum through GetSet4PE to ensure good coverage and challenge for all.

We carefully track the objectives to ensure that new learning builds on prior knowledge and consolidates understanding showing sound progression across the depth and breadth of the subject.

Within lessons and topics, we ensure sufficient time is given to recall prior learning so that children can see and develop links within their learning.

For further information, please see the subject overview grid and the skills progression document in GetSet4PE.

Contextual example:

Outdoor Adventurous Activities, working on teamwork and communication skills, giving each member of the team the time to have their input, ensuring everyone listens and respects each other's views. Progressing these skills to the point where one child is blindfolded, their partner is now 'the eyes', emphasising how important it is to be clear with verbal instructions and working together collaboratively. Moving on to whole school orienteering in pairs against the clock, highlighting the need for great teamwork.

## Teaching and Learning Expectations:

- Lessons will promote a love of PE and healthy habits for life
- All children can access physical education
- Children unable to take part in PE will be given another role e.g. officiating or peer assessor
- Activities/questions will promote health and well-being
- Links to Drama and ICT links
- Regular opportunities for Assessment for Learning through a range of activities
- Recall of prior learning – Q&A, verbal discussion
- A minimum of 1 hour per week
- All children have adequate PE Kit
- Social Media updated regularly examples of PE, PA, and SS
- Additional 30 minutes physical activity during the school day

## Working Walls/Displays:

- Calendars of 2 months ahead with upcoming fixtures



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- Termly after school clubs' timetables
- Vision for PE
- Treverbyn Well-being and Active Journey
- Active blasts ideas
- Team Treverbyn photo wall
- Sports day photo collage
- Sports Leaders display
- Mental health week display

## Monitoring/Assessment:

- Exit Points (e.g.: matches, sequencing, performances)
- Pupil Conferencing
- Learning Walk/Lesson Observations
- Pupil profiles, end of each unit assessment including photo evidence
- Extra-Curricular club's tracker for each pupil