

Curzon PE Curriculum

Our Intent

Curzon specific aims of PE

We aim to inspire a future active generation to enjoy physical education, encourage each other and achieve together. We know that a high-quality PE curriculum will help pupils develop their health, fitness and wellbeing in our ever-changing world and that healthy habits need to start young. In our PE lessons, we provide a safe and supportive environment for pupils to flourish in a range of different physical activities and to develop physically emotionally, spiritually, morally and socially.

Physical activity not only improves health but reduces stress and improves concentration. Exercise has a positive influence on academic achievement, emotional stability and interaction with others. We aim that all Curzon pupils develop self-belief in, and enjoyment of, their PE abilities and understand how physical activity can help them mentally and emotionally.

We have high ambitions for all pupils. Our ethos is to enable all pupils to reach their potential. We do not place a ceiling on attainment. Through carefully designing our curriculum to include a range of different activities within each lesson (e.g. individual skills, paired work, team games), we ensure that all pupils, including SEND, can participate fully. We further tailor aspects of our PE curriculum to specifically support our pupils with SEND, such as providing mini versions of games and modified equipment. Our curriculum is designed to ensure that higher attainers are challenged through being given the opportunities to develop their talents, for example, sometimes working with similarly able peers on specific skills.

PE is cultural entitlement. Beyond physical participation, the traditions and cultural reference points associated with sport and physical activity are part of our shared heritage. Without being taught the language of sport and physical activity, pupils can miss out on an enriching aspect of our communal life.

Whilst following the National Curriculum, we have designed our PE curriculum to match what we believe is important about PE at Curzon :

Our curriculum promotes our values of courage and respect

As part of our school value of respect, we teach our pupils about disability sports and give them opportunities to try some of these. By celebrating the courage and successes of para-athletes, we teach our pupils how challenges can be overcome and the importance of perseverance. We aim to equip our pupils to manage the emotions of winning and losing. This helps them develop respect for others and the courage to cope when they are not always successful.

The importance of teamwork

We believe that being able to work with others is an essential skill for all areas of life. We aim to teach our pupils to observe and produce the conventions of fair play, honest competition and good sporting behaviour as individual participants, team members and spectators, thus embedding life-long values such as respect, co-operation, collaboration and equity of play.

Assessment

Evaluating knowledge and skills

A key part of our Curzon curriculum is reflecting on and evaluating knowledge and skills learnt. This forms part of our formative assessment. This forms part of all PE lessons and matches our ethos, seen across the curriculum, of developing pupil's responsibility for learning. This is communicated to parents in the end of year report.

Summative assessment takes place in swimming and shared with parents at the end of the lessons. It is also used as a starting point for next year's swimming groupings.

An emphasis on swimming

We believe that being able to stay safe in water and get out of danger is a crucial life skill. In KS2 we have designed our curriculum with a greater amount of swimming than many other schools so that the vast majority of our pupils meet the National Curriculum requirements for swimming and many exceed them.

Continuing sport outside of PE lessons

We believe that a healthy lifestyle is not just about PE lessons. We aim that our pupils are active throughout the school day and beyond, providing them with opportunities to participate in a range of clubs, events, competitive fixtures and sports festivals.

Strong cross curricular links

Our PE Curriculum is part of our wider curriculum aim of teaching pupils about the importance of healthy living and the need for exercise and good nutrition. Please see D&T, Science and PSHE curriculum documents for more details.

- *How this links with our vision: growing in self-belief, teamwork and physical skills; developing the ability to make healthy choices in life.*

Our Implementation

Organisation of PE at Curzon

PE lessons

Sport is a key part of our school life. Pupils participate in at least 2 hours of PE per week covering 3-4 different sports per term. Pupils are provided with their full entitlement to PE and teachers ensure that interventions do not take place during these times. We offer a varied and stimulating programme of activity to ensure that all pupils make progress. Our curriculum includes gymnastics and dance, as well as range of sports such as: disability sports, football, tag rugby, netball, basketball, cricket, rounders, tennis, athletics, hockey and handball. Our PE curriculum provides a mixture of non-competitive and competitive activities. All KS2 pupils have swimming lessons to develop swimming ability and basic water safety skills.

Outdoor activities

Each class benefits from half a term of Forest School with our accredited Forest School leader, where pupils are given the opportunities to develop their physical agility and teamwork skills. Our outdoor and adventurous curriculum is enhanced by our Year 5 and 6 residential trips

which enable our pupils to experience team building and individual activities, enhancing self-esteem and confidence in a variety of situations. They also learn orienteering skills. We have updated our EYFS resources to allow for daily outdoor adventurous play, for example pupils use large wooden blocks to create adventure trials and balancing courses.

Sporting events

We have joined a network of local schools to be part of a Sports Partnership, which is run with the intention of providing non-competitive sporting festivals for every pupil across the whole school year. Each year group attends a minimum of two sporting festivals to develop skills that have been introduced or reinforced during PE lessons in school. Pupils have the opportunity to participate with pupils from other schools in a relaxed friendly environment. We hold an annual sports day, showcasing a range of track and field events, attended by parents and members of the local community. We have recently joined Numberfit whose leaders have visited KS2 classes and led some popular sessions linking Maths and PE.

Activity throughout the day

We have a well-staffed and equipped playground, a sports field, and play equipment to provide opportunities for pupils to develop and improve fundamental physical skills whilst being active during break and lunchtimes. Since the installation of our new KS1 play area, we have seen an increase in active play among our younger pupils. Our EYFS pupils have access to a range of scooter and trikes. Our breakfast club offer, run by our PE coach, includes daily sporting activities. Our PE coach also runs free organised games daily at lunchtimes. Older pupils learn about sports leadership and become sports leaders, planning and leading games for younger ones.

After school clubs

We provide a broad range of activities based on pupils' interests and new initiatives, and work with parents to identify when a pupil has an interest and/or a clear talent in a specific sport. Regular extra-curricular clubs are very popular and offer a wide variety of sports, including football, netball, basketball, multi sports and cross-country. We signpost pupils to sports clubs, promote local sporting activities and celebrate sporting achievements outside of school in our weekly assemblies.

Sports Premium Funding is used to increase physical competency of staff and pupils and also to provide the school with resources and high-quality equipment. Our PE leader is a qualified sports coach who models lessons for other members of staff. We also invest in our Sports Partnership and one-off events, such as dance workshops and bikeability.

How we teach PE

In EYFS pupils have discrete PE sessions each week and Forest School sessions for half a term. PE is included in continuous provision. For example, creating and using obstacle courses with large equipment. Our curriculum supports the development of core gross motor skills which children need to master before being able to develop fine motor skills in other curriculum areas, such as pen control for writing. EYFS pupils also develop their gross motor skills through riding bikes and trikes.

Throughout the school, within each unit, skills are built up in carefully sequenced lessons. Many PE units start with pupils learning skills. They then try out these skills in small, short game situations before playing full games. Pupils are taught how to support each other and how to work as part of a team. Throughout the school, pupils evaluate their own and others' PE work, making constructive and respectful comments.

Lessons typically start with a warmup relevant to the objective and/or to promote a healthy lifestyle. The objective is shared and links are made to previous learning. Teachers model the correct techniques and give pupils plenty of time to practise skills both on their own and in some groups. Skills are then applied with a competitive scenario or a in larger group.

Curzon Long Term Curriculum Planning for PE

KS1 Barn Owls

Autumn	Spring	Summer
Multi skills Dance	Gymnastics/stretching Ball games	Athletics Bat and ball games

KS1 Snowy Owls

Autumn	Spring	Summer
Gymnastics Invasion games	Multi skills Parachute games	Hockey Cricket Basketball Football

Year 3

Autumn	Spring	Summer
Rounders Hockey Disability sports Netball	Gymnastics Dance Football Handball	Cricket Athletics Swimming

Year 4

Autumn	Spring	Summer
Rounders Hockey Disability sports Netball	Gymnastics Dance Football Handball	Cricket Athletics Swimming

Year 5

Autumn	Spring	Summer
Rounders Tag Rugby/Handball Netball Hockey	Gymnastics Football Swimming	Net Games (inc volleyball) Sports recap/sports leadership Athletics Cricket

Year 6

Autumn	Spring	Summer
Rounders Tag Rugby/Handball Netball Hockey	Gymnastics Football Swimming	Net Games (inc volleyball) Sports recap/sports leadership Athletics Cricket

Progression of knowledge and skills in PE

Our PE curriculum is sequenced precisely to ensure progression of knowledge and skills throughout the school thus enabling pupils to build upon prior experiences and apply these fluently, with confidence.

Activity	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Invasion Games (football, tag rugby, netball, handball, basketball, hockey)	Move freely using suitable spaces and speed or direction to avoid obstacles. Throw/kick large balls.	<p>Ball control skills Explore different ways using a ball. Explore ways to send a ball or other equipment Retrieve and stop a ball using different parts of the body.</p> <p>Games Play a variety of running and avoiding games. Participate in simple team games Develop simple attacking and defending techniques</p>	<p>Ball control skills Develop control and accuracy when moving with a ball in a variety of different games. Pass and receive a ball with more control and accuracy.</p> <p>Stretch and challenge- GDS Use a number of passing and receiving techniques with accuracy with a range of balls.</p> <p>Games Recognise the best ways to</p>	<p>Ball control skills Use a number of sending and receiving techniques. Improve accuracy of passes and use space to keep possession better. Remain in control of ball while travelling.</p> <p>Games Look when travelling and what happens after they have passed ball. Play games that involve keeping</p>	<p>Ball control skills Score more regularly without making mistakes. Choose and adapt their techniques to keep possession and give their team chance to shoot.</p> <p>Games Plan ideas and tactics similar across invasion games. Know what rules are needed to make games fair. Evaluate how successful their tactics have been, use</p>	<p>Ball control skills Show ways to keep ball away from defenders. How to shield the ball. Change speed, direction with ball to get away from defender. Shoot accurately in a variety of ways.</p> <p>Games Mark an opponent. Watch and evaluate the success of the games they play in. Identify parts of the game that are going well and parts that need improving.</p>	<p>Ball control skills Increase control of ball and shooting skills.</p> <p>Games Understand that when team has ball they are attacking and when they haven't they are defending. Understand different ways to attack and defend. Choose right formations and tactics for attack and defence. Know how they support other players in</p>

		Pass and receive a ball in different ways	score points and stop points being scored. Recognise how they work best with their partner. Make it difficult for opponents. Keep the ball and find best places to score. Watch others accurately. Participate in small team games. Stretch and challenge- GDS Think ahead and anticipate multiple options.	possession and scoring Know which passes are best and tactics to keep possession. Find space to receive and support.	appropriate language to describe performance and identify what they do that makes things difficult for their opponents	Explain how confident they feel in different positions.	attack and defence. Compare their performances and demonstrate improvement to achieve personal best. Stretch and challenge- GDS Attack and defend effectively showing accurate control of ball and shooting skills when under pressure. Play for a club at a competitive level.
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Activity	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Gymnastics	Move freely and with confidence	Learn a variety of basic gymnastic	Develop short sequences on	Develop and perform actions.	Devise, perform and repeat	Control actions and combine	Make up a sequence and

	<p>in a range of ways including, rolling, floor shapes, ways of travel. Experiment with different ways of moving. Jump off an object and land appropriately. Stand on one foot to hold a balance.</p>	<p>movements. Be still in different body shapes and balances and combine different ways of travelling. Move between mats and small apparatus and change the speed of movement. Handle apparatus safely Recognise how it feels when the body is tense in a balance. Develop balance, agility, co-ordination of travelling, stillness, jumping, timing, changing shape, direction and size.</p>	<p>their own. Use imagination to find different ways of using apparatus. Form simple sequences of different actions using floor and apparatus. Have a clear start, middle and end. Have a clear focus when watching others perform. Say when a movement or skill is performed well (aesthetic appreciation). Describe what they have done and what they have seen.</p>	<p>Practise and concentrate on quality of movement. Link different balances moving in and out of positions of stillness. Transfer weight smoothly from one part of body to another Vary and apply actions on floor and apparatus. Work with a partner and small groups to create sequences.</p>	<p>sequences that include travel, body shapes and balances. Work with a partner and small groups to create sequences. Adapt sequences to include apparatus and to suit partner or small group.</p>	<p>them fluently. Be aware of extension, body tension and control. Move from floor to apparatus, change levels and move safely. Combine movements with others in a group. Watch a performance and evaluate its success. Choose a focus for improvement. Identify one or two aspects of their performance to practise and improve.</p>	<p>adapt it to different apparatus layouts. Change levels and use space effectively. Hold body in tension and extend and point fingers and toes. Work as a group and share roles fairly. Investigate different ways of working with a partner or small group. Use compositional ideas (contrasts and variation in shape, speed, level, timing and actions) Compare their performances and demonstrate improvement to achieve personal best.</p>
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		<p>Balances Front support Back support Straddle balance both sides Superhero balance both sides Shoulder stand balance Headstand balance Handstand balance</p> <p>Rolls Log/pencil roll Egg roll/side tuck roll Teddy bear roll Shoulder stand roll</p> <p>Jumps: Star, Tuck, half twist and full twist</p> <p>Movement skills Star Jumps moving forward Hopscotch Skipping (not with rope) Bear walking Bunny hops forwards Frog jumping Crab walking sideways tummy up and down Crab walking facing forwards and backwards Bunny hops sideways Bunny hops sideways 1 foot at a time Bunny hop side to side with weight on hands</p>	<p>Refine balances: Front support Back support Straddle balance both sides Super Hero balance both sides Shoulder stand balance Headstand balance Handstand balance Hopping on both feet</p> <p>Headstand with partner Handstand with partner</p> <p>Rolls Log/pencil roll Egg roll/side tuck roll Teddy bear roll Shoulder stand roll Forward roll</p> <p>Refine Jumps: Star, Tuck, half twist and full twist</p> <p>Movement skills Refine Ks1 skills Travel on feet while Hopping, skipping, 2 feet to 2 feet jumps, hopscotch, and star jumping Travel by bear walking, bunny hop, crab walking Bunny hop side to side with weight on hands</p>	<p>Partner Balances which build on the main balances below learnt in Year 3 and 4: Front support Back support Shoulder stand balance Headstand balance with partner Handstand balance with partner</p> <p>Using rolls and jumps learnt in Year 3 and 4 to link Partner Balances: Log/pencil roll Egg roll/side tuck roll Teddy bear roll Shoulder stand roll Forward roll Star jump Tuck Jump Half twist Full twist</p> <p>Use knowledge learnt on Jumps/flight to: introduce flight via vaulting with leapfrog and then jumps off spring board, side tuck vault over low box and straddle vault over higher platform</p> <p>Movement skills Refine Y3,4 skills Extend legs in leaps</p>
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		<p>Hop from side to side with weight on hands (introduction to cartwheel movement)</p> <p>Stretch and challenge- GDS Able to do all these with control and body extension so that the elements are aesthetically pleasing. To be able to teach others.</p>	<p>Hop from side to side with weight on hands Start learning a cartwheel</p>	<p>Hold body in tension to keep a good balance whilst transferring weight and moving. Cartwheels</p> <p>Stretch and challenge- GDS Able to do all these consistently with control and body extension so that the elements are aesthetically pleasing. To be able to teach others and coordinate group routines.</p>
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Activity	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Dance	Move freely and with pleasure and confidence in a range of ways. Experiment with different ways of moving. Complete simple moves to different stimulus.	Learn basic movements relating to feelings. Learn what makes a good start and finish position in a sequence. Learn how to move their bodies in a variety of ways. Respond to different music. Perform dance movements and simple movement patterns. Be taught to remember and perform short dance routines to other pupils (1-6 steps)	Use a range of vocabulary to describe moods and how dances make them feel. Perform dances using a range of simple movement patterns with a clear start middle and end. On their own can remember and perform short dance routines to other pupils (1-8 steps) Evaluate and improve a dance performance by recording and viewing their rehearsals. Stretch and challenge- GDS Able to perform dance moves with control and body extension so that the	Improvise freely on their own and with a partner, translating ideas from a stimulus to a movement. Learn a short sequence with a clear, middle and end that they can perform on their own and in a group. Learn how to develop actions and movements within short dances by changing the speed, mood and levels. Learn a variety of travels, gestures, turns, jumps and balances with composure and control	Compose and perform short dances with clear start, middle and end on their own, partners and in groups. Develop basic actions and skills by changing the speed, mood and levels, Develop travels, gestures, turns, jumps and balances with good composure and control	Explore, improvise and perform ideas for dances in different styles, working on their own, with a partner and in a group. Start to compose more complex routines with clear sections, starting to use unison, canon, and repetition. Change the speed, mood and levels.	Explore, improvise and combine and perform movement ideas fluently and effectively. Evaluate, refine and develop their own and others' work. Compare their performances and demonstrate improvement to achieve personal best. Compose more complex routines with clear sections, using unison, canon, and repetition. Change the speed, mood and levels. Stretch and challenge- GDS Able to perform a range of dance

			elements are aesthetically pleasing. Able to move to the beat and use music to enhance performance.				moves consistently with control and body extension so that the elements are aesthetically pleasing. To be able to teach others and coordinate group routines. To choreograph group routines teaching others skills.
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Activity	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Net games (tennis, volleyball)	Catch a large ball. Demonstrate some control and coordination in large and small movements. Pass a ball. Kick a ball. Dribble a ball at feet.	Focus on throwing a ball with control both over and underarm with prompts. Focus on catching a ball from shorter and longer distances,	Use their skills to play end to end games, games over a barrier and fielding games. Watch others and describe what is happening. Talk about what they	Practise throwing and catching with a variety of different balls and using different types of throwing. Hit the ball with a racket. Use different shots.	Understand where to stand when receiving. Understand attack and defence tactics. Understand rules about the games. Play competitive games using throwing and	Hold and swing racket Know where to stand on the court when hitting, catching and receiving. Hit the ball on both sides of the body and above head.	Hit the ball in the court away from opponent,. Know where to stand when attacking and defending. Explain why they or others are playing well in the games. Know what they need

		<p>on their own and in groups. Play games based on net games Pass and receive a ball in different ways with control and increased accuracy.</p>	<p>have done and how they did it. Participate in team games. Pass and receive a ball in different ways with increased control and increased accuracy.</p> <p>Stretch and challenge- GDS Vary strength, length and direction of shots.</p>	<p>Play games using throwing and catching skills. Vary strength, length and direction of throw. Know how to make it difficult for opponent to receive ball.</p>	<p>catching skills. Vary strength, length and direction of throw. Understand how they can make it difficult for opponent to receive ball.</p>	<p>Use different types of shots during a competitive game. Improve accuracy. Explain why they or others are playing well in the games. Know what they need to get better at and what to practise.</p>	<p>to get better at, to previous ones and what to practise. Compare their performances and demonstrate improvement to achieve personal best.</p> <p>Stretch and challenge- GDS Understand practices to help with precision and consistency and speed about the court. Know how to outwit them using speed height and direction of ball.</p> <p>Play for a club at a competitive level.</p>
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Activity	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Fielding and striking (cricket and rounders)	<p>Throw over and under arm in a general direction</p> <p>Catch a variety of sized balls when bounced or thrown.</p> <p>Strike a ball (self-bowled) in a general direction</p>	<p>Focus on technique, striking a ball with control when shown.</p> <p>Focus on technique on fielding a ball using under and over arm throwing.</p> <p>Play simple games in small groups, applying rules and skills that have been taught.</p>	<p>Choose, use and vary simple tactics.</p> <p>Participate in team games. Pass and receive a ball in different ways with control and increased accuracy.</p> <p>Learn fielding techniques.</p> <p>Stretch and challenge- GDS Accurately throw and catch a ball at different speeds and heights always being aware while the ball is in play.</p>	<p>Consolidate and develop the range and consistency of their skills in striking and fielding games.</p> <p>Perform fielding techniques with increased control and coordination</p>	<p>Throw and catch a ball at different speeds, directions and heights.</p> <p>Choose and use a range of simple tactics and strategies.</p> <p>Perform fielding techniques with increased control and coordination</p>	<p>Develop the range and consistency of their skills, especially in specific striking and fielding games. E.g. throwing, catching and striking a ball accurately to a static and moving partner at different distances.</p>	<p>Use and adapt rules, strategies and tactics, using their knowledge of basic principles of batting and fielding.</p> <p>Develop and adapt their striking, fielding, throwing and catching skills to different heights, distances in small and large games.</p> <p>Thinking about when to use an over and under arm throw.</p> <p>Stretch and challenge- GDS Strike, field, throw and catch with accuracy and consistency.</p> <p>Have a good awareness of the yourself and the</p>

							position of both teams. Play for a club at competitive level.
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Activity	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Athletics	<p>Pupils will be taught how to use their bodies to:</p> <p>Sprint Jump for height Jump for distance Overarm throw Run for longer distance Participate in Sports day</p>	<p>Pupils will be taught how to use their bodies to:</p> <p>Sprint Jump for height Jump for distance Run at fast, medium and slow speeds, changing speed and direction Jump in a straight line Take part in simple relay games sometimes remembering when to run and what to do</p>	<p>Pupils will be taught how to use their bodies to:</p> <p>Sprint Jump for height Jump for distance Run at fast, medium and slow speeds, changing speed and direction with some fluency, control and consistency. Master basic movements including running, jumping, throwing and catching, a</p>	<p>Pupils start to develop their technique for running at shorter and longer distances, throwing for distance, jumping and leaping for height and distance. Start to show consistency, control and accuracy when throwing objects into targets from increasing distances Use different techniques,</p>	<p>Pupils to develop their technique for running at shorter and longer distances, throwing for distance, jumping and leaping for height and distance. Increase consistency, control and accuracy when throwing objects into targets from increasing distances Increase speeds, heights, distances</p>	<p>Know how to plan a run so they pace themselves evenly or unevenly. Mark a run up for jumping and throwing. Watch a partner's athletic performance and identify the main strengths. Increase speeds, heights, distances against personal best scores</p>	<p>Develop flexibility, strength, technique, control and balance Develop the consistency of their actions in a number of events. Increase the number of techniques they use. Sustain pace over longer distances, e.g. sprint for seven seconds, run for one or two minutes. Throw with</p>

		<p>Throw a variety of objects in a straight line</p>	<p>Make up and repeat a short sequence of linked jumps. Take part in a relay activity, remembering when to run and what to do.</p> <p>Throw a variety of objects, changing their action for accuracy and distance.</p> <p>Understand the concept of pace.</p>	<p>speeds and effort to meet challenges set for running, jumping and throwing. Increase speeds, heights, distances against personal best scores</p>	<p>against personal best scores</p>		<p>greater control, accuracy and efficiency. Perform a range of jumps showing power, control and consistency at both take-off and landing. Say how some athletic activities can improve strength, power or stamina. Increase speeds, heights, distances against personal best scores</p> <p>Compete for a club.</p> <p>Perfrom long distance throws with accuracy and consistency. Review own perfromance at the end of races intemrs of pace and tactics.</p>
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Activity	Y3,4	Y5,6	More/most able Stretch and challenge- GDS
Swimming	<p>Year 3 Swim between 10 and 20 metres, with swimming aids and support, using their arms and legs to propel themselves in some cases, swim up to 5 metres without aids or support Move confidently in water when their feet are touching the ground</p> <p>Year 4 Swim between 50 and 100 metres and keep swimming for 45 to 90 seconds Use different strokes, swimming on their front and back Control their breathing Swim confidently and fluently on the surface and under water.</p>	<p>Swim between 50 and 100 metres and keep swimming for 45 to 90 seconds Use three different strokes effectively, swimming on their front and back Control their breathing Swim confidently and fluently on the surface and under water Recognise how swimming affects their body, and pace their efforts to meet different challenges Perform safe self-rescue in different water-based situations Suggest activities and practices to help improve their own performance</p>	<p>Swim further than 100 metres swim fluently and confidently for over 90 seconds Use all four strokes with control Swim short distances using butterfly Breathe so that the pattern of their swimming is not interrupted Perform a wide range of personal survival techniques confidently Know what different tasks demand of their body, and pace their efforts well to meet challenges</p>

Assessment

Assessment of pupils' learning in PE is an ongoing monitoring of pupils' learning by the class teacher/PE leader throughout lessons. As in all subjects, lessons include a recap of previous learning. Teachers use quick fire formative assessment activities in lessons to check retention of knowledge, such as true/false, thumbs up/down, show me. They also observe closely individual, group and paired work. This assessment is then used to inform support and challenge for each pupil and to make adaptations to future lessons. Pupils evaluate their own and each other's performances throughout the school, learning to do this in a respectful and constructive manner. Summative assessment is based on learning seen throughout the units and is recorded at the end of each term. The PE leader reports back to class teachers on the competencies

achieved within each unit covered and we report annually to parents. Summative assessment also takes place in swimming and is shared with parents at the end of the lessons. It is also used as a starting point for next year's swimming groupings.

Impact

The PE subject leader monitors the impact that PE is having on the pupils' learning (through observations, talking with pupils) to ensure the progression of knowledge and skills is being taught. Impact is measured during lessons through questioning, recap of previously taught skills and knowledge, observation of pupils in lessons and listening to their evaluations. This information is used to target next steps in learning.

Swimming is assessed using the national guidance and the vast majority of our pupils meet the minimum requirements.

Analysis of club attendance and pupil surveys show that our after-school clubs are very popular with some quickly becoming oversubscribed. We constantly evaluate and improve our provision to ensure that we cater for as many pupils as we can. For example, last year, we introduced a very successful cheer leading club.